



El Camino College

Communication Studies PROGRAM REVIEW 2013

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Communication Studies

PROGRAM REVIEW

2013

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Communication Studies 2013 Program Review

1. Overview of the Program

1a) Program description

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

PROGRAM MISSION:

The Communication degree provides students with a thorough foundation in the theory and practice of communication studies. This is achieved through a variety of courses that serve to develop personal, business, and professional communication skills in individual, interpersonal, and group situations, along with skills in research, organization, critical thinking, argumentation, and forensics. Students will demonstrate their proficiency through performance, class projects, research papers, objective tests, critiques, and forensic competitions. Course completion, evaluation of student learning outcomes, transferability, competitions at the local, state, and national levels, and periodic program review serve as measures of program assessment.

Consistent with the overall mission of El Camino College to offer a broad range of programs and courses to serve students in obtaining a degree, transferring, and embracing skills, the program in Communication offers excellent preparation and training for each of these areas. The department uniquely offers students the ability to complete half of the CSU Golden Four requirements. Our curriculum is designed so that upon completion of the program, students will have taken a diverse set of courses that will give them the appropriate background in Communication as a general field of study, as well as specific training that will assist them in successfully transferring to a four year university or enhancing personal skills. For example, students will have a basic understanding of sub-disciplines or topics relating to Communication (public speaking, group, argumentation, media, oral interpretation of literature, interpersonal, intercultural and forensics), offering the student a diverse selection of lower division courses that will provide a strong foundation to further their undergraduate education, as well as offering greater understanding of how meaning is exchanged within a variety of contexts.

Upon completion of the Communication program, students will gain basic understanding of how communication works. Students will gain hands-on training in dissecting and utilizing the communication process through individual performances, conversations with others in dyads and groups, and debating a variety of topics. Students will obtain experiences of communicating in public address settings to offer individual presentations, argue critical issues and present researched topics. As a result students will have intense practice in conducting and evaluating collegiate level research to construct and analyze arguments. In doing so, students will have a stronger grasp on the differences of nonverbal and verbal messages and how they influence audiences. In addition, students will be able to practice

the management of speech anxiety through applying various methods of preparation and delivering messages. At the same time, students will gain a stronger sense of local, state, national and international issues worthy of discussion and advocacy. With such skills, students obtain stronger critical thinking skills, public speaking skills and interpersonal skills that will be applied to their personal lives, the community in which they live and to the world in general.

Communication Studies is allowed to offer about 63 sections a semester serving approximately 2000 students. In the Spring of 2014, we offered the following:

32 COMS 1 courses

11 COMS 3 courses

6 COMS 4 courses

1 COMS 5 course

1 COMS 8 course

9 COMS 12 courses

1 COMS 14 course

1 COMS 22 course

1 COMS 23 course

We have grown substantially. For comparison, in 1952 we offered one Public Speaking course, one Group, and one Oral Interpretation. By 1960 we were teaching 22 sections and by 1993 we offered 50 sections (including Voice and Articulation, Interpersonal, Argumentation, Readers Theatre and Intercultural Communication). We hope to add Organizational Communication, Gender Communication and possibly Public Relations in the near future.

Table of Communication Studies Degree Completions

(From the February 2014 Institutional Research Report on El Camino Degree Completions)

Division	Major	2008-09	2009-10	2010-11	2011-12	2012-13	5-yr change
FINE ARTS	Communication Studies	7	8	5	9	22	214%
Total Fine Arts		54	73	56	65	85	57%

In Fall 2013, we had 193 students who identified with being a Communication Studies major. This included 22 degrees and 17 AA-T degrees. This number represents a 214% change from degree completions in 2008-2009. Upon casually surveying Communication majors in the Spring of 2014, the most common reason majors give for not enrolling in the AA-T is simply that they do not know about it. The Communication faculty are aware of their role in promoting the AA-T to the majors, up until this date that responsibility has

largely fallen to the counseling department. It is a very new degree opportunity and will no doubt, grow quickly. The faculty hopes to be more involved on campus when “Communication Major” informative sessions are held.

Every semester almost every course is full with a wait list of ten students. There are at least 500 students who want to take a Communication Studies course that are not able to every semester. Students claim a Communication Studies class that fulfills the CSUGE A1 requirement is the only class they need to graduate but they have not been able to take it. This may be because they put it off till the end but more likely they have not been able to enroll because all of the sections are full when they want to take the course. Two of our courses fulfill the Golden Four which also is responsible for their popularity.

The Forensics program is the flagship of the Communication Department. The college has enjoyed the reputation of this nationally known program and received feedback from many college presidents around the State because they admire the hard work of the students and coaches. The Forensics team has attracted many high school students from the larger South Bay area simply because they want to be a part of the nationally ranked team. Since 1986, the team has taken state and national championships almost every year which will be documented in the Forensics section. The competitive part of the program serves between 15 and 35 students each semester and has potential for growth with additional funding and additional coaches. Forensic competitors transfer at about a 98% rate to four-year universities. Many graduate and move on to law school and graduate schools. Approximately 20-24 ex-competitors are now coaching forensics at college programs. The Forensics program does a major service for ECC by performing at South Bay Center of the Arts 3-4 times a year. Public Speaking, Argumentation and Oral Interpretation students can watch students similar to themselves present debates and individual events on the Marsee stage. Advanced members of the competitive team also visit many classrooms and provide a demonstration debate before the COMS 4 student’s debate; the team members also demonstrate individual events before, for example, students would begin their informative, persuasive and oral interpretation assignments. For a detailed discussion of the forensics program see Appendix 10.

US News and World Reports, noted in “Acting Like You Mean It,” that top MBA programs, for example Carnegie Mellon University’s Tepper School of Business have begun offering Business Acting where students perform scenes from plays like *Death of A Salesman* in front of audiences. Students in our oral interpretation course (COMS 8) are standing in front of the class nine times during the semester and presenting a variety of literature. This course in particular focuses heavily on delivery skills and sounding authoritative. A growing number of employers agree that it is communication and leadership skills that truly distinguish MBA candidates today. Currently all first year students at Vanderbilt’s Owen Graduate School of Management will participate in “Learning to Lead” which includes teaching students to stand with equal weight distribution, speaking clearly and authoritatively and using appropriate gestures. These skills are taught in our courses today, and we believe our majors are very well prepared to transfer to the four-year university and excel.

The current job market is ripe with possibilities for the communication major. Our degree is often described as a “generalist’s path” which aids students in a variety of careers. Here is a short list of popular careers for students with a degree in Communication: Public Relations (for a small, large or nonprofit company), marketing for business, social media, teaching at a high school or college, advertising, journalism (reporter, editor, and news writer), publicity and writing (for web based company and e-publishing), media relations/coordinator, human relations, political science (speech writing), public policy, sociology, law, television, sales, foreign service, all three branches of government, public information officer, nonprofit communication director and lobbyist.

Full time faculty attend conferences, pursue higher education to stay current in their field, and three faculty members regularly speak and debate for the South Bay Center of the Arts in front of the COMS 1 and COMS 4 classes. This demonstrates that our faculty can employ the skills they teach in the classroom. Two members of the faculty have authored textbooks in their field that are well known. Three members are currently teaching and coaching forensics at a local high school. All six Full Time faculty have very high student evaluations that hover around 3.85—3.88.

1b) Degrees Offered

Describe the degrees and /or certificates offered by the program.

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with an El Camino College counselor when planning to complete the degree for more information on university admission and transfer requirements.

<u>Required Course (3 units)</u>		<u>Units</u>
Communication Studies 1	Public Speaking	3

List A (6 units)

Communication Studies 3	Small Group Communication	3
Communication Studies 4	Argumentation and Debate	3
Communication Studies 12	Interpersonal Communication	3

List B (6 units)

Communication Studies 5	Mass Communication	3
Communication Studies 6abcd*	Student Leadership	2
Communication Studies 7	Voice, Articulation and Pronunciation	3
Communication Studies 8	Oral Interpretation of Literature	3
Communication Studies 9	Readers Theatre	3
Communication Studies 11	Organizational Communication	3

Communication Studies 14	Intro to Intercultural Communication	3
Communication Studies 22abcd*	Forensics – Individual Events	2
Communication Studies 23abcd*	Forensics – Team Events	2
Communication Studies 24abcd*	Forensic Workshop	1

(* One semester)

List C (3 units)

Anthropology 2	Introduction to Cultural Anthropology	3
Anthropology 4	Language and Culture	3
English 1B	Literature and Composition	3
Psychology 5	General Psychology	3
Sociology 101	Introduction to Sociology	3

Total Units: 18

At least 12 units required for the major must be completed at El Camino College.

<u>Program Requirements</u>	<u>Units</u>
Units in Major	18
IGETC or CSU GE	34 - 39
<u>Transferable Electives</u>	3 - 8
TOTAL UNITS	60

1c) Link to College Mission

Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (See Appendix A)

The Communications Studies program offers a quality education in our major and appropriate courses for general education requirements that ensure the educational success of students from our diverse community. The program could improve on the “comprehensive” aspect of the mission if administration would allow COMS 11 (Organizational Communication) and COMS 24 (Forensics Workshop) to be taught. As of March 2014, the Dean has approved our first Organizational Communication course. We will have one Organizational Communication course in the fall of 2014.

LINK TO STRATEGIC INITIATIVE A

The Communication Studies department uses lecture, multimedia, experiential, and performance to enhance teaching and support student learning.

LINK TO STRATEGIC INITIATIVE B

The Communication Studies department strives to strengthen quality education by writing and seeking to teach new courses as the major evolves and as transfer schools and employers require.

LINK TO STRATEGIC INITIATIVE C

The Communication Studies faculty strive to foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation; unfortunately, administration does not always take the faculty's suggestions in the areas of curriculum or staffing and this has created a somewhat strained relationship between faculty and administration.

LINK TO STRATEGIC INITIATIVE D

The Communication Studies department develops and enhances partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community. Faculty conduct high school outreach in their areas, promoting the College and its Communications Studies program. Faculty also work in consulting, learning, and implementing new concepts in communication that business demands. Petitioning to teach Organizational Communication and Forensics Workshop was the result of such research.

LINK TO STRATEGIC INITIATIVE E

The Communication Studies faculty participate in Student Learning Outcome assessments, regular program review, and the allocation of resources. Communication Studies faculty serve on the Curriculum, Student Learning Outcomes, Load, Division Council, and Academic Senate committees.

LINK TO STRATEGIC INITIATIVE F

The program supports facility and technology improvements to meet the needs of students, employees, and the community by maintaining the technology in the classrooms and requesting improvements to facilities. A modular classroom has been installed Music 207 to enhance the learning of students taking Small Group Communication. Other classrooms are scheduled for upgrade. Smart technology has been installed in all classrooms.

LINK TO STRATEGIC INITIATIVE G

The Communication Studies program supports processes and policies that move the College toward sustainable, environmentally sensitive practices by asking that all faculty turn off equipment, including lights, when not in use and by recycling when possible.

We uniquely offer courses that fulfill the CSUGE A1 requirement that all students who plan to transfer to a CSU are required to take. These courses are Public Speaking, Small Group Communication, and Interpersonal Communication. We also offer Argumentation and Debate that fulfills either CSUGE A1 or A3. Students can fulfill half of the Golden Four with our courses.

Our program prepares majors. We were the first program on campus to develop and offer an AA-T Degree and we have seen a dramatic increase in majors. Unfortunately we have not been allowed to offer all of the classes to meet this need. We plan to offer Organizational Communication this fall, and we hope to offer Gender Communication and COMS 24 in the future also. COMS 24 functioned as a lab for non forensics students to observe the competitive students. Our curriculum mirrors CSULB as close as possible. Faculty members from CSULB with whom we consult tell us our majors who transfer are better prepared than most of their local students.

Forensic competition is at the heart of the Communication Studies Program. We compete in Local, State, and National contests. We bring national recognition to El Camino College by

very often-winning National Championships. This may be at risk based upon decisions made by administration. This will be addressed later in this document.

We are the “Universal Double for Double Majors.” Students can fulfill 5 different CSUGE transfer requirements with our Courses. If we were allowed to submit our Gender Communication course to the Curriculum Committee it could be 6 courses that double count. That is, count for both the Communication Studies AA-T Degree and CSUGE. Students can fulfill our AA-T requirements and still have room in their Educational Plans to complete another major and still be under 60 units.

These are our current Communication Studies courses:

- COMS 1 Public Speaking 3 units IGETC: 1C CSU GE: A1
- COMS 3 Small Group Communication 3 units IGETC: 1C CSU GE: A1
- COMS 4 Argumentation and Debate 3 units IGETC: 1C CSU GE: A1, A3
- COMS 5 Mass Communication 3 units IGETC: 4G CSU GE: D7
- COMS 6 Student Leadership 2 units
- COMS 8 Oral Interpretation of Literature 3 units CSU GE: C1
- COMS 9 Readers Theatre 3 units
- COMS 11 Organizational Communication 3 units IGETC: 4G CSU GE: D7 (In progress)
- COMS 12 Interpersonal Communication 3 units IGETC: 1C CSU GE: A1
- COMS 14 Introduction to Intercultural Communication 3 units IGETC: 4C, 4G CSU GE: D3, D7
- COMS 22ABCD Forensics-Individual Events 2units
- COMS 23ABCD Forensics-Team Events 2 units
- COMS 24ABCD Forensic Workshop 1 unit
- COMS 25ABCD Forensics Team 1 unit
- COMS 99ABC Independent Study 1-3 units

1d) Status of Recommendations from Previous Program Review

Discuss the status of recommendations from your previous program review.

Many of the recommendations from the previous Program review have not been implemented. It is a growing concern that the Department and the Administration do not have a shared vision of the Department’s mission. This may be explained to some degree by the fact that the administration has not embraced the change from Speech Communication to Communication Studies. Later in this document there is a section that explains the current field of Communication Studies from the National Communication Association perspective. There also appears to be a disagreement about the role of Collegial Consultation in making decisions that impact the department. We have been consistently

told our program and input from faculty is valued but we would like to see more evidence to support this claim since the last program review.

The college did replace /update: computers, cabinets etc. to campus standard smart classrooms (Mu201, Mu202, Mu207, Mu209, Mu210, Mu211)

We did receive the 4 Phantom Power Hanging Microphones we requested and this has improved the sound quality of our student recordings dramatically.

We did replace the desks in Mu207 with Trapezoid tables and chairs for Small Group Communication. This room has now become the meeting room of choice because it is so appropriate for discussions.

The team now has laptops most of which were bought with team funds because we could not wait for the college to supply them. We needed them to compete.

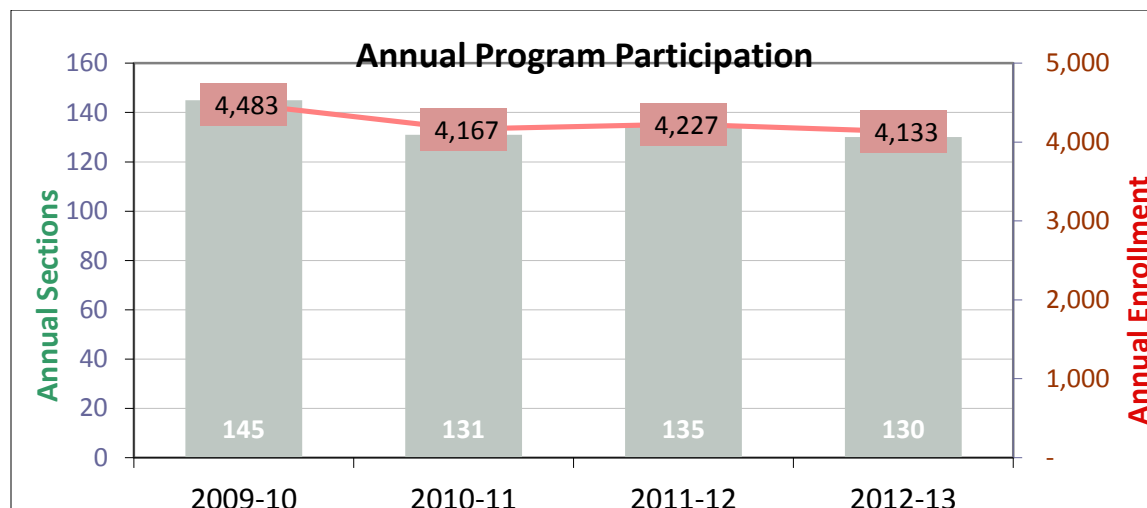
There are now wireless routers in most of the Music building.

PREVIOUS RECOMMENDATION	STATUS	EXPLANATION
1. Full time forensic coach	Not Hired	Approved by division, campus wide committee, then denied.
2. Offer all classes that meet student needs, 2 additional 12's, 2 additional 4's and Gender	In progress	Organizational Communication has been approved, other recommended courses are in progress.
3. Additional funds for Forensics	Not Approved	Funding not available.
4. Department Chair	Not Done	Campus organizational structure should be re-evaluated.
5. New FT faculty	IP	Approved for funding
6. Cleaning windows in hallway, ceiling and light fixture in stairwell	Not Done	Unknown
7. Extend office wall to ceiling in MU 132	Not Done	Unknown
8. Hire more part time instructors (2-3)	Likely will be IP	We have tried twice this year and will again
9. Pass a prerequisite of eligibility for 1A for all A1 courses	Likely to be done this fall	
10. New furniture for squad room	IP	Approved for funding.

2. Analysis of Research Data

Include data provided by Institutional Research and Planning. Provide and analyze the following:

2a.1) Headcount of Students in the Program



Analysis of headcount statistics

Section reductions have occurred relative to the 2009-10 academic year. During 2009-2010 145 sections were offered. The period of time ranging from 2010-present represents a relative period of contraction with the 2011-12 year as slightly anomalous. In 2011-12 the department's offerings grew by four seats to 135 over the 131 sections offered in 2010-11. That increase was lost however in the 2012-13 offerings as total sections offered were 130. Program participation is also down relative to 2009-2010 when participation reached 4483 students. The 2012-2013 participation rate of 4133 can be explained by the loss of 15 sections since 2009-2010.

2a.2) Course Grade Distribution

Grade Distributions Totals by Year

	A	B	C	D	F	DR	W	Total
2009	638	489	222	46	194	65	181	1838
2010	1045	1028	445	113	219	101	331	3286
2011	1050	1034	571	134	244	140	330	3514
2012	1137	1133	534	94	263	62	348	3587
2013	575	617	257	47	90	221		1812

Description and Analysis of Grade Distribution

The department's course offerings currently service both majors and non-major, general education transfer students. The core of the program is comprised of CSU A-1 transferable courses-the "golden four." These courses are Public Speaking, Argumentation, Group Communication, and Interpersonal Communication. All of these courses meet the A-1 public speaking requirement. In addition, COMS Studies 4 fulfills the C-1 critical thinking and logic requirement. Because these courses, especially the Public Speaking (COMS 1) course make up the vast majority of the offerings, grade data largely reflects grades issued in those courses.

The data clearly reflects a pattern of consistency in grade distribution over the last five years that data was available. Grades are clustering between the A-B range. C range grades are generally averaging at or near the sum of D and F grades combined. The data suggests that most students who remain in the course receive either an A or a B grade. There are relatively few D or F grades issued. This is not surprising given the late drop date at El Camino. It is reasonable to assume that students at risk of receiving a D or an F would drop the course. The drop and withdrawal numbers suggest that the number of students who are dropping courses approaches or exceeds the number of student receiving C grades. While an arbitrary benchmark, the equivalence points to the fact that many students are not prepared to take the course, or have encountered some life crisis that causes them to drop. The former circumstance could be remedied in part by adding eligibility for English 1A prerequisite on all of the courses.

2a.3) Success Rates

Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.

Preliminary Success Standard	78.3%
5 year Success Average	79.7%
5 year Success Minimum	76.9%

Analysis of Success Rate

With a five year average of nearly 80 percent, the department's success rate continues to exceed the college standard. It is reasonable to expect, given the community college system's current emphasis on transfer students, that these success rates will continue as we serve students with academic plans and transfer goals. Implementation of English 1A prerequisites on the core transfer courses would, in all probability, substantially increase the success rate as students without adequate English skills would be required to remediate those skills before enrolling the Communication Studies courses.

2a.4) Retention Rates

Analysis of Retention Rates

Retention rates over the last five years have held at approximately 87 percent. Retention rates in the COMS 1 course tend to be slightly lower than the retention rates for the other CSU A-1 area courses. This phenomenon may be a function of students with fewer requisite skills selecting what they assume will be a more introductory level course. It may also reflect the fact that the COMS 1 courses tend to require more public speaking and students with high levels of communication apprehension may find the course difficult to complete. Overall, and even in the COMS 1 courses, retention rates remain satisfactory.

2a.5) Success and Retention in Distance Education Classes

A comparison of success and retention rates in face-to-face classes with distance education classes.

We don't teach distance education classes.

2a.6) Enrollment Statistics with Section, Seat Counts, and Fill Rates

Program Participation (4-year Trend)

Communication Studies

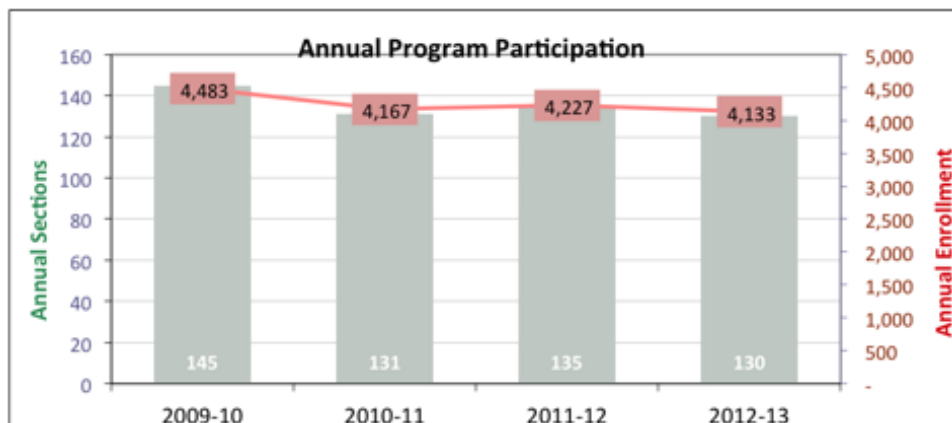
Years: 2009-10 to 2012-13

	2009-10	2010-11	2011-12	2012-13	4 Yr Average
Annual Enrollment	4,483	4,167	4,227	4,133	4,253

Course, Section, Seat Counts

Communication Studies	2009-10	2010-11	2011-12	2012-13
Sections	145	131	135	130
Seats	4,483	4,167	4,227	4,133

	2009-10	2010-11	2011-12	2012-13
Headcount	4,040	3,783	3,788	3,678
Enrollments/Student	1.11	1.10	1.12	1.12



2a.7) Scheduling of Courses –Day vs. Night

Enrollment by Time of Day

Fall Term	2009	2010	2011	2012	2009	2010	2011	2012
Day	44	44	47	48	78.6%	84.6%	87.0%	87.2%
Night	10	6	7	7	17.9%	11.5%	13.0%	12.7%
Weekend/Unknown	2	2	0	0	3.6%	3.8%	0.0%	0.0%
	56	52	54	55				

Enrollment by Time of Day

Spring Term	2010	2011	2012	2013	2010	2011	2012	2013
Day	42	50	49	51	82.4%	87.7%	87.5%	89.4%
Night	7	7	7	6	13.7%	12.3%	12.5%	10.5%
Weekend/Unknown	2	0	0	0	3.9%	0.0%	0.0%	0.0%
	51	57	56	57				

Enrollment by Time of Day

Summer Term	2009	2010	2011	2012	2009	2010	2011	2012
Day	16	10	16	14	64.0%	71.4%	76.2%	99.9%
Night	7	4	3	0	28.0%	28.5%	14.3%	0.0%
Weekend/Unknown	2	0	2	0	8.0%	0.1%	9.5%	0.1%
	25	14	21	14				

The department would like to offer 2 more night sections each semester. In the spring of 2014 we offered only 4 night courses, the fewest in years.

2a.9) Additional Data

Additional Data Analysis

In the document COMS Sections to FTES, generated from data on the Chancellor's Office Data Mart, you will notice that El Camino offers significantly fewer sections per thousand students than excellent programs. We would have to offer 8 more sections each semester to be average (1.6 FTEF). To be fair there are programs with far worse ratios notably Compton who lost their accreditation and San Francisco who is at risk of losing theirs.

We consider Orange Coast College to have an excellent program in COMS. Orange Coast is indeed a paradigm department for Communication Studies majors. For example, they have integrated recommendations from the CSU's regarding courses desired for their majors into their curriculum. In addition to Organizational Communication, they have created a Gender Communication course which is in great demand at the CSU level and reflects a growing area of emphasis within the discipline. They have also developed a Public Relations course specifically to satisfy a request from CSU Fullerton. Our faculty has

connections with the CSU's and these paradigm community college programs. Thus far, courses developed that would meet the needs of our major students have been denied in lieu of the golden four offerings.

The truly excellent programs have ratios close to 1. In order to reach that goal we would have to offer about 81 sections--an addition of about 26 sections (5.2 FTEF). This is close to the number of sections English offers to meet the CSUGE A2 requirement. Because all students who hope to transfer to a CSU need to complete the "Golden Four" the need for these class are equal and the offerings should be close to equal. Hopefully when we embrace the recommendations of the Student Success Task Force and all students have Educational Plans and we offer classes based upon those plans we will begin to offer the appropriate number of classes. Continually presenting this data to the administration seems to have had no impact.

In the document COMS Fall 12 Course offering, again generated from data on the Chancellor's Office Data Mart, you will notice that El Camino offers significantly fewer sections of the courses other than Public Speaking than excellent programs. We have continually asserted the need for more sections of these other courses. The administration claims "Right of Assignment" and overrides the recommendations of the department.

When you look at the data on success and retention again from the Chancellor's office Data Mart for Spring 13 (which is consistent with the data generated by El Camino Institutional Research every semester since the last program review) you will see the colleges retention rate was 83.07% while the Communication Studies was 87.86% therefore the department did 4.79% better than the college. The success rate for the college was 69.24% while the success rate for the department 80.13% or 10.89% better than the college. There is a lot of research that indicates that when students are successful in their first semester they are more likely to return and complete a degree. All first year students should be encouraged to take a Communication Studies course. However, most first year students cannot get in a Communication Studies classes unless they have some form of priority registration because they are all full before they are allowed to register.

In Spring 2010 institutional research created a report "Section Offering Information for CSUGE and IGETC Courses." It showed 44 courses for A1, 71 courses for A2, and 58 courses for A3--three of the Golden Four. We have requested that this report be generated every semester.

In the 2009 Communication Studies Program review on page 6 we said:

There are four courses that fulfill the CSUGE A1 IGETC 1C requirements. Two of the courses (Interpersonal Communication and Small Group Communication) seem to have higher Success/Retention rates. Two courses (Public Speaking and Argumentation and Debate) seem to have lower Success/Retention rates. In the meeting with counselors May 14, 2008 there was a suggestion to offer Interpersonal Communication in both the winter and summer secessions.

There are a number of possible explanations for this. There was a study done by the National Communication Association about the "Basic Course" which in most cases is Public Speaking. Communication Education in U.S. Community Colleges, Isa Engleberg, Communication Education April 2008. The average class size is 25 nation-wide (mean 25 - medium 24), El Camino 32. What is


more interesting is that between 22 and 24 students complete the course regardless of class size. The study suggests that adding students and/or large class size reduces success and retention. It is very likely that the lower success/retention for our Public Speaking course is the result of the large class size. It is also impossible to complete the curriculum unless some students do not complete the class. This would also explain why our success rate is lower than the state average. There is also the possibility that some of our students would be better served by the other courses that fulfill the same transfer requirement (Group Discussion, Interpersonal Communication, and Argumentation & Debate). We do not offer enough sections of the alternative courses to meet their needs.

2b) Analysis of Research Data Related Recommendations

RECOMMENDATIONS	COST ESTIMATE	STRATEGIC INITIATIVES
1. Add more major oriented courses (eg. Organizational Communication, Gender Communication)	\$10,000	A, B, C, D
2. Add more Golden Four alternatives to Communication Studies One	\$12,000- \$15,000	A, B, C, D

3. Curriculum

3a) Curriculum Timeline

<div>Six-Year Course Review Cycle Worksheet</div>														
Division: Fine Arts		Department: Communication Studies				Faculty: Jason Davidson				Date: 05/17/2011		Semester/year of next Program Review:		13/14
Total # of Courses:		17		Courses Requiring CCC Blanket Approval:								2		
Course	Last Course Review	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		
		FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15	FA 15	SP 16	FA 16	SP 17	
Blanket Approved						P	P							
COMS-50	2008-2009					P	P							
COMS-99abc	2009-2010					P	P							
Courses for Review						P	P							
COMS-8	2010-2011					P	P						J.Davidson	
COMS-9	2007-2008		J.Davidson			P	P							
COMS-7	2005-2006	Deactivate				P	P							
COMS-12	2006-2007		D. Crossman			P	P							
COMS-4	2006-2007	M. Crossman				P	P							
COMS-14	2007-2008	C. Hunt				P	P							
COMS-5	2007-2008		F. Bishop			P	P							
COMS-1	2008-2009		J.Davidson			P	P							
COMS-11	2008-2009					P	P	R. Wells						
COMS-3	2008-2009					P	P	R. Swade						
COMS-22abcd	2008-2009					P	P		D. Crossman					
COMS-23abcd	2008-2009					P	P		D. Crossman					
COMS-24abcd	2009-2010					P	P			F. Bishop				
COMS-25abcd	2009-2010					P	P			F. Bishop				
COMS-6abcd	2008-2009					P	P				R. Wells			

3b) Course Additions

Explain any course additions to current course offerings.

A new course, Organizational Communication, has been written, approved by the Curriculum Committee, and articulated with the CSUs. It is now scheduled to be taught in Fall 2014. This is a required course at CSULB for the Interpersonal/Organizational option where most of our students transfer.

3c) Course Deletions/Inactivations

Explain any course additions to current course offerings.

There are courses that the administration wanted to inactivate because the SLOs had not been assessed and the courses had not been offered in the last 3 years, but the faculty want to offer the courses and are willing to assess them. However, at this time, most faculty members have agreed to deactivate with the hope of reactivation.

The faculty was told that when we created our AA-T Degree our existing Degree and Certificate had to be inactivated. We have found out that is not true and are in the process of reactivating at least the Certificate of Achievement.

There is a fair amount of evidence that suggests some students are not completing the Communication Studies AA-T degree because of the Math requirement. Many students do not start their Math sequence soon enough, therefore when they complete the Communication Studies courses they still have semesters of Math to complete. In some cases they never complete the math requirement and never get the degree or transfer. If we created a Communication Studies AA-T degree called “Communication Studies Everything But Math” we would become even more popular and we would increase the Success Rate dramatically. We cannot do that; therefore the next best solution is to reactivate our Certificate of Achievement.

Many students attempt to fulfill the Math requirement by taking courses designed for STEM (Science, Technology, Engineering, and Mathematics) majors. We believe they would be more successful if they were to meet the Math requirement with courses in Statistics linked to; Probability, Research Methodology and/or Predictive Analytics. In many cases our students are not prepared for the research required in upper division programs because of their lack of understanding of the information taught in a Statistics course. It has been our experience that students are not capable of completely evaluating the research presented in Academic Communication Studies Journals because of their lack of knowledge of Statistics. UCLA requires a course in statistics of students who want to transfer as a Communication Studies major.

3d) Distance Education Courses

Describe the courses and number of sections offered in distance education. (Distance Education includes hybrid courses.)

The department does not support Distance Education Communication Studies courses.

3e) Discussion of How Well Courses and Degrees Meet Student Needs

Discuss how well the courses, degrees, or certificates are meeting students’ transfer or career training needs:

Our nearest California State University, Dominguez Hills, does not have a Communications Studies major; therefore, we must prepare our students for the highly competitive California State University, Long Beach program. CSULB requires Organizational Communication, so the delay in offering the course has put El Camino students at a disadvantage.

For two years, the Communication Studies faculty have asked the Dean to offer a section of Communication Studies 24—the Forensics Workshop. Although the Curriculum Committee would like a re-write when it comes up for review, the Committee stated clearly that COMS 24 is an approved course that could have been offered any time during the last two years and could be offered at the time of this writing. The course is designed for students who wish to be on the Forensics team, yet are not ready to compete. Since new repeatability requirements mandate competition, these students cannot enroll in COMS 22 or 23, the competitive team. The department has requested one section of the 1-unit COMS 24, and the Dean has said that curriculum leaders have concerns. The decision to not offer a section of COMS 24—Forensics Workshop has meant that students, who are not immediately ready

for competition, are not allowed to experience Forensics. It is illogical to expect students to be ready for competition in order to join the team, when there is no class that teaches them how to be ready for competition. It is impossible to know how many students have been deprived of the opportunity to hone their public speaking and argumentation skills, but fully half of the students who try out in the fall are turned away. These students would be candidates for COMS 24.

Faculty would like to add the prerequisite of students being eligible for English 1A for the Com 4 course in particular. This may help ensure a higher quality of vocabulary and critical thinking skills, both of which are necessary to learn and practice argumentation.

Faculty members are currently designing a course in Gender Communication that will give our majors more options and make them more competitive in transferring. It would also fulfill the CSUGE Gender option D4.

Faculty members want to design a course in Forensics Research. This course would be helpful for anyone who wishes a deeper understanding of research methodology. They have asked administration to indicate that if the course were written and approved by the Curriculum Committee, it would be offered; that support has not been forthcoming.

3e.1) Courses Offered in Last Two-Years/Course Offering Cycle

Have all courses that are required for your program's degrees and certificates been offered during the last two years? If no, has the program established a course offering cycle?

COMS 24 has not been offered, despite the desire of the department. It is on our course offering cycle but the administration has declined to offer it.

3e.2) Course Articulation

Are there any concerns regarding program courses and their articulation?

No.

3e.3) Degrees Earned

How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or 4 courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.

The degree is so new it is hard to make predictions.

3f) Curriculum Related Recommendations

RECOMMENDATIONS	COST ESTIMATE	STRATEGIC INITIATIVES
1. COMS 24	\$5,000- \$10,000	A/B/C/D
2. Gender Communications Class	\$5,000- \$10,000	A/B/C/D
3. Communications Research Class	\$5,000- \$10,000	A/B/C/D

The above recommendations assume that Organizational Communication will be offered in Fall 2014 as scheduled; if not, that would be our top recommendation.

4 Assessment of Student and Program Learning Outcomes

4a) Alignment Grid

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

Fine Arts Institutional (ILO), Program (PLO), and Course (SLO) Alignment						
Program: Communication Studies		Number of Courses: 16		Date Updated Feb. 15. 13	Submitted by Chris Wells Ext. 3723	
Institutional SLOs	I. Content Knowledg	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy
Program Rating	2	4	4	3	1	2
Program Level SLO						ILOs to PLOs Alignment (Rate 1-4)
						I II III IV V VI
1. Describe and analyze forms of communications in terms of rhetoric (ethos, logos, and pathos), the symbolic nature of communication, and how it creates individual, group, and cultural reality.						2 4 4 3 1 2

Course SLOS	Course to Program SLO Alignment Mark with an X	ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	I	II	III	IV	V	VI
COMS 1 Public Speaking: The student will be able to: <ul style="list-style-type: none"> • Incorporate sound reasoning and evidence when making and valuating speeches • Adapt their presentations and visual aids when applicable, to the audience based on situational, demographic, and psychographic analyses. • Describe, evaluate and apply selected rhetoric and/or communication theories 	X	2	3	4	1	1	1
COMS 3 Small Group Communication: Students will be able to describe and analyze forms of communication in terms of rhetoric (ethos, logos, and pathos), the symbolic nature of communication, and how it creates individual, group, and cultural reality	X	2	4	4	4	3	1
COMS 4 Argumentation and Debate: (Argumentation and Debate) -Demonstrate knowledge of communication theories that govern argumentation and debate. -Demonstrate ability to argue logically using sound reasoning and evidence that support and defend claims.	X	3	4	4	2	1	2
COMS 5 Mass Communications: The student will be able to: -Demonstrate knowledge of the history, theories and rules and regulations that govern mass communication. Analyze the - impact of new media, movies, television, and music on society and culture	X	3	4	2	2	1	3
COMS 6abcd Student Leadership: -Students will be able to apply the appropriate tools in order to facilitate meetings. - Students will gain a better understanding of public service and citizenship through participation in volunteer off & on - campus leadership activities.	X	2	4	3	3	4	1

Course SLOS	Course to Program SLO Alignment Mark with an X	ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	I	II	III	IV	V	VI
COMS 7abcd Voice, Articulation, and Pronunciation - Identify and transcribe all International Phonetic Alphabet(IPA) symbols applicable to Standard American English. -Apply listening skills appropriate to various language situations and contexts. -Identify and describe the functions and processes of speech anatomy. -Apply proper breathing skills and posture to vocal performance. -Employ vocal variety, expressiveness, and quality in various language situations and contexts. -Demonstrate proper usage of Standard American English Language in terms of vocabulary, grammar, pronunciation and enunciation.	X	4	3	4	2	1	1
COMS 8 Oral Interpretation of Literature: The student will be able to: -Identify and analyze literary devices particular to the genres of poetry, prose, short story, and drama -Demonstrate effective delivery/performance skills. Performances include critical thinking skills, analysis and synthesis of relevant research materials, organization, appropriate nonverbal choices, and audience adaptation.	X	2	4	3	2	2	2
COMS 9 Readers Theatre: The student will be able to: -Identify and analyze literary devices particular to the genres of poetry, prose, short story, and drama. -Apply understanding of the literary text, critical thinking skills, and audience adaptation. -Demonstrate communication competence through performing solo and small ensemble pieces of literature while utilizing appropriate verbal and nonverbal communication.	X	2	3	4	3	3	2
COMS 11 Organizational Communication: Students completing this course should: -Be knowledgeable about theories of organizational communication. -Students will demonstrate appropriate group processes, effective leadership techniques used in professional and nonprofit organizations.	X	2	2	4	3	3	1

Course SLOS	Course to PLO Alignment Mark with an X	ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	I	II	III	IV	V	VI
COMS 14 Introduction to Intercultural Communication: The student will be able to: -Explain the relationship of culture and communication using a model of intercultural communication. -Differentiate between the macro cultures and micro cultures within the U.S. and discuss the influence they have upon one another. -Distinguish between attitudes, beliefs, and values and critically analyze different value orientations. -Discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination, and ethnocentrism to increase self-awareness of factors that contribute to these social ills. -Show knowledge and appreciation of different ways that cultural groups raise their families, educate, practice religion, practice politics, and run their economies. -Demonstrate knowledge of how different cultures use verbal and nonverbal communication.	X	4	4	3	2	3	2
COMS 22abcd Forensics – Individual Events: The student will be able to: -Evaluate research and evidence to support and defend claims. -Demonstrate effective verbal and nonverbal communication skills.	X	3	4	4	3	1	2
COMS 23abcd Forensics – Team Events: The student will be able to: -Demonstrate proficiency in one or more Forensics event. -Demonstrate research-gathering skills. -Evaluate research and evidence to support and defend claims. -Demonstrate effective verbal and nonverbal communication skills appropriate to the particular Forensics event.	X	4	4	3	2	1	2
COMS 24abcd Forensic Workshop The student will be able to: -Evaluate research and evidence to support and defend claims. -Evaluate effective verbal and nonverbal communication skills.	X	2	4	3	1	1	2
COMS 25abcd Forensic Team: The student will be able to: -Demonstrate proficiency in one or more Forensics events. -Demonstrate research-gathering skills. -Evaluate research and evidence to support and defend claims. -Demonstrate effective oral communication skills appropriate to the particular Forensics event.	X	2	4	3	1	1	2

4b) Timeline for Course SLO and PLO Assessment *Provide a timeline for course and program level SLO assessments.*

SLO Timeline Worksheet													
Division: Fine Arts				Program: COMMUNICATION STUDIES				Program Review Date: 2017					
Directions: Use this worksheet to distribute assessments each SLO Statement over the four-year timeline. Once complete, facilitator's will transfer the information to the final template. This worksheet should be emailed to the division facilitator by January 31. Facilitators are responsible for finalizing information and emailing the final timeline document to ipena@elcamino.edu by February 10. This information will be input into TracDat by the SLO Administrative Assistant.													
PLO #		SP 2014	SU 2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017
PLO #1							X				PR	PR	PR
PLO #2				X							PR	PR	PR
PLO #3										X	PR	PR	PR
Course and SLO #	Note if offered only in FA/SU/SP	SP 2014	SU 2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017
Coms 1 SLO #1				X							PR	PR	PR
Coms 1 SLO #2							X				PR	PR	PR
Coms 1 SLO #3										X	PR	PR	PR
Coms 11 SLO #1				X							PR	PR	PR
Coms 11 SLO #2							X				PR	PR	PR
Coms 11 SLO #3										X	PR	PR	PR
Coms 12 SLO #1		X									PR	PR	PR
Coms 12 SLO #2					X						PR	PR	PR
Coms 12 SLO #3								X			PR	PR	PR
<i>Continued on next page</i>													

Course and SLO #	Note if offered only in FA/SU/SP	SP 2014	SU 2014	FA 2014		SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017
Coms 14 SLO #1		X									PR	PR	PR
Coms 14 SLO #2					X						PR	PR	PR
Coms 14 SLO #3								X			PR	PR	PR
Coms 22abcd SLO #1				X							PR	PR	PR
Coms 22abcd SLO #2							X				PR	PR	PR
Coms 22abcd SLO #3								X			PR	PR	PR
Coms 23abcd SLO #1		X									PR	PR	PR
Coms 23abcd SLO #2					X						PR	PR	PR
Coms 23abcd SLO #3								X			PR	PR	PR
Coms 3 SLO #1				X							PR	PR	PR
Coms 3 SLO #2							X				PR	PR	PR
Coms 3 SLO #3										X	PR	PR	PR
Coms 4 SLO #1			X								PR	PR	PR
Coms 4 SLO #2						X					PR	PR	PR
Coms 4 SLO #3									X		PR	PR	PR
Coms 5 SLO #1		X									PR	PR	PR
Coms 5 SLO #2					X						PR	PR	PR
Coms 5 SLO #3								X			PR	PR	PR
Coms 6 SLO #1				X							PR	PR	PR
Coms 6 SLO #2							X				PR	PR	PR
Coms 6 SLO #3										X	PR	PR	PR
Continued on next page													

Course and SLO #	Note if offered only in FA/SU/SP	SP 2014	SU 2014	FA 2014		SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017
Coms 8 SLO #1				X							PR	PR	PR
Coms 8 SLO #2							X				PR	PR	PR
Coms 8 SLO #3										X	PR	PR	PR
Coms 25 SLO #1				X							PR	PR	PR
Coms 25 SLO #2							X				PR	PR	PR
Coms 25 SLO #3								X			PR	PR	PR

COMS 9 AND 24 ARE INACTIVATED

4f) Involvement in Improving SLO Process and Dialogue about Results

Describe how you have improved your SLO process and engaged in dialogue about assessment results. SEE PAGE 27

COURSE SLO STATEMENTS REPORT - COMMUNICATION STUDIES

Course ID	Course Name	Course SLO Title	Course SLO Statement	Input Date
ECC: COMS 1	Public Speaking	SLO #1 Prepare and Deliver Speeches	Upon completion of the course, students should be able to prepare and deliver speeches including an informative and a persuasive speech that contain a clear thesis, logical organization of main points, credible research, supplemental audience-based visual aid/s, and a citation page.	12/04/2013
		SLO #2 Exhibit Basic Competency in Verbal and Non-verbal Delivery Skills	Upon completion of the course, students should be able to exhibit basic competency in both verbal and non-verbal delivery skills.	12/04/2013
		SLO #3 Reasoning and Evidence	Upon completion of the course, students should be able to distinguish and explain reasoning and evidence when making and evaluating speeches.	12/04/2013
ECC: COMS 11	Organizational Communications	SLO #1 Theories of Organizational Communication	Upon completion of the course, students should be able to understand and explain theories of organizational communication.	12/04/2013
		SLO #2 Demonstrate Leadership Techniques	Upon completion of the course, students should be able to demonstrate leadership techniques and group processes applicable to organizational contexts.	12/04/2013
		SLO #3 Explain Effective Leadership Techniques	Upon completion of the course, students should be able to explain effective leadership techniques in professional and non-profit organizations.	12/04/2013
ECC: COMS 12	Interpersonal Communication	SLO #1 Explaining Factors That Affect Communication	Upon completion of the course, students will be able to identify and differentiate interpersonal communication concepts including perception, self-concept, emotions, and theories of interpersonal communication.	02/06/2014
		SLO #2 Evaluating the Nature of Language and Non-Verbal Messages	Upon completion of the course, students will be able to create a well-organized outline and present the content of an interpersonal communication topic demonstrating basic verbal and non-verbal competency.	02/06/2014
		SLO #3 Communication Competence	Upon completion of the course, students will be able to identify and differentiate theories of interpersonal communication pertaining to listening, self-disclosure, language, nonverbal, conflict, male/female communication and communication climate.	02/06/2014
ECC: COMS 14	Introduction to Intercultural Communication	SLO #1 Dimension of Cultural Variability	Upon completion of the course, students should be able to understand and explain dimensions of cultural variability.	12/02/2013
		SLO #2 Influence of Culture on Communication	Upon completion of the course, students should be able to give examples of the influence of culture on communication using theory-based models of intercultural communication.	12/02/2013

		SLO #3 Researching and Discussing Various Cultural Contexts	Upon completion of the course, students should be able to research and discuss various cultural contexts in terms of individualism/collectivism, power distance, time orientations, gender roles, verbal and non-verbal codes, and acculturation.	12/02/2013
ECC: COMS 22ABCD	Forensics-Individual Events	SLO #1 Demonstrating Competitiveness	Upon completion of the course, students should be able to demonstrate competitiveness, at the junior-division level, in one or more individual Forensics event.	12/02/2013
		SLO #2 Gathering and Evaluating Research and Evidence	Upon completion of the course, students should be able to gather, classify, and evaluate research and evidence to support and defend claims.	12/02/2013

4c) Completed SLO/PLO Assessments

State the percent of course and program SLO statements that have been assessed.

All classes have been assessed except Communication Studies 11 which is a new class. This class will be assessed in fall 2014. Therefore 99% of all Communication Studies classes have been assessed. One PLO statement has been assessed.

4d) Summary of SLO and PLO Assessment Results

Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

Analysis:

When reviewing the SLO and PLO results the full time faculty recommends that all part time instructors spend more time teaching student's critical thinking.

Changes:

This conclusion was drawn as in the PLO of all the areas surveyed it was in the area of critical thinking that student's scored the lowest. It was suggested that instructors teach Irving Janis' 1973 theory, "Victims of Group Think" a theory that defines and discusses how common it is to make decision based on wanting to belong to a group or be accepted in a group rather than on logic.

Specific example:

It is suggested that Instructors also provide a critical thinking exercise where students are asked to apply group think to their own decision making process in order to discover if they make choices based in logic or based on group think.

Analysis:

When reviewing the SLO and PLO results a part time instructor noted that students scored low on the portion of her SLO where she measured the knowledge of how to use the source citation American Philological Association (APA). That is to say 30% of the students scored lower than the departmental desired 80% competency.

Changes:

An extra lecture day with examples will be implemented to teach students APA.

Specific example:

Students will be given a book and article and a web site in class to cite. After direction is given students will get into groups and practice writing sources. After 15 minutes, the instructor will correct the APA and offer feedback.

4e) Level of SLO Proficiency According to ACCJC Rubric

Determine and discuss the level your program has attained in the SLO rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)

Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

Levels of Implementation -- Characteristics of Institutional Effectiveness in Student Learning Outcomes
(Sample institutional behaviors)

Awareness

- There is preliminary, investigative dialogue about student learning outcomes.
- There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.
- There is exploration of models, definitions, and issues taking place by a few people.
- Pilot projects and efforts may be in progress.
- The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.

Development

- College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.
- College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.
- Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.
- Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.
- Appropriate resources are being allocated to support student learning outcomes and assessment.
- Faculty and staff are fully engaged in student learning outcomes development.

Proficiency

- Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
- Results of assessment are being used for improvement and further alignment of institution-wide practices.
- There is widespread institutional dialogue about the results.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Sustainable Continuous Quality Improvement

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

JP;DB: cg 8/2007

4f) Involvement in Improving SLO Process and Dialogue about Results

Describe how you have improved your SLO process and engaged in dialogue about assessment results.

We have improved our SLO process by engaging all full time faculty members in creating new SLO statements. Currently we now have 3 SLO statements for each class, please see this below. At this time we are creating standardized rubrics for each class in order to stream line the SLO process and make it more meaningful and less laborious in the future.

COURSE SLO STATEMENTS REPORT - COMMUNICATION STUDIES

FINE ARTS DIVISION

Course ID Course Name Course SLO Title Course SLO Statement Input Date

SEE PAGE 22 for Input information on a grid

COMS 1 Public Speaking

SLO #1 Prepare and Deliver Speeches

Upon completion of the course, students should be able to prepare and deliver speeches including an informative and a persuasive speech that contain a clear thesis, logical organization of main points, credible research, supplemental audience-based visual aid/s, and a citation page.

12/04/2013

SLO #2 Exhibit Basic

Competency in Verbal and Nonverbal Delivery Skills

Upon completion of the course, students should be able to exhibit basic competency in both verbal and non-verbal delivery skills.

12/04/2013

SLO #3 Reasoning and Evidence

Upon completion of the course, students should be able to distinguish and explain reasoning and evidence when making and evaluating speeches.

12/04/2013

COMS 11 Organizational Communications

SLO #1 Theories of Organizational Communication

Upon completion of the course, students should be able to understand and explain theories of organizational communication.

12/04/2013

SLO #2 Demonstrate Leadership Techniques

Upon completion of the course, students should be able to demonstrate leadership techniques and group processes applicable to organizational contexts.

12/04/2013

SLO #3 Explain Effective Leadership Techniques

Upon completion of the course, students should be able to explain effective leadership techniques in professional and non-profit organizations.

12/04/2013

COMS 12

Interpersonal Communication

SLO #1 Explaining Factors That Affect Communication

Upon completion of the course, students will be able to identify and differentiate interpersonal communication concepts including perception, self-concept, emotions, and theories of interpersonal communication.

02/06/2014

SLO #2 Evaluating the Nature of Language and Non-Verbal Messages

Upon completion of the course, students will be able to create a well-organized outline and present the content of an interpersonal communication topic demonstrating basic verbal and non-verbal competency.
02/06/2014

SLO #3 Communication Competence

Upon completion of the course, students will be able to identify and differentiate theories of interpersonal communication pertaining to listening, self-disclosure, language, nonverbal, conflict, male/female communication and communication climate.
02/06/2014

COMS 14 Introduction to Intercultural Communication

SLO #1 Dimension of Cultural Variability

Upon completion of the course, students should be able to understand and explain dimensions of cultural variability.
12/02/2013

SLO #2 Influence of Culture on Communication

Upon completion of the course, students should be able to give examples of the influence of culture on communication using theory-based models of intercultural communication.
12/02/2013

SLO #3 Researching and Discussing Various Cultural Contexts

Upon completion of the course, students should be able to research and discuss various cultural contexts in terms of individualism/collectivism, power distance, time orientations, gender roles, verbal and non-verbal codes, and acculturation.
12/02/2013

COMS 22ABCD

Forensics-Individual Events

SLO #1 Demonstrating Competitiveness

Upon completion of the course, students should be able to demonstrate competitiveness, at the junior-division level, in one or more individual Forensics event.
12/02/2013

SLO #2 Gathering and Evaluating Research and Evidence

Upon completion of the course, students should be able to gather, classify, and evaluate research and evidence to support and defend claims.
12/02/2013

4g) SLO/PLO Related Recommendations

RECOMMENDATIONS	COST ESTIMATE	STRATEGIC INITIATIVES
1. More full-time faculty to focus on standardizing SLO/PLO matters within the department.	90K	
2. A pre-requisite for all Communication Studies courses of eligibility for English 1A to allow the department to maintain a high standard for success.	0	
3. Lab (speaker forum events) attendance to be mandatory for all majors and for all those who intend to fulfill SCUGE A1 to provide students with an opportunity to observe and learn SLO/PLO related material from their peers.	0	

5. Facilities and Equipment

5a) Description of Existing Facilities and Equipment

Describe and assess the existing program facilities and equipment.

The department currently utilizes MU 132, 201, 202, 204, 207, 209, 210, and 211.

5b) Immediate Facility and Equipment Needs (1-2 years)

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

A wall that does not extend to the ceiling divides the squad room and faculty offices in MU 132 ABCDEF. This condition has allowed thieves to climb over the wall and a number of thefts of faculty property have resulted. Additionally, the noise that results makes office hours difficult and student privacy is undermined as anything said in the office can be heard in the outer office/squad room. Estimated Cost unknown as work would be presumably be conducted by existing union labor. Materials should be under \$2500.00. This improvement better meets the institutional goals of public safety and maintaining student privacy. The office has been this way since 1986—it is likely it was built this way, we are not sure of the exact reason.

The second floor of the Music building is poorly lit (every other light in the hallway is out) giving the hallway a dim and dingy look. The ceilings of the stairwells are dirty and need cleaning. The windows at the top of the stairwells also need cleaning as they are surrounding by what appears to be black mold. Simply turning on the alternate row of lighting solves the lighting issue. A work order should be issued to thoroughly clean the stairwell area-all the way to the ceiling. Current union labor can perform these tasks so there should be no additional costs other than the negligible costs associated with turning on the alternate row of lighting. This improvement meets the institutional goal of public safety and health because low lighting can result in falls and accumulated dirt and dust negatively impacts everyone-especially those with compromised respiratory systems.

5c) Long-Range Facility and Equipment Needs (2-4+ years)

Explain the long-range (2-4+ years) needs related to facilities and equipment.. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Custodians should regularly review the cleanliness of rooms and hallways.

5d) Facilities and Equipment Related Recommendations

RECOMMENDATIONS	COST ESTIMATE	STRATEGIC INITIATIVES
1. Extend the office walls to the ceiling in MU132	\$2,500	A, B, F
2. Clean stairwell ceilings, windows, and add lighting to second floor of Music Building.	N/A	F

6. Technology and Software

6a) Adequacy and Currency of Technology and Software

Describe and assess the adequacy and currency of the technology and software.

Each of the rooms utilized by the Communication Department is equipped with a multimedia cabinet, pc, receiver, monitor, overhead projector, screen, and surround sound capability. Software is PC based-Microsoft Office. Software is updated through the Microsoft updating system. The systems are approximately three years old and appear to be functioning adequately relative to the needs of the department.

The department also utilizes video cameras to film student speeches. As of this writing we have 4 Panasonic 4 AG-HMC 70 P cameras. These cameras are 4-5 years old.

6b) Immediate Technology and Software Needs (1-2 years)

No short term updating of computer technology is required. We should begin to purchase one video camera a year to both update our video capability and to replace older cameras as the breakdown. Expert opinion has indicated that it is cheaper and more efficient to replace older, non-functional cameras, than to attempt to repair them.

6c) Long-Range Technology and Software Needs (2-4+ years)

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

All technology should be reevaluated during the next program review cycle. At that time, the PC's may need to be replaced. The video equipment should continue to be augmented yearly.

6d) Technology and Software Related Recommendations

RECOMMENDATIONS	COST ESTIMATE	STRATEGIC INITIATIVES
1. Purchase one video camera per year.	\$1,200	A, B, F

7. Staffing

7a) Current Staffing

Describe the program's current staffing, including faculty, administration, and classified staff.

We currently have 6 full-time faculty and about 14 adjunct faculty. We have been authorized to hire a new full-time professor to replace Carmen Hunt who retired at the end of the 2012-2013 academic year.

Currently, our faculty includes:

Lecturer **Cynthia Bahti**, A.A. Golden West College, B.A., M.A. California State University, Long Beach.

Lecturer **Ava Baldwin**, B.A. and M.A. California State University, Long Beach.

Lecturer **Jeannine Barba**, B.A. University of Southern California. M.A. California State University, Dominguez Hills. Teaching Emphasis: Student Leadership.

Professor **Francesca Bishop**, A.A. El Camino College, B.A. University of California - Los Angeles, M.A. California State University, Fullerton. Educational Emphasis: Mass Communication and Rhetoric. Teaching Emphasis: Argumentation and Debate and Mass Communication. Director of Forensics. Division Council Committee. Honors Transfer Program.

Professor **Diana Crossman**, B.A. University of the Pacific, M.A. University of Iowa. Educational Emphasis: Rhetoric. Teaching Emphasis: Interpersonal Communication and Oral interpretation of Literature. Former forensics coach. Division Load Committee, Program, Review Lead Faculty. Honors Transfer Program.

Professor **Dr. Mark Crossman**, A.A. Sacramento City College, B.A. Cal Poly State University, San Luis Obispo, M.A. California State University, Northridge, Ed. D. Pepperdine University. Forensics Coach – Debate. Teaching Emphasis: Argumentation and Debate. Honors Transfer Program.

Lecturer, **Anthony Cuomo**, A.A. Mira Costa College, B.A. California State University, San Marcos, M.A. California State University, Long Beach. Scholarship Review Committee.

Professor **Jason Davidson**, B.A. Bradley University, M.A. Miami of Ohio University. Educational Emphasis: Performance Studies. Division & College Curriculum Committees, First Year Experience program.

Lecturer **Lawrence Edwards**, B.A., M.A. California State University, Long Beach. J.D. University of California, Los Angeles.

Lecturer **Joseph Evans**, A.A. El Camino College, B.A. University of California, Los Angeles, M.A. California State University, Long Beach. Forensic Coach - Debate & Individual Events.

Forensics Coach **Ashley Graham**, B.A., California State University, Long Beach.

Lecturer **Kelly R. Janke**, B.A., M.A. California State University, Long Beach,

Lecturer **Julia M. Matthews**, B.A. University of California, Riverside; M.A. University of California, Riverside; Ph.D. Wayne State University.

Lecturer **Minodora Moldoveanu**, B.A., M.A. California State University, Long Beach,

Lecturer **Daryle Nagano**, A.A. El Camino College, B.A., M.A. California State University, Fullerton.

Lecturer **Elyse Peterson**, B.A. Brigham Young University, M.A. California State University, Fullerton.

Associate Professor **Liza A. Rios**, A.A. Fullerton College, B.A., M.A. California State University, Fullerton. Educational Emphasis: Rhetorical Studies and Intercultural Communication. First Year Experience program.

Lecturer **Gary Robertson**, B.A., M.A. California State University, Long Beach, Academic Senate.

Lecturer **Fariba Sadeghi-Tabrizi** A.A. El Camino College, B.A., M.A. California State University, Long Beach. Fine Arts Division SLO Facilitator.

Professor Dr. **Rosemary Swade**, A.A. El Camino College, B.A., M.A. California State University, Long Beach. M.S.S. University of Santa Monica. Emphasis: Interpersonal Communication and Small Group Communication. Study Abroad, SLO Department Coordinator, Honors Transfer Program, Scholarship Review Committee.

Lecturer **Helené Wagner**, B.A. Moorhead State University, Minnesota, M.A. California State University, Long Beach.

Professor **R. Chris Wells**, General Education Long Beach City College, B.A., M.A. California State University, Long Beach. Alternative Dispute Resolution Certificate University of California, Irvine. Emphasis: Organizational Communication and Small Group Communication. Academic Senate Executive Board, Program Review Committee. First Year Experience program.

Lecturer **Lucretia Wright**, B.A. and M.A. California State University, Long Beach. Emphasis: Intercultural Communication.

7b) Staffing Needs

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

In 2013, Diana Crossman was allowed to be reassigned out of forensics after 26 years of service and it is vital that a full-time instructor be hired to replace her. Currently, an adjunct instructor is filling in but due to the Affordable Healthcare Act (ACA), a part-time employee is limited in the hours he or she can work without being provided healthcare; thus, our adjunct coach is limited to 10.2 hours per week instead of the 20-30 hours per week a full-time professor on 20% reassigned time would work. The program desperately needs a full-time hire to maintain its position of preeminence. Additionally, qualified part-time forensics instructors are rare. It is a highly specialized field with few stellar practitioners. When a part-time instructor is available, he or she usually gains full-time employment within a year, making a program that has to rely on part-time instructors very unstable. When Ms. Crossman was reassigned, the department advertised for an adjunct coach and of the applicants, only two had sufficient qualifications to be granted an interview. Of the two who were interviewed, one was significantly under-skilled and the other applicant was very skilled. It is likely that our new adjunct coach, will be offered full-time employment next year when he applies for full time positions around the State.

In Fall of 2013, the Communication Studies Department requested two positions: a forensics position and a straight teaching position, giving the forensics position priority. The Fine Arts Division Council ranked a new hire in forensics #2 out of 7 positions

requested by the division; it ranked the straight Communication Studies teaching position #4. When arguing to the College, Dean Connie Fitzsimons ranked the forensics position above the straight teaching position. The College Council ranked the Forensics position #18 and the straight teaching position #20. When the list of positions to be filled was released, it was discovered that Drs. Fallo and Arce had switched the positions and chose to fill the straight teaching position and not the forensics position. The department feels they understand best the needs of the program, and that the forensics full time hire is still the top priority in the department. The faculty plans to make the case for this position again next year.

The department has been authorized to hire a full-time instructor to replace Carmen Hunt. We currently cannot find sufficient adjunct faculty to teach our more advanced courses. Recently we had to cancel sections of COMS 4 (Argumentation and Debate) and COMS 12 (Interpersonal Communication), both of which fulfill courses in the 'Golden Four' because despite opening the hiring pool, we found nobody qualified to teach them. Despite demand, we are unable to add sections of COMS 5 due to an inability to staff them. It is important to hire an instructor with experience in these three courses.

Additionally, when the program is allowed to grow to meet the needs of the students and the expectations created by the Student Success Act we could offer up to 26 more sections a year. That would require the hiring of two more Full Time Equivalent Faculty (FTEF).

The department also needs to hire at least four adjunct faculty, and to create a pool of qualified faculty for future hire. In summer 2013, several full-time and adjunct faculty were assigned three classes (the contract two is a full commitment) and still sections had to be cancelled. The last two times we advertised for adjunct professors we found few qualified candidates and two of the people we wanted to hire were not available when the courses were being offered.

In the 2009 program review on page 18 we said:

We believe it is in the best interest of the Communication Studies Department and the college to hire and rehire the most competent/qualified part-time faculty. We should not hire anyone we would not consider for a full-time position. We can attract and keep the best part-time lectures by offering them the best schedule with most classes possible. El Camino College pays their part-time faculty better than most of the surrounding colleges. We should reach out to include them in department meetings and other department activities. Many of our part-time faculty teach at neighboring colleges. We want them to have their highest loyalty to El Camino College. We need to earn that loyalty. A department chair would facilitate this.

At this time, we would not consider many of our part-time faculty for a full-time position. We have made a request for the Department to join Western States Communication Association so that we can advertise on their website when we have positions available. We are pleased that the Dean has supported us in this endeavor. Many of our previous most qualified part-time faculty have found full-time positions at other colleges.

7c) Staffing Related Recommendations

RECOMMENDATIONS	COST ESTIMATE	STRATEGIC INITIATIVES
1. Full-time forensics coach/instructor	\$90,000	A, B, C, D
2. 4 part-time instructors	\$10,000- 20,000	A, B, C, D
3. Full-time instructor	\$90,000	A, B, C, D

8. Future Direction and Vision

8a) Changes and Impact on Program

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The Communication Studies Department is poised for greatness. More than any other department it fulfills the “Community Colleges primary mission of providing academic and vocational instruction to the lower-division level.” Students now have opportunity to complete five different CSUGE transfer requirements by taking five different Communication Studies courses. If they take 18 units they also receive a “Certificate of Achievement.” The courses also help develop the “Qualities Employers Seek.”

The Top 10 Qualities Employers Seek

1. Communication Skills (oral & written)
2. Honesty/Integrity
3. Teamwork Skills
4. Interpersonal Skills
5. Strong Work Ethic
6. Motivation/Initiative
7. Flexibility/Adaptability
8. Analytical Skills
9. Computer Skills
10. Organizational Skills

There are a number of courses the department might develop based upon need if given the opportunity to serve more students by offering more classes. Currently the number of sections we are allowed to offer based upon history and financial issues facing the state and college limits us. In addition to the golden four, for the non major we should develop a “Basic Skills” course for students that lack basic communication skills and/or have high communication apprehension. We should develop a course based upon the previous Compton curriculum: English Pronunciation Skills for Non-Native and Native Speakers and the lab that went with it.

While the golden four serve both major and non-major students, the next step in developing a truly outstanding department (like those at Orange Coast College, Moorpark, and Irvine Valley) would be to expand the curriculum to better meet the needs of our majors. The fact that other colleges offer a greater variety in classes ought to be proof enough that there is a problem with the process that is being utilized at El Camino to select course offerings. Expanding the offerings for majors would be reasonably affordable, as a modest proposal would simply require offering a relatively small number of non-golden four courses per semester.

Additionally, we should offer the course Supervision 27 Business Communication, which is truly, a Communication Studies course being taught by the Business Division. If you look in the current catalog it follows the Speech Communication courses. If the word Supervision were taken out it would make sense to call it Communication Studies 27 Oral Business

Communication. The author of the textbook, Jean Miculka, is a retired Speech Professor from the University of Texas at El Paso. It is difficult to see how this course ever got through the curriculum review process as a Business, Management/Office Technologies and Business course. It does not appear to have an articulation agreement. If it became a Communication Studies Course we would revise it so it would meet CSUGE and IGETC transfer requirements. This course is being taught in the wrong discipline. This change would require the leadership and support of the Vice President of Academic Affairs. In the 1992-1993 program review there was a recommendation to create this class for the then Speech Communication Department. We have met with the Dean of Business and she does not agree with our perception. In the previous Compton curriculum they had a course Speech 11 Business and Professional Speaking, this is a course they believe they really need to meet the needs of their students.

With regard to forensics, we continue to advocate for greater administration support for what is the only consistent state and national championship program on the campus. Indeed, the program has produced more national championships than virtually any other community college in the country and has done so in spite of the lack of competitive funding provided by the college. Current funding amounts are essentially the same as we were receiving 20 years ago. The current budget does not reflect twenty years of inflation and fee increases. But for tireless fund raising, the program would cease being competitive. Additionally, it has become clear that new coaching staff should be hired. Given the impact of the Affordable Care Act on part time hours, it is apparent to the department that the program will not be able to remain competitive utilizing part time coaches.

8b) Direction, Vision, and Plan

Explain the direction and vision of the program and how you plan to achieve it.

The direction of the program should be to expand the number of golden four courses while also adding new courses that better meet the needs of our major students. With regard to the golden four, emphasis should be placed on increasing COMS 3, 4, and 12 as COMS 1 is currently overemphasized in the course offerings. We also would hope that the forensics program continues to remain nationally competitive. As noted above, there seems to be little we can do to operationalize this vision. With regard to forensics, our request to hire a new coach was approved at both the division and campus level but not prioritized by the Vice President of Academic Affairs. We will continue, however, to make recommendations.

8c) Future Direction and Vision Related Recommendations

RECOMMENDATIONS	COST ESTIMATE	STRATEGIC INITIATIVES
1. Hire a full time faculty member with forensics responsibilities	\$90,000	A,B,C,D
2. Expand the number of non-golden four courses- for example; Organizational, Gender Communication, Reader's Theatre.	\$10,000	A,B,C,D
3. Expand the number of golden four courses	\$12,000- \$15,000	A,B,C,D

9. Prioritized Recommendations

9a) List of Priorities with Cost Estimates

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.

RECOMMENDATIONS	COST ESTIMATE	STRATEGIC INITIATIVES
1. Hire a full time faculty member with forensics responsibilities	\$90,000	A, B, C, D
2. Expand the number of non-golden four major courses. EG Research, Gender Communication, Communication 24, Public Relations.	\$10,000	A, B, C, D
3. Increase the district budget for the forensics team.	\$10,000	A, B, C
4. Expand the number of golden four courses-2 COMS 4, 2 COMS 3, and 2 COMS 12.	\$12,000- \$15,000	A, B, C, D
5. Hire a full time faculty member (ideally with Argumentation experience)	In process	A, B, C, D
6. Clean the stairwell ceiling and windows, turn on the lights on the second floor of the Music building.	N/A	F
7. Extend the wall to the ceiling in MU 132 offices	\$2500	F
8. Hire approximately 4 more part time faculty	\$10,000- \$20,000	A, B, C, D
9. English 1-A prereq on COM 4 and discuss all area A-1 classes.	N/A	A, B
10. Create and fund a department chair	\$10,000- \$15,000	A, B, C, D, E, F

9b) Reasons for Prioritizations

Explain why the list is prioritized in this way.

Frankly, the process of listing these goals as priorities is somewhat challenging as some are long term, some short term, some require funding, and others do not. None of these are mutually exclusive. Given that observation however:

1. Our first priority is a new forensics hire to sustain what this document has made clear is a central part of the department. It is a program level priority as the viability of the program is currently at risk. Estimated cost: \$60,000-\$90,000.

2. Offering more major courses is our second priority so that our major students may more effectively compete with students from other community colleges as they apply to four-year universities. Estimated cost: \$10,000.
3. Our third priority is to increase the funding for the forensics program so that it may better compete with programs that have, for years, been better funded. Estimated cost: \$10,000-\$15,000.
4. Our fourth priority is to utilize a department chair. The problems associated with having administrators without expertise in our discipline can make curriculum and staffing problems for the department; this will only continue until El Camino joins the ranks of other community colleges that utilize department chairs. Also, given the amount of paperwork that we are now besieged with it makes sense to hire department chairs (a faculty on reassigned time) to serve as the point person on projects like SLO's and this document. The creation of this document would certainly have been less chaotic and timely had a department chair been entrusted with its creation. Estimated cost \$10,000-\$15,000.
5. Our fifth priority is to hire a new full time faculty member, ideally with the ability to teach Argumentation. This is a fifth priority in our ranking because we assume that this will happen in the Spring. As we have pointed out elsewhere in this document, this position should have come after the forensics position-based both on program need and collegial consultation. We would additionally hope that future full time hiring committees are comprised of all full time faculty who wish to serve. Estimated cost: \$60,000-90,000.
6. Our sixth priority is to clean the stairwell ceiling, turn the lights on, and clean the windows over the stairwell. This should actually be done immediately but is more of a health and organizational climate issue than a program issue (again, a victim of the artificial nature of this ranking). Estimated cost: negligible, can be accomplished in house.
7. Our seventh priority is to extend the office wall to the ceiling in the MU 132 offices. This should have been done years ago, as it is both a public safety and a student privacy issue. Its low ranking reflects the probability that anyone is going to do anything about it. Estimated cost: negligible, can be accomplished in house, \$2500.
8. Our eighth priority is to hire more part time faculty to give us more access to talented teachers and expand the pool for future full time hiring. The number of adjuncts hired seems to be largely out of our control, hence the low ranking of this recommendation. Estimated cost: \$10,000-\$20,000.
9. Our ninth priority is to establish a prerequisite of eligibility for English 1A for COMS 4 and possibly all of the area A-1 courses. This is something that, presumably, the department can do without administrative approval, which recommends it to a lower ranking. Cost: n/a
10. Our tenth priority is to complete the process of purchasing new furniture for the squad room. We are told this is occurring, hence priority #10. Estimated Cost: \$10,000.

Appendix A – Forensics



Background

The forensic program began in the late 1960's under the direction of Jerry Borden. After about ten years Nate Lilienthal took the directorship, and then it was passed to Carol Krieger. In 1986, Diana Crossman was hired to be the assistant director; however, after one semester the current director, Carol Krieger, requested to retire and Diana became the director. In 1988, Mark Crossman was hired to be the full-time assistant director, and he ascended to the directorship in 1994. In 2000, Francesca Bishop was hired full-time, and in 2001 she became the director of the team. In 2013, Diana Crossman's request to be reassigned to the classroom was granted and adjunct Joseph Evans was hired as an adjunct to take over her duties.

Role of the Director and Assistant Director(s)

Since 2000 the forensic program has had three full-time faculty coaches: one director and two assistant directors. Currently, two tenured and one adjunct faculty coach the forensics team. Francesca Bishop (the director) receives 40% reassigned time; Mark Crossman (the assistant director) receives 20% reassigned time; and Joseph Evans (adjunct, replacement assistant director for Ms. Crossman) receives a stipend equal to one part-time class in lieu of 20% reassigned time a full-time faculty member would receive. Due to the Affordable Healthcare Act (ACA), a part-time employee is limited in the hours he or she can work without being provided healthcare; thus, our adjunct coach is limited to 10.2 hours per week instead of the 20-30 hours per week a full-time professor on 20% reassigned time would work. The program desperately needs a full-time hire to maintain its position of preeminence. Additionally, qualified part-time forensics instructors are rare. It is a highly specialized field with few stellar practitioners. When a part-time instructor is available, he or she usually gains full-time employment within a year, making a program that has to rely on part-time instructors very unstable. When Ms. Crossman was reassigned, the department advertised for an adjunct coach and of the applicants, only two had sufficient qualifications to be granted an interview. Of the two who were interviewed, one was significantly under-skilled and the other applicant was very skilled. It is likely that our new adjunct coach, Joseph Evans, will be offered full-time employment next year when he applies for full time positions around the State.

This year, because we have had to replace a full-time position with an adjunct position that is subject to the limitations of ACA, we have been unable to maintain competitiveness. Although the debate portion of the program remains strong, the oral interpretation part of the program suffers since this was Ms. Crossman's specialty. There are a number of students who would like to compete in these events, and although some will, they may not be as competitive since oral interpretation is not the specialty of the current coaches. One solution would be to allow Diana Crossman to still work with the team on Mondays. This is when the individual events team meets and rehearses. The director believes that El Camino may fall out of contention for the national championship for the first time in 14 years. A minimum of three full-time coaches are necessary to ensure the quality of the team. Comparable programs have far more coaching resources, as follows:

1. Orange Coast College—3 full time coaches, 3 part time coaches
2. Irvine Valley/Saddleback—4 full time coaches, 4 part time coaches
3. Moorpark College—4 full time coaches, 3 part time coaches

In addition to coaching and teaching a forensics class and chaperoning and judging at tournaments, the director is responsible for tournament planning, which includes deciding on the tournament schedule, locating qualified judges, determining which and how many students will attend, entering said students and judges in the tournament, making hotel and vehicle reservations, if necessary, and filling out the paperwork necessary to ensure checks are cut for fees, student meal money, and travel/accommodation. Competitiveness of the tournament, preparation of the students, judging and budget factors contribute to the decisions that the director makes.

The director plans the fundraising dates, arranges the venues, and decides which students will be showcased. The director also coordinates any outreach and/or public relations with the college and the community. Typically the director attends the Phi Rho Pi National tournament and the meetings held there. The director attends the Pacific Southwest Collegiate Forensics Association (PSCFA) Coaches Conference held in September each year.

In addition to coaching and teaching a forensics class and chaperoning and judging at tournaments, the assistant directors are responsible for assisting the director in decision-making. One or both assistant directors traditionally attend the California Community College Forensics Association (CCCFA) State tournament and attend the meetings held there. Both the director and the assistant directors work to find material and topics for student programs, review and edit student speeches, research and write debate cases and/or briefs, and prepare discussions on current events, impromptu examples, and program resources.

Although the current director has been in the position for thirteen years and has no plans to request reassignment, it is to be noted that the jobs of director and assistant director are arduous and subject to burnout. Teaching four days per week, and then spending 12-14 hours per day in intellectually exhausting work on the weekend takes a toll. It is unreasonable to demand that employees continue this pace indefinitely; ten to fifteen years of service is average in the forensics community, after which coaches often discontinue attending tournaments, but still coach. It is also dangerous, and puts El Camino in a

position of liability, to demand that a person who no longer feels capable, drive students home from tournaments (often on difficult roads, such as the Grapevine) after having worked 14 hours.

Growth

The program has witnessed a substantial increase in both the quality and quantity of competitors. This is primarily a function of two factors: first, budget cuts to the CSU and UC systems has forced students who would normally have entered university, into the community college system. Second, our outreach to local high school forensics programs, and at the Western Bay Forensics League have succeeded in drawing highly skilled and experienced competitors to El Camino. This growth represents both an opportunity and challenge to the El Camino forensics team. Both Diana and Mark Crossman, and Francesca Bishop have been coaching at Peninsula High School and as a result, students have transferred to ECC upon graduation just to compete on the forensics team. The caliber of students on the team will enable the program to continue its competitive excellence; on the other hand, the number of students we now serve places a strain on already limited resources.

Auditions

The director holds auditions on the first Wednesday of the fall semester. Applicants are given a current events proposition (e.g., President Obama's foreign policy is beneficial to America) and are given five minutes to prepare a three-minute speech either supporting or opposing the topic. The coaches then cross examine the speaker to assess how well he or she can defend his or her position. Between ten and thirty students audition, and depending on how many returning students the team has, the coaches choose as many new students as budget and coaching resources allow. Typically after three tournaments, one to four students are cut from the team based on attendance, performance, and work ethic. It is vital to offer a section of Forensics Workshop (COMS 24) so that students, who need a little more time to be nationally competitive, still have the opportunity to compete and develop their skills in a less competitive environment. Occasionally, a talented student is recruited out of classes and joins the team mid-semester or mid-year. Students are strongly encouraged to have completed Argumentation and Debate (COMS 4) in preparation for auditioning for the team, but occasionally, may take it concurrently. Recently we have seen more students with high school forensics experience and they clearly have an edge in the audition process.

Recruitment

All coaches actively recruit successful students from their courses. It is more common that a student in Argumentation and Debate is pursued after demonstrating excellent analytical skills in class; however, students in both Public Speaking and Oral Interpretation of Literature have been successfully recruited. Occasionally, other full-time or adjunct professors refer talented students to the team. Additionally, Francesca Bishop and Mark Crossman hold an intramural debate tournament at the end of the spring semester and often the students who perform well are asked to join the team the coming fall.

Preparation for Tournaments

On Mondays, during COMS 22—Individual Events, students receive instruction on how to prepare individual events for competition. These events include limited preparation speeches, platform speeches, selections for oral interpretation of literature, and occasionally Lincoln-Douglass (individual) debate. Speeches and programs are written and submitted to coaches for edits; the procedure is repeated until the finished product is suitable for memorization. Once the programs have been prepared and memorized, they are practiced for coaches.

On Wednesdays, during COMS 23—Team Events, students receive instruction on the theory and practice of Parliamentary Debate. Current events, as they apply to debate are discussed, briefs are assigned and reviewed, and students debate against each other for critique by a coach. Coaches, in preparation for COMS 22 and 23 spend many hours researching speech topics, oral interpretation literature, and current events, in addition to editing and revising student work.

Tournaments

The forensics team travels to between four and six tournaments per semester, including the State Championship Tournament and National Championship Tournament in the spring semester. Tournaments last between one and three days, with two being most common. The average day starts at 8 a.m. and often does not end until around 10 p.m. A typical day includes upwards of eight “rounds” of debate and/or individual speaking events. In addition to chaperoning the students, the coach responsible for the team on a given day helps prepare them to compete, and judges rounds that do not contain El Camino speakers. Rarely, in lieu of judging, a coach may be asked to help administer the tournament; these duties include running the judging table or tabulating the results.

Team Success

The forensic team has been highly successful for many years. In the late 1980s the team was awarded 3rd overall at the State level and the National level. Through the 1990s the team won significant awards, from third place overall to first place in debate at the Phi Rho Pi National Tournament. Since 2000, The El Camino forensics team has never finished less than second in the nation and has been National Champion in 10 of the past 13 years. El Camino is the reigning California State Champion. Specifically, El Camino forensics team has won the National Parliamentary Debate Association (NPDA) season-long sweepstakes National Championship for Community Colleges in 2001, 2003, 2005, 2007, 2008, 2009, 2011, and 2012. In 2011, when ranked against more than 300 community colleges *and* 4-year universities, the team was second in the nation. Some of the schools that El Camino finished ahead of include Arizona State University, Bowling Green University, California State Universities, Claremont McKenna College, Loyola Marymount University, Moorpark College, Pepperdine University, Purdue University, Southern Illinois University, UC Berkeley, UCLA, USC, University of Notre Dame, and USAF. Several times, El Camino has finished in the top ten when including 4-year universities.

Since 2000, 23 former students have been accepted to professional schools, including medical, law, and graduate programs. Of the students who have completed their post-graduate education, several are practicing attorneys, one is an Assistant District Attorney,

one is a staffer for John Ashcroft, one is a published poet and professor at CSUSan Francisco, and three are Directors of Forensics at other schools.

Transfer

Approximately 98% of students participating on the forensic team transfer to 4-year Universities, most to the highly desirable University of California. Schools that forensics students have attended include UCLA, UC Berkeley, UC Irvine, UCSD, CSULB, USC, Duke University, Northwestern University, American University, University of Miami, Lewis and Clark University, Concordia University and Point Loma University. Many receive forensics scholarships and grants to private institutions, some of which are “full ride.”

The mission of El Camino is to prepare the student to transfer to a 4-year university and the forensic team helps fulfill this goal. Many students begin their forensic career unsure of their academic future and major. After 1-2 years on the competitive circuit almost every student decides to pursue a Bachelors’ Degree, and a great many continue to graduate school.

Demographics

No formal data is kept regarding ethnic diversity of the team; however, the forensic team is almost “perfectly” diverse. Every ethnicity is represented on the team. In examining the team photos that line the squad room wall, the team is approximately 35% Caucasian, 25% Hispanic, 20% African American and 20% Asian. Gender breakdown is close to 50% male and 50% female. Lesbian and gay students have also been well represented over the years. We welcome older students, returning students, home-schooled students, and those who have attended a four-year university but for a variety of reasons have decided to make a new start at the community college.

Budget

Academic year 2012-13 funding from auxiliary services was \$13,135. This represents a \$5500 decrease from previous years. District funding was \$12,800. Fundraising has resulted in approximately \$8000 per year. Non-certificated personnel costs are currently between \$1600 and \$1800 per year for student coaches; judging fees per year range between \$4000 and \$6000, depending on the size of the team. In Academic year 2013-2014, Dean Constance Fitzsimons took \$750 from the team budget to fund the theater department’s participation in a festival, thereby allowing it to claim “competitive” status and offer repeatable courses. Although many years ago the money in question, a total of \$1500, had been allocated to the theater department, forensics and choir had always split the funds as they had gone unused by theater. Five years ago, Dean James Schwartz permanently gave the money to forensics and choir; it was disappointing to have funds taken away last year by administration. Current level of district and auxiliary funding are inadequate to support the team absent continued fundraising efforts. Tournament costs including entry fees, judging, hotel and food assessments, and transportation have increased almost every year. District and Auxiliary support has decreased over the years due to budget cuts.

The Future of the Forensics Program

In order to maintain the excellence of the El Camino forensics program several things need to happen.

First, a full-time hire must be made to replace reassigned Diana Crossman.

Second, a third forensics section (COMS 24—Forensics Workshop) must be offered so that three coaches each receive a section, and compensation for coaching. As stated in the previous Program Review, COMS 22 and 23 were designed to be offered *along with* COMS 24. COMS 22 and 23 are for students ready for national-caliber competition, while COMS 24 is designed to develop the skills of beginning forensics students by offering competition experience at smaller, local tournaments. In this way, not only will more students be served, but also El Camino will reap the benefits of the elevated transfer rate of forensics participants for additional students. If Dean Fitzsimons continues to deny our request to offer one section of this 1-unit course the program may see deterioration and students will be denied access to our program.

Third, COMS 25—Forensics Team needs to be re-written to be a forensics research class. The advent of the digital age has created research obstacles and opportunities course offerings have not kept up with. A 1-unit class, offered TBA, as is done by Palomar College, would benefit the program and students alike.

Fourth, Mark Crossman has indicated that he intends to ask for reassignment out of the traveling (attending tournaments) portion of his duties. It is imperative that the team retain his services as a coach during the Wednesday COMS 23 class. Dr. Crossman is recognized as one of the top coaches in the nation, and is the author of the seminal argumentation textbook, *Burden of Proof*. His skills would be impossible to replace, even with a new hire. Many colleges allow their FT coaches to rotate out for a semester or full year, while hiring a replacement. This practice helps individuals who love to coach take some time away from travel and are then able to return to the program invigorated.

Fifth, the forensics program badly needs new furnishings for the squad room. The squad room is used as a classroom for COMS 22, 23, 24 and 25 and currently has three couches that are all over 20 years old. One was the Crossman's from 1990, and it was twelve years old then. About ten years ago when we first asked for a replacement, it was because it housed an infestation of cockroaches that had to be treated by an extermination expert. However, we are optimistic that following Dr. Arce's visit to the squad room we will soon see new furniture.

Sixth, priority registration needs to be reinstated for the forensic team. This allows hard working students to take classes on days they are more likely not to travel to tournaments.

Conclusion

The El Camino forensics team continues to be the top community college debate program in the nation, but its future is in jeopardy. If it is to continue to excel, the program needs more support from administration in the areas of staffing, course offerings, funding, and squad room furnishings.

Appendix B -- What is Communication Studies?

The discipline of communication studies focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The discipline promotes the effective and ethical practice of human communication.

Communication studies are a diverse discipline, which includes inquiry by social scientists, humanists, and critical and cultural studies scholars. A body of scholarship and theory, about all forms of human communication, is presented and explained in textbooks, electronic publications, and academic journals. In the journals, researchers report the results of studies that are the basis for an ever-expanding understanding of how we all communicate.

Areas within Communication Studies

Areas of emphasis differ from one institution to another, but listed below are some of the most common areas of study:

Applied Communication - The study of how communication theory, research, and/or best practices help inform knowledge and theory about communication for practical issues.

Communication Education - The study of communication in the classroom and other pedagogical contexts.

Communication Theory - The study of principles that account for the impact of communication in human social interaction.

Electronic Media - The study of radio, television, media technology, and web design with streaming audio and video.

Gender Communication - The study of the impact of gender on individuals and society.

Health Communication - The study of communication as it relates to health professionals and health education, including the study of provider-client interaction, as well as the diffusion of health information through public health campaigns.

International and Intercultural Communication - The study of communication among individuals of different cultural backgrounds, including the study of similarities and differences across cultures.

Interpersonal Communication - The study of communication behaviors in dyads (pairs) and their impact on personal relationships.

Language and Social Interaction - The study of the structure of verbal and nonverbal behaviors occurring in social interaction.

Legal Communication - The study of the role of communication as it relates to the legal system.

Mass Communication and Media Literacy - The study of how mass forms of communication, such as print, radio and television disseminate information and influence society.

Mediation and Dispute Resolution - The study of understanding, management, and resolution of conflict within intrapersonal, interpersonal, and intergroup situations.

Organizational Communication - The study of processes used to analyze communication needs of organizations and social interaction, including how to improve communication between supervisors and employees.

Performance Studies - The study of components such as performer(s), text, audience, and context within the communication discipline.

Political Communication - The study of the role that communication plays in political systems.

Public Address - The study of speakers and speeches, including the historical and social context of platforms, campaigns, and movements.

Public Relations - The study of the management of communication between an organization and its audiences.

Rhetorical Criticism - The process of defining, classifying, analyzing, interpreting, and/or evaluating rhetorical artifacts.

Semiotics - The use of verbal and nonverbal symbols and signs in human communication.

Small Group Communication - The study of communication systems among three or more individuals who interact around a common purpose and who influence one another.

Speech Communication - The study of the nature, processes, and effects of human symbolic interaction. While speech is the most obvious mode of communication, human symbolic interaction includes a variety of verbal and nonverbal codes.

Theatre and Drama - The study and production of dramatic literature.

Visual Communication - The study of visual data, such as architecture, photography, visual art, advertising, film, and television as it relates to communication.

Based upon a document originally published by the National Communication Association

Appendix C – CCCCCO Reports

Other documents cited from Chancellor's Office are too large to be included but will be sent to anyone who is interested as an attachment. These are the edited versions of the most important ones:

California Community Colleges Chancellor's Office

Full Time Equivalent Student (FTES) Summary Report

	Fall 2012	Fall 2012	Fall 2012	Fall 2012			
	Credit FTES	Non Credit FTES	Total FTES	COMS Sections	Sec to be avg.	COMS/Credit FTES	A2
Allan Hancock CCD	3,811.38	359.00	4,170.38	27		0.71	26
Antelope CCD	5,040.72	0.00	5,040.72	50		0.99	40
Barstow CCD	1,059.35	31.54	1,090.88	10		0.94	
Butte CCD	4,803.46	281.60	5,085.06	54		1.12	64
Cabrillo CCD	4,860.28	102.83	4,963.10	45		0.93	37
Cerritos CCD	7,956.20	184.92	8,141.12	62		0.78	51
Chabot-Las Pos CCD	7,181.24	0.00	7,181.24	54		0.75	
Chaffey CCD	6,207.60	17.97	6,225.57	52		0.84	43
Citrus CCD	4,424.51	33.53	4,458.03	29		0.66	
Coast CCD	15,253.41	112.75	15,366.16	110		0.72	
Compton CCD	2,250.73	2.28	2,253.02	10	17.33	0.44	15
Contra Costa CCD	13,861.71	50.18	13,911.89	97		0.70	
Copper Mountain	794.32	37.14	831.45	8		1.01	
Desert CCD	3,448.72	225.08	3,673.80	21		0.61	
El Camino CCD	8,128.23	0.00	8,128.23	55	62.59	0.68	81
Feather River CCD	744.28	23.38	767.66	2		0.27	
Foothill CCD	10,000.21	56.28	10,056.49	88		0.88	
Gavilan CCD	2,269.69	240.12	2,509.81	27		1.19	
Glendale CCD	5,323.43	917.46	6,240.88	42		0.79	52
Grossmont CCD	7,760.34	39.56	7,799.90	88		1.13	
Hartnell CCD	3,020.85	4.51	3,025.36	12		0.40	
Imperial CCD	3,104.36	9.57	3,113.93	29		0.93	
Kern CCD	8,273.69	23.64	8,297.33	88		1.06	
Lake Tahoe CCD	514.42	25.57	539.99	3		0.58	
Lassen CCD	716.42	8.79	725.20	2		0.28	
Long Beach CCD	9,480.03	83.73	9,563.75	65		0.69	142
Los Angeles CCD	40,362.11	1,709.68	42,071.79	322		0.80	
Los Rios CCD	24,722.81	11.12	24,733.94	158		0.64	
Marin CCD	2,247.85	103.03	2,350.88	17		0.76	
Mendocino CCD	1,323.71	32.92	1,356.63	7		0.53	
Merced CCD	4,097.37	378.16	4,475.53	22		0.54	
MiraCosta CCD	4,712.24	275.63	4,987.87	45		0.95	61
Monterey CCD	2,676.26	268.92	2,945.18	16		0.60	
Mt. San Antoni CCD	11,017.16	1,510.42	12,527.58	55		0.50	
Mt. San Jacinto CCD	4,735.63	290.45	5,026.08	53		1.12	
Napa CCD	2,419.67	30.38	2,450.05	16		0.66	
Ohlone CCD	3,972.75	0.00	3,972.75	42		1.06	
Palo Verde CCD	655.78	11.16	666.94	3		0.46	
Palomar CCD	8,108.00	371.11	8,479.11	57		0.70	
Pasadena CCD	9,016.42	428.51	9,444.93	75		0.83	72
Peralta CCD	8,465.31	36.36	8,501.67	39		0.46	
Rancho Santiag CCD	11,285.27	2,640.66	13,925.94	66		0.58	
Rio Hondo CCD	5,916.97	186.14	6,103.11	47		0.79	
Riverside CCD	11,276.66	20.98	11,297.64	85		0.75	

San Bernardino CCD	6,470.83	35.15	6,505.98	65	1.00
San Diego CCD	15,253.60	3,481.82	18,735.42	111	0.73
San Francisco CCD	11,200.86	3,498.46	14,699.33	41	0.37
S Joaquin Delta CCD	6,292.17	67.31	6,359.48	37	0.59
San Jose CCD	6,177.32	43.28	6,220.61	49	0.79
San Luis Obispo CCD	3,797.19	43.91	3,841.10	30	0.79
San Mateo CCD	8,929.54	52.18	8,981.72	56	0.63
Santa Barbara CCD	7,566.18	327.71	7,893.89	52	0.69
Santa Clarita CCD	5,661.45	163.74	5,825.19	51	0.90
Santa Monica CCD	10,806.21	326.60	11,132.81	61	0.56
Sequoias CCD	4,269.72	204.69	4,474.41	27	0.63
Shasta Tehama CCD	3,354.40	91.68	3,446.08	35	1.04
Sierra CCD	6,733.18	163.82	6,897.00	36	0.53
Siskiyou CCD	895.94	55.15	951.09	11	1.23
Solano CCD	3,553.09	0.00	3,553.09	42	1.18
Sonoma CCD	7,653.67	996.88	8,650.56	61	0.80
So Orange Co CCD	10,957.81	724.54	11,682.35	103	0.94
Southwestern CCD	7,054.07	58.10	7,112.17	62	0.88
State Center CCD	12,879.27	117.91	12,997.18	133	1.03
Ventura CCD	12,241.66	61.32	12,302.98	90	0.74
Victor Valley CCD	4,331.18	58.43	4,389.61	37	0.85
West Hills CCD	2,517.73	145.13	2,662.86	15	0.60
West Kern CCD	1,167.32	41.10	1,208.42	6	0.51
West Valley CCD	6,951.18	225.05	7,176.22	52	0.75
Yosemite CCD	6,037.74	77.75	6,115.50	58	0.96
Yuba CCD	2,428.05	47.58	2,475.64	25	1.03
					0.77

Course Offerings COMS Fall 2012

College	Course ID	Course Title	Sections Count	Maximum Units
Allan Hancock	SPCH103	Interpersonal Communication	2	03.00
Allan Hancock	SPCH108	Oral Interpretation	1	03.00
Allan Hancock	SPCH189	Independent Projects	1	03.00
Allan Hancock	SPCH102	Small Group Communication	7	03.00
Allan Hancock	SPCH101	Public Speaking	15	03.00
Allan Hancock	SPCH110	Intercultural Communication	1	03.00
			27	
Antelope Valley	COMM 101	Intro to Public Speaking	27	03.00
Antelope Valley	COMM 112	Oral Interpretation	1	03.00
Antelope Valley	COMM 217	Gender and Communication	1	03.00
Antelope Valley	COMM 103	Process of Communication	18	03.00
Antelope Valley	COMM 105	Intro to Mass Communication	1	03.00
Antelope Valley	COMM 115	Intro to Argumen and Debate	1	03.00
Antelope Valley	COMM 109	Small Group Communication	1	03.00
			50	
Barstow	SPCH3	Interpersonal Communication	3	03.00
Barstow	SPCH1	Elements of Public Speaking	7	03.00
			10	
Butte	CMST-10	Interpersonal Communication	3	03.00
Butte	CMST-14	Argumentation & Debate	4	03.00
Butte	CMST-2	Public Speaking	20	03.00
Butte	CMST-4	Group Discussion	17	03.00
Butte	CMST-6	Oral Interpretation	1	03.00
Butte	CMST-9	Intercultural Communication	5	03.00
Butte	CMST-13	Gender & Communication	2	03.00
Butte	CMST-2H	Honors Public Speaking	1	03.00
Butte	CMST-12	Forensics (Speech & Debate)	1	03.00
			54	
Cabrillo	COMM-1	Public Speaking	12	03.00
Cabrillo	COMM-4	Argumentation and Persuasion	2	03.00

Cabrillo	COMM-7	Interpersonal Communication	2	03.00
Cabrillo	COMM-12	Intercultural Communication @	3	03.00
Cabrillo	COMM-6	Listening	13	01.00
Cabrillo	COMM-2	Group Discussion	6	03.00
Cabrillo	COMM-10	Communication Process	3	03.00
Cabrillo	COMM-8	Communication Activities	2	04.00
Cabrillo	COMM-14	Health Communication	1	03.00
Cabrillo	COMM-1H	Honors Public Speaking	1	03.00
			45	
Cerritos	SPCH 130	Fundamentals of Speaking	7	03.00
Cerritos	SPCH 120	Fund of Interpersonal Comm	5	03.00
Cerritos	SPCH 238	Forensics for ThreeTournaments	2	01.00
Cerritos	SPCH 236	Forensics for One Tournament	2	01.00
Cerritos	SPCH 145	Storytelling	1	03.00
Cerritos	SPCH 110	Intercultural Communication	4	03.00
Cerritos	SPCH 100	Fundamentals Oral Comm	23	03.00
Cerritos	SPCH 60	Introduction to Communication	1	03.00
Cerritos	SPCH 239	Forensic Workshop	4	02.00
Cerritos	SPCH 150	Organizational Communication	2	03.00
Cerritos	SPCH 237	Forensics for Two Tournaments	2	01.00
Cerritos	SPCH 235	Fund Argumentation & Pers	5	03.00
Cerritos	SPCH 140	Oral Interpretation Of Lit	1	03.00
Cerritos	SPCH 132	Fund/Small Group Communic	3	03.00
			62	
Las Positas	SPCH2A	Oral Interpret/Literature I	1	03.00
Las Positas	SPCH48	Activities in Forensics	1	04.00
Chabot Hayward	ENGL107	Intro to English Grammar	2	03.00
Las Positas	SPCH1	Fundamentals/Speech Communicat	17	03.00
Las Positas	SPCH10	Interpersonal Communication	1	03.00
Chabot Hayward	COMM1	Fundamentals of Speech Comm	22	03.00
Chabot Hayward	COMM10	Interpersonal Communication	2	03.00
Chabot Hayward	COMM11	Intercultural Communication	1	03.00
Chabot Hayward	COMM2A	Oral Interpretation of Lit I	1	03.00
Chabot Hayward	COMM3	Group Communication	1	03.00
Chabot Hayward	COMM46	Argumentation & Debate	2	03.00
Chabot Hayward	COMM48	Activities in Forensics	1	04.00
Chabot Hayward	COMM5	Reader's Theater	1	03.00
Chabot Hayward	COMM4902	Communication Tutor Training	1	03.00
			54	
Chaffey	COMSTD-72	Logic and Argumentation	4	03.00
Chaffey	COMSTD-14	Oral Interpretation of Literature	2	03.00
Chaffey	COMSTD-4	Fundamentals of Interpersonal Communication	5	03.00
Chaffey	COMSTD-74	Intercultural Communication	2	03.00
Chaffey	COMSTD-6	Fundamentals of Small Group Communication	8	03.00
Chaffey	COMSTD-76	Gender & Communication	1	03.00
Chaffey	COMSTD-8	Fundamentals of Speech Communication	5	03.00
Chaffey	COMSTD-2	Fundamentals of Effective Speaking	24	03.00
Chaffey	COMSTD-78	Family Communication	1	03.00
			52	
Citrus	SPCH101	Public Address	17	03.00
Citrus	SPCH106	Small Group Communication	1	03.00
Citrus	SPCH103	Argumentation and Debate	1	03.00
Citrus	SPCH100	Interpersonal Communication	9	03.00
Citrus	COMM250	Multimedia Reporting	1	03.00
			29	
Golden West	COMM G112	Small Group Dynamics	1	03.00
Orange Coast	CMST A105	Intrapersonal Communication	1	03.00
Golden West	COMM G220	Essentials of Argumentation	2	03.00
Orange Coast	CMST A100	Interpersonal Communication	24	03.00
Coastline	CMST C100	Interpersonal Communication	4	03.00
Orange Coast	CMST A120	Readers Theatre Oral Interp	1	03.00
Golden West	COMM G255	Intercultural Communication	2	03.00
Golden West	COMM G100	Interpersonal Communication	16	03.00
Orange Coast	CMST A155	Intercultural Communication	1	03.00
Orange Coast	CMST A110	Public Speaking	26	03.00
Coastline	CMST C110	Public Speaking	5	03.00

Orange Coast	CMST A150	Forensics Workshop	4	04.00
Orange Coast	CMST A165	Men Women & Communication	2	03.00
Orange Coast	CMST A293	Directed Study	1	03.00
Orange Coast	CMST A220	Essentials of Argumentation	5	03.00
Orange Coast	CMST A170	Nonverbal Communication	1	03.00
Golden West	COMM G110	Public Speaking	11	03.00
Coastline	CMST C101	Fund of Human Communication	3	03.00
			110	
Compton	COMS-1	Public Speaking	8	03.00
Compton	COMS-3	Small Group Communication	1	03.00
Compton	COMS-12	Interpersonal Commun	1	03.00
			10	
Diablo Valley	SPCH-120	Public Speaking	40	03.00
Diablo Valley	SPCH-124	Voice and Diction	1	03.00
Contra Costa	SPCH-160A	Speaking in the Community	1	03.00
Contra Costa	SPCH-160B	Forensics	1	03.00
Contra Costa	SPCH-142	Performance of Literature	1	04.00
Diablo Valley	SPCH-128	Interpersonal Communication	4	03.00
Diablo Valley	SPCH-123	Argumentation and Debate	1	03.00
Los Medanos	SPCH-110	Speech Communication	10	03.00
Contra Costa	SPCH-121	Critical Thinking	5	03.00
Diablo Valley	SPCH-162	Projects in Oral Interpretation	1	01.00
Contra Costa	SPCH-141	Argumentation & Debate	1	04.00
Diablo Valley	SPCH-161	Projects in Debate	1	01.00
Contra Costa	SPCH-128	Interpersonal Communication	4	03.00
Diablo Valley	SPCH-130	Small Group Communication	1	03.00
Contra Costa	SPCH-122	Intercultural Communication	2	03.00
Contra Costa	SPCH-120	Public Speaking	8	03.00
Contra Costa	SPCH-121I	Critical Thinking (IGETC)	5	03.00
Diablo Valley	SPCH-160	Projects in Public Speaking	2	01.00
Diablo Valley	SPCH-121	Persuasion and Critical Thinking	3	03.00
Los Medanos	SPCH-130	Interpersonal Communication	1	03.00
Diablo Valley	SPCH-299	Student Instructional Assistant	1	03.00
Los Medanos	SPCH-160	Debate Practicum	1	01.50
Los Medanos	SPCH-150	Intercultural Communication	1	03.00
Los Medanos	SPCH-120	Argumentation and Debate	1	03.00
			97	
Copper Mountain	SP-007	Decision-Making and Advocacy	1	03.00
Copper Mountain	SP-004	Public Speaking	3	03.00
Copper Mountain	SP-001	Interpersonal Communication	3	03.00
Copper Mountain	SP-015	Intercultural Communication	1	03.00
			8	
Desert	SP-001	Intro To Interpersonal Communication	7	03.00
Desert	SP-007	Decision Making/Advocacy	1	03.00
Desert	SP-005	Group Discussion & Leadership	1	03.00
Desert	SP-004	Public Speaking	11	03.00
Desert	SP-015	Intercultural Communication	1	03.00
			21	
El Camino	COMS-4	Argumentation and Debate	5	03.00
El Camino	COMS-12	Interpersonal Commun	5	03.00
El Camino	COMS-1	Public Speaking	25	03.00
El Camino	COMS-5	Mass Communication	2	03.00
El Camino	COMS-3	Small Group Communication	12	03.00
El Camino	COMS-14	Intro-Intercultrl Commun	2	03.00
El Camino	COMS-8	Oral Interpretation Lit	1	03.00
El Camino	COMS-22ABCD	Forensics-Individual Events	1	02.00
El Camino	COMS-23ABCD	Forensics-Team Events	1	02.00
El Camino	COMS-6ABCD	Student Leadership	1	02.00
			55	
Feather River	ENGL120	SPEECH	2	03.00
			2	
Foothill	COMM012.	INTERCULTURAL COMMUNICATION	2	05.00
Foothill	COMM004.	GROUP DISCUSSION	5	05.00
Deanza	SPCH078Z	SPEC TOPICS IN SPEECH COMMUNIC	1	04.00
Foothill	COMM010.	GENDER, COMMUNICATION & CULTUR	2	05.00
Deanza	SPCH010.	FUND OF ORAL COMMUNICATN	17	04.00

Foothill	COMM001A	PUBLIC SPEAKING	11	05.00
Foothill	COMM002.	INTERPERSONAL COMMUNICATION	4	05.00
Deanza	SPCH009.	ARGUMENT/RHET ANALY COMM	4	05.00
Deanza	SPCH001.	PUBLIC SPEAKING	34	04.00
Deanza	SPCH015.	CRTCL DCSN MKNG IN GRPS	2	04.00
Deanza	SPCH008.	ARGUMENT/CRIT INQRY ORAL COM	3	04.00
Foothill	COMM01AH	HONORS PUBLIC SPEAKING	2	05.00
Foothill	COMM055.	CAREER & LDRSHP COMM IN GLOB	1	05.00
			88	
Gavilan	THEA4	ORAL INTERPRETATION	1	03.00
Gavilan	CMUN8	INTERPERSONAL COMM	3	03.00
Gavilan	CMUN2	ORAL INTERPRETATION	1	03.00
Gavilan	CMUN4	INTERCULTURAL COMM	2	03.00
Gavilan	CMUN1A	INTRO PUBLIC SPEAK	10	03.00
Gavilan	CMUN10	SMALL GROUP CMUN	6	03.00
Gavilan	CMUN6	INTRO CONFLICT RES	1	03.00
Gavilan	CMUN129	PRESENTATN GRAPHICS	1	01.00
Gavilan	CMUN5	FUND CMUN STUDIES	2	03.00
			27	
Glendale	SPCH 191	Forensics-Individual Events	4	03.00
Glendale	SPCH 106	Oral Interp of Lit	1	03.00
Glendale	SPCH 103	Group Discussion	1	03.00
Glendale	SPCH 101	Public Speaking	27	03.00
Glendale	SPCH 104	Argumentation Debate	1	03.00
Glendale	SPCH 100	Interpersonal Comm	4	03.00
Glendale	SPCH 193	Debate Team	4	03.00
			42	
Grossmont	COMM128	Global Communication	1	03.00
Grossmont	COMM137	Critical Thinking in Group Communication	3	03.00
Grossmont	COMM122	Public Speaking	22	03.00
Grossmont	COMM145	Argumentation	3	03.00
Cuyamaca	COMM137	Critical Thinking in Group Communication	1	03.00
Cuyamaca	COMM122	Public Speaking	5	03.00
Grossmont	COMM123	Advanced Public Speaking	1	03.00
Grossmont	COMM240C	Intercollegiate Forensics	1	03.00
Grossmont	COMM240D	Intercollegiate Forensics	1	03.00
Grossmont	COMM240A	Intercollegiate Forensics	1	03.00
Grossmont	COMM240B	Intercollegiate Forensics	1	03.00
Grossmont	COMM144	Communication Studies: Race & Ethnicity	1	03.00
Grossmont	COMM120	Interpersonal Communication	35	03.00
Cuyamaca	COMM120	Interpersonal Communication	7	03.00
Cuyamaca	COMM124	Intercultural Communication	1	03.00
Grossmont	COMM124	Intercultural Communication	2	03.00
Cuyamaca	COMM110	Introduction to Mass Communication	1	03.00
Cuyamaca	COMM145	Argumentation	1	03.00
			88	
Hartnell	COM-1	Introduction to Public Speaking	8	03.00
Hartnell	COM-3	Introduction to Communication	2	03.00
Hartnell	COM-8	Interpersonal Communication	1	03.00
Hartnell	COM-20	Argumentation and Debate	1	03.00
			12	
Imperial	SPCH100	Oral Communication	23	03.00
Imperial	SPCH180	Argumentation and Debate	6	03.00
			29	
Bakersfield	COMMB4	Persuasive Communication	3	03.00
Porterville	COMMP101	Intro to Public Speaking	9	03.00
Bakersfield	COMMB5	Rhetoric and Argumentation	8	03.00
Bakersfield	COMMB8	Small Group Communication	18	03.00
Bakersfield	COMMB2	Interpersonal Communication	17	03.00
Cerro Coso	SPCHC101	Elements of Speech	6	03.00
Porterville	COMMP102	Interpersonal Communication	1	03.00
Bakersfield	COMMB1	Public Speaking	19	03.00
Bakersfield	COMMB6	Intercultural Communication	4	03.00
Bakersfield	COMMB7	Organizational Communication	1	03.00
Porterville	COMMP106	Intercultural Communication	1	03.00
Porterville	COMMP105	Argumentation and Debate	1	03.00

			88	
Lake Tahoe	SPE-102	Intercultural Communications	1	04.00
Lake Tahoe	SPE-101	Public Speaking	2	04.00
			3	
Lassen	SPCH-1	Fundamentals of Speech Communication	2	03.00
			2	
Long Beach	COMM50	Elmnts of Oral Interpretation	2	03.00
Long Beach	COMM60	Elmnts of Argument & Debate	15	03.00
Long Beach	COMM10	Elements of Public Speaking	20	03.00
Long Beach	COMM31	Elements of Leadership Comm	1	03.00
Long Beach	COMM20	Elements of Interpersonal Comm	13	03.00
Long Beach	COMM30	Elements of Grp Communication	11	03.00
Long Beach	COMM25	Elements of Intercultural Comm	3	03.00
			65	
LA Harbor	SPEECH 104	ARGUMENTATION	1	03.00
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LA Pierce	SPEECH 101	ORAL COMMUNICATION I	39	03.00
LA Pierce	SPEECH 122	COMMUNICATION ACROSS CULTURES	1	03.00
West LA	SPEECH 104	ARGUMENTATION	1	03.00
LA Harbor	SPEECH 113	ENGLISH SPEECH AS A SECOND LANGUAGE	1	03.00
West LA	SPEECH 111	VOICE AND ARTICULATION	1	03.00
LA Swest	SPEECH 130	INTRODUCTION TO ORAL INTERPRETATION OF LITERATURE	1	03.00
LA Harbor	SPEECH 101	ORAL COMMUNICATION I	11	03.00
LA Pierce	SPEECH 104	ARGUMENTATION	10	03.00
West LA	SPEECH 101	ORAL COMMUNICATION I	9	03.00
LA Swest	SPEECH 101	ORAL COMMUNICATION I	8	03.00
LA Trade	SPEECH 101	ORAL COMMUNICATION I	15	03.00
West LA	SPEECH 151	SMALL GROUP COMMUNICATION	3	03.00
LA Pierce	SPEECH 113	ENGLISH SPEECH AS A SECOND LANGUAGE	3	03.00
West LA	SPEECH 121	THE PROCESS OF INTERPERSONAL COMMUNICATION	6	03.00
LA Harbor	SPEECH 121	THE PROCESS OF INTERPERSONAL COMMUNICATION	11	03.00
LA Valley	SPEECH 151	SMALL GROUP COMMUNICATION	4	03.00
LA City	SPEECH 101	ORAL COMMUNICATION I	29	03.00
LA Mission	SPEECH 101	ORAL COMMUNICATION I	13	03.00
LA Valley	SPEECH 105	CRITICAL THINKING	6	03.00
LA Valley	SPEECH 101	ORAL COMMUNICATION I	16	03.00
East LA	SPEECH 101	ORAL COMMUNICATION I	45	03.00
LA City	SPEECH 285	DIRECTED STUDY - SPEECH COMMUNICATION	1	02.00
East LA	SPEECH 113	ENGLISH SPEECH AS A SECOND LANGUAGE	2	03.00
LA Mission	SPEECH 931	COOPERATIVE EDUCATION - SPEECH COMMUNICATION	1	03.00
LA City	SPEECH 111	VOICE AND ARTICULATION	1	03.00
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LA Valley	SPEECH 122	COMMUNICATION ACROSS CULTURES	1	03.00
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LA Mission	SPEECH 921	COOPERATIVE EDUCATION - SPEECH COMMUNICATION	1	02.00
LA Mission	SPEECH 102	ORAL COMMUNICATION II	1	03.00
LA City	SPEECH 104	ARGUMENTATION	1	03.00
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LA City	SPEECH 113	ENGLISH SPEECH AS A SECOND LANGUAGE	3	03.00
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LA Valley	SPEECH 111	VOICE AND ARTICULATION	2	03.00
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LA Valley	SPEECH 104	ARGUMENTATION	6	03.00
LA Mission	DEV COM034	BASIC READING	4	03.00
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LA Mission	SPEECH 941	COOPERATIVE EDUCATION - SPEECH COMMUNICATION	1	04.00
LA City	SPEECH 106	FORENSICS	1	02.00
East LA	SPEECH 104	ARGUMENTATION	2	03.00
East LA	SPEECH 106	FORENSICS	2	02.00
LA City	SPEECH 060A	LISTENING AND SPEAKING LABORATORY	11	00.25
LA City	SPEECH 060B	LISTENING AND SPEAKING LABORATORY	11	00.25
LA City	SPEECH 060C	LISTENING AND SPEAKING LABORATORY	11	00.25
LA City	SPEECH 060D	LISTENING AND SPEAKING LABORATORY	11	00.25
LA Harbor	SPEECH 111	VOICE AND ARTICULATION	1	03.00
LA Trade	SPEECH 151	SMALL GROUP COMMUNICATION	1	03.00
			322	
Cosumnes River	COMM480-7254	Honors Sem: Political Campaign	1	03.00
Folsom Lake	COM325-22004	Intercultural Communication	1	03.00
Folsom Lake	COM321-22319	Interpersonal Communication	1	03.00
Folsom Lake	COM331-22620	Group Discussion	2	03.00
Folsom Lake	COM311-21856	Argumentation & Debate	2	03.00
Sacramento City	COMM361-6665	Communication Experience	3	03.00
Folsom Lake	COM301-22466	Intro Public Speaking	11	03.00
Cosumnes River	COMM321-6403	Interpersonal Communication	2	03.00
Sacramento City	COMM321-6404	Interpersonal Communication	5	03.00
Sacramento City	COM315-20915	Persuasion	1	03.00
Sacramento City	COMM301-6376	Intro Public Speaking	23	03.00
American River	SPEE302-6378	Persuasive Speech	1	03.00
Cosumnes River	COMM315-6380	Persuasion	1	03.00
American River	SPEE325-5815	Intercultural Communication	1	03.00
Cosumnes River	COMM311-6384	Argumentation & Debate	2	03.00
Folsom Lake	COM361-21857	Communication Experience	1	03.00
American River	SPEE311-6383	Argumentation and Debate	2	03.00
Sacramento City	COMM305-6395	Oral Interpretation	1	03.00
Cosumnes River	COMM301-6374	Intro Public Speaking	13	03.00
Sacramento City	COMM351-8753	Mass Media and Society	2	03.00
Sacramento City	COMM325-5821	Intercultural Communication	3	03.00
American River	SPEE331-6406	Group Discussion	11	03.00
American River	SPEE321-6402	Interpersonal Communication	2	03.00
Cosumnes River	COMM341-527	Organizational Communication	1	03.00
Sacramento City	COM335-20992	Conflict Management	3	03.00
Cosumnes River	COMM361-6664	Communication Experience	2	03.00
Sacramento City	COMM311-6385	Argumentation & Debate	3	03.00
Cosumnes River	COMM325-5818	Intercultural Communication	2	03.00
Sacramento City	COMM331-6410	Group Discussion	8	03.00
American River	SPEE301-6372	Public Speaking	34	03.00
Cosumnes River	COMM331-6408	Group Discussion	7	03.00
Sacramento City	COMM374-6389	Forensics Lab	1	03.00
American River	SPE361-24663	The Communication Experience	2	03.00
Sacramento City	COM495-23690	Indep Studies: Communication	1	03.00
Cosumnes River	HON340-21622	Honors Sem: Political Campaign	1	03.00
Folsom Lake	COM315-22166	Persuasion	1	03.00
			158	
Marin	SPCH122	Public Speaking	1	03.00
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			17	
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Mendocino	SPE-210	Interpersonal Communication	3	03.00
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			7	
Merced	COMM-05	Interpersonal Communication	7	03.00
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Merced	COMM-01H	Honors Fundamentals of Speech	1	03.00
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			45	
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			16	
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			55	
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			53	
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Napa	SPCOM-126	Intercultural Communication	2	03.00
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			16	
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Ohlone	SPCH-110A2	Forensics Workshop	1	02.00
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Ohlone	SPCH-104	Critical Thinking/Persuasion	2	03.00
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			42	
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			3	
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			57	
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Merritt	COMM 004	GROUP DISCUSSION	1	03.00
Alameda	COMM 001A	INTRO TO SPEECH	3	05.00
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Alameda	COMM 004	GROUP DISCUSSION	1	03.00
Berkeley City	COMM 006	INTERCULTURAL COMM	1	03.00
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			39	
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			66	
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Norco College	COM-3	Argumentation and Debate	1	03.00
Norco College	COM-9	Interpersonal Communication	9	03.00
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Moreno Valley	COM-3	Argumentation and Debate	1	03.00
Moreno Valley	COM-9	Interpersonal Communication	6	03.00
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			85	
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			41	
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			37	
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San Jose City	COMS-010	Interpersonal Communication	3	03.00
			49	
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			30	
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San Mateo	COMM140	Small Group Communication	1	03.00
San Mateo	COMM130	Interpersonal Communication	11	03.00
San Mateo	COMM110	Public Speaking	12	03.00
Skyline	COMM130	Interpersonal Communication	7	03.00
Skyline	COMM150	Intercultural Communication	4	03.00
Skyline	COMM110	Public Speaking	9	03.00
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			56	
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			52	
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			61	
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Sequoias	COMM007	Persuasion	1	03.00
Sequoias	COMM008	Group Communication	4	03.00
Sequoias	COMM009	Intercultural Communication	1	03.00
			27	
Shasta	CMST-40	Argumentation & Debate	1	03.00
Shasta	CMST-60	Public Speaking	9	03.00
Shasta	CMST-54	Small Group Communication	8	03.00
Shasta	CMST-10	Interpersonal Communication	13	03.00
Shasta	CMST-20	Intercultural Communication	3	03.00
Shasta	CMST-30	Oral Interpretation	1	03.00
			35	
Sierra	COMM0003	Group Communication	10	03.00
Sierra	COMM0007	Intercultural Communication	1	03.00
Sierra	COMM0002	Argumentation	4	03.00
Sierra	COMM0001	Fundamentals - Public Speaking	21	03.00
			36	
Siskiyou	COMS 1200	Small Group Communication	2	03.00
Siskiyou	COMS 1500	Oral Interpretation	1	03.00
Siskiyou	COMS 1300	Interpersonal Communication	3	03.00
Siskiyou	COMS 1100	Public Speaking	5	03.00
			11	
Solano	SPCH010	Interpers Commun	1	03.00
Solano	SPCH002	Fund/Persuasive Spk	1	03.00
Solano	SPCH001	Intro/Publ Speaking	25	03.00
Solano	SPCH006	Argument/Debate	2	03.00
Solano	SPCH050	Forensic/Speech	11	04.00
Solano	SPCH075	Sports Broadcasting	1	03.00
Solano	SPCH012	Intercultural Comm	1	03.00
			42	
Santa Rosa	COMM5	Group Discussion and Problem Solving	1	03.00
Santa Rosa	SPCH1A	Introduction to Public Speaking	39	03.00
Santa Rosa	SPCH9	Critical Thinking and Argumentation	3	03.00
Santa Rosa	SPCH3A	Introduction to Argumentation	3	03.00
Santa Rosa	COMM7	Intercultural Communication	2	03.00
Santa Rosa	COMM6	Interpersonal Communication	2	03.00
Santa Rosa	SPCH60	Communication Skills	7	03.00
Santa Rosa	SPCH52A	Forensics 1 (SRJC Speech Team)	1	06.00
Santa Rosa	SPCH52B	Forensics 2 (SRJC Speech Team)	1	06.00
Santa Rosa	SPCH52C	Forensics 3 (SRJC Speech Team)	1	06.00
Santa Rosa	SPCH52D	Forensics 4 (SRJC Speech Team)	1	06.00
			61	
Irvine	COMM 2	PERSUASION	1	03.00
Saddleback	SP 106	FORENSICS ACTIVITY	5	01.00
Irvine	COMM 106 B	FORENSIC ACTIVITY B	3	02.50
Saddleback	SP 2	PERSUASION	1	03.00
Irvine	COMM 1	COMMUNICATION FUNDAMENTALS	25	03.00

Irvine	COMM 105	INTERPERSONAL COMMUNICATION	1	03.00
Saddleback	SP 106	FORENSICS ACTIVITY	4	02.00
Saddleback	SP 5	INTERPERSONAL COMMUNICATION	15	03.00
Irvine	COMM 106 C	FORENSIC ACTIVITY C	3	04.00
Saddleback	SP 1	COMMUNICATION FUNDAMENTALS	29	03.00
Saddleback	SP 30	INTRODUCTION TO ORAL INTERPRETATION	1	03.00
Saddleback	SP 8	GENDER COMMUNICATION	1	03.00
Irvine	COMM 35	VOICE AND DICTION	3	03.00
Irvine	COMM 30	INTRODUCTION TO ORAL INTERPRETATION	1	03.00
Saddleback	SP 106	FORENSICS ACTIVITY	4	03.00
Irvine	COMM 3	ARGUMENTATION AND DEBATE	1	03.00
Saddleback	SP 3	ARGUMENTATION AND DEBATE	2	03.00
Irvine	COMM 106 A	FORENSIC ACTIVITY A	3	01.00
			103	
Southwestern	COMM-275	FORENSICS WORKSHOP IV: DEBATE	1	02.00
Southwestern	COMM-274	FORENSICS WORKSHOP III: DEBATE	1	02.00
Southwestern	COMM-174	INTERPERSONAL COMMUNICATION	13	03.00
Southwestern	COMM-273	FORENSICS WORKSHOP II: DEBATE	1	02.00
Southwestern	COMM-272	FORENSICS WORKSHOP I: DEBATE	1	02.00
Southwestern	COMM-160	ARGUMENTATION AND DEBATE	3	03.00
Southwestern	COMM-142	ORAL HISTORY	1	03.00
Southwestern	COMM-264	FORENSICS WORKSHOP III: INDIVIDUAL EVENTS	1	02.00
Southwestern	COMM-104	PUBLIC SPEAKING	4	03.00
Southwestern	COMM-176	INTERCULTURAL COMMUNICATION	2	03.00
Southwestern	COMM-263	FORENSICS WORKSHOP II: INDIVIDUAL EVENTS	1	02.00
Southwestern	COMM-103	ORAL COMMUNICATION	28	03.00
Southwestern	COMM-262	FORENSICS WORKSHOP I: INDIVIDUAL EVENTS	1	02.00
Southwestern	COMM-180	INTRODUCTION TO ELECTRONIC MEDIA	1	03.00
Southwestern	COMM-185	CINEMA AS A FORM OF EXPRESSION AND COMMUNICATION	1	03.00
Southwestern	COMM-200	INTRODUCTION TO MASS COMMUNICATION AND SOCIETY	2	03.00
			62	
Fresno City	COMM-26	INTERCOLLEGIATE FORENSICS LABORATORY	2	03.00
Fresno City	COMM-1	INTRODUCTION TO PUBLIC SPEAKING	28	03.00
Fresno City	COMM-12	FUNDAMENTALS OF INTERPRETATION	3	03.00
Reedley College	COMM-12	FUNDAMENTALS OF INTERPRETATION	1	03.00
Fresno City	COMM-25	ARGUMENTATION	8	03.00
Reedley College	COMM-25	ARGUMENTATION	5	03.00
Fresno City	COMM-8	GROUP COMMUNICATION	8	03.00
Reedley College	COMM-2	INTERPERSONAL COMMUNICATION	21	03.00
Reedley College	COMM-1	PUBLIC SPEAKING	21	03.00
Reedley College	COMM-1H	HONORS PUBLIC SPEAKING	2	03.00
Fresno City	COMM-2	INTERPERSONAL COMMUNICATION	24	03.00
Fresno City	COMM-20	COMMUNITY INVOLVEMENT	1	03.00
Fresno City	COMM-4	PERSUASION	4	03.00
Reedley College	COMM-8	GROUP COMMUNICATION	3	03.00
Reedley College	COMM-15	COMPUTER-MEDIATED COMMUNICATION	1	03.00
Reedley College	COMM-10	INTERCULTURAL COMMUNICATION	1	03.00
			133	
Oxnard	COMMR100	ESL Academic Oral Comm.	1	03.00
Oxnard	COMMR101	Intro to Oral Communication	8	03.00
Oxnard	COMMR111	Interpersonal Communication	1	03.00
Ventura	COMMV01	Intro to Speech Communication	22	03.00
Ventura	COMMV10	Critical Thinking:Argue&Debate	2	03.00
Moorpark	COMMM07	Argumentation & Debate	1	03.00
Moorpark	COMMM25	Intro. to Rhetorical Criticism	1	03.00
Moorpark	COMMM04	Interpersonal Comm	1	03.00
Moorpark	COMMM01	Introduction to Speech	41	03.00
Moorpark	COMMM10A	Forensics I	2	02.00
Moorpark	COMMM10C	Forensics III	1	02.00
Moorpark	COMMM26	Rhetoric of Popular Culture	1	03.00
Moorpark	COMMM12	Intercultural Communications	1	03.00

Ventura	COMMV03	Group Communication	2	03.00
Ventura	COMMV15	Interpersonal Communication	3	03.00
Oxnard	COMMR110	Small Group Communication	1	03.00
Ventura	COMMV16	Mass Communication	1	03.00
			90	
Victor Valley	CMST-105	Intercultural Communication	4	03.00
Victor Valley	CMST-106	Interpersonal Communication	15	03.00
Victor Valley	CMST-107	Family Communication	4	03.00
Victor Valley	CMST-108	Group Discussion	3	03.00
Victor Valley	CMST-109	Public Speaking	9	03.00
Victor Valley	BSKL-5	Beginning English Grammar	2	02.00
			37	
W Hills Lemoore	COM-1	Elements of Public Speaking	6	03.00
W Hills Coalinga	COM-4	Small Group Dynamics and Presentation	1	03.00
W Hills Coalinga	COM-1	Elements of Public Speaking	5	03.00
W Hills Lemoore	COM-5	Interpersonal Communication	1	03.00
W Hills Lemoore	COM-4	Small Group Dynamics and Presentation	1	03.00
W Hills Lemoore	COM-3	Argumentation and Debate	1	03.00
			15	
Taft	SPCH1507	Group Discussion	1	03.00
Taft	SPCH1511	Fundamentals of Speech	5	03.00
			6	
West Valley	COMM*012	Intercultural Communication	4	03.00
West Valley	COMM*001	Public Speaking	17	03.00
Mission	COMM*001	Public Speaking	17	03.00
Mission	COMM*020	Argumentation and Debate	2	03.00
West Valley	COMM*020	Argumentation and Debate	2	03.00
West Valley	COMM*008	Interpersonal Communication	4	03.00
Mission	COMM*004	Small Group Communication	1	03.00
West Valley	COMM*004	Small Group Discussion	2	03.00
Mission	COMM*008	Interpersonal Communication	1	03.00
Mission	COMM*012	Introduction to Intercultural Communication	1	03.00
West Valley	COMM*010H	Honors Persuasive Speaking	1	03.00
			52	
Modesto	MSPCOM-123	Storytelling	2	03.00
Modesto	MSPCOM-124	Advanced Readers' Theatre	1	03.00
Modesto	MSPCOM-122	Introduction to Readers' Theatre	1	03.00
Modesto	MSPCOM-130	Intercultural Communication	1	03.00
Modesto	MSPCOM-104	Argumentation	3	03.00
Modesto	MSPCOM-106	Group & Organizational Communication	1	03.00
Modesto	MSPCOM-102	Introduction to Human Communication	12	03.00
Modesto	MSPCOM-100	Fundamentals of Public Speaking	26	03.00
Modesto	MSPCOM-199C	Independent Study/ Special Problems	1	03.00
Modesto	MSPCOM-199A	Independent Study/ Special Problems	1	01.00
Modesto	MSPCOM-107	Introduction to Debate	3	03.00
Modesto	MSPCOM-105	Forensics Debate	1	02.00
Modesto	MSPCOM-103	Interpersonal Communication	2	03.00
Modesto	MSPCOM-115	Forensics Platform Speeches	1	02.00
Modesto	MSPCOM-125	Forensics Interpretation Events	1	02.00
Modesto	MSPCOM-135	Forensics Limited Preparation Events	1	02.00
			58	
Yuba	SPECH-6	Group Communications	4	03.00
Yuba	ENGL-2	Oral Interpretation of Literature	1	03.00
Yuba	SPECH-7	Interpersonal Communication	2	03.00
Yuba	SPECH-3	Argumentation and Critical Thinking	2	03.00
Yuba	SPECH-1	Public Speaking	6	03.00
Yuba	SPECH-12	Multicultural Communication	1	01.00
Yuba	SPECH-2	Oral Interpretation of Literature	1	03.00
Woodland	SPECH-1	Public Speaking	4	03.00
Woodland	SPECH-3	Argumentation and Critical Thinking	1	03.00
Woodland	SPECH-6	Small Group Communication	2	03.00
Yuba	SPECH-4R	Speech Arts Workshop	1	03.00

Appendix D -- History

With grateful acknowledgement to our former colleague Professor Harold Borden who compiled our history, our department began in 1947 with two course offerings in public speaking: a beginning course followed by an advanced course. We were part of the English Department, but by the following year had become our own department, titled Speech Arts. Our offerings then were in speech, radio and drama. By 1952, speech was again separated, this time dropping courses in radio and no longer teaching courses in drama.

Although for a number of years to follow, drama and speech departments continued to remain merged. Courses offered in 1952 were: Effective Speaking,, Group Discussion, and Oral Interpretation. In 1955 a course in Argumentation and a debate workshop were added to our offerings. In 1960, Speech Communication 5 (Propaganda and Censorship of Mass Communication), Speech Communication 6 (Parliamentary Law and Procedures), and Speech Communication 7(Voice, Articulation and Pronunciation) joined the curriculum. In 1972, we added courses of Independent Study and Interpersonal Communication. By 1980, Readers Theater, Special Topics in Speech Communication, and Intercultural Communication were added. By 1991, we added a number of different labs: Effective Speaking Lab, Readers Theater Lab, and a Speakers' Practicum.

We started with five class offerings taught by one full-time instructor. By 1960, we were teaching 22 sections with eight different instructors. By 1973 we were teaching 40 classes with nine different instructors. In 1993 we were teaching 50 classes with 16 different instructors. By the fall of 1999 we taught 55 sections with 17 different instructors. Of the 17 instructors, five were full-time instructors, 12 were part-time instructors. As of Fall 2009 there are 7 full-time tenured faculty and 13 part-time faculty.

As a department, Communication Studies (Speech) has grown out of our affiliation with English, Drama, and Radio to become our own specialized area. We grew from a total emphasis upon public speaking to expand to other forms of communication. We stand upon the shoulders of men and women to whom we owe our gratitude. We are indebted to teachers such as John Dublin (the first director of forensics at El Camino College), Howard Banks and Burnett Ferguson (theaters arts instructors who were members of the then combined Speech/Theater Department), Stanley Wilson (who taught public speaking but also pioneered our course in oral interpretation of literature) Harold Wennstrom (who served both as a member of the Speech Department and as the Dean of the Fine Arts Division) and to many others. We thank all of those marvelous people who preceded us for building the Communication Studies Department we are so proud of today.

Appendix E -- Program Review Datafiles

Grade Distribution, Success, and Retention Communication Studies

Fall

Program Communication Studies

Term Fall

Preliminary Success Standard **78.3%**

5 year Success Average **79.7%**

5 year Success Minimum **76.9%**

Do Not select more than one term or Program.

Year	COURSE	Method	Weeks	Grade I	'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2009	COMM-1ABCD	Lecture	16		45	4	-	-	-	-	-	-	-	-	7	56	87.5%	87.5%
	SCOM-1	Lecture	8		88	21	2	-	1	12	-	-	-	5	20	149	74.5%	83.2%
			14		4	4	2	-	3	1	-	-	-	-	-	14	71.4%	100.0%
			16		205	225	93	-	17	91	-	1	-	31	87	750	69.9%	84.3%
	SCOM-12	Lecture	8		29	24	8	-	1	9	-	-	-	2	4	77	79.2%	92.2%
			16		15	21	10	-	7	6	-	-	-	2	5	66	69.7%	89.4%
	SCOM-14	Distance	16		18	3	5	-	4	24	-	-	-	5	9	68	38.2%	79.4%
	SCOM-24ABCD	Laborato	16		13	2	1	-	-	-	-	-	-	1	-	17	94.1%	94.1%
	SCOM-25ABCD	Laborato	16		17	-	-	-	-	-	-	-	-	-	-	17	#####	100.0%
	SCOM-3	Lecture	16		92	122	55	-	1	9	-	-	-	6	23	308	87.3%	90.6%
	SCOM-4	Lecture	16		62	35	24	-	9	21	-	-	-	8	17	176	68.8%	85.8%
	SCOM-5	Lecture	16		20	12	13	-	2	11	-	-	2	1	2	63	71.4%	95.2%
	SCOM-8	Lecture	16		23	15	8	-	1	5	-	-	-	1	5	58	79.3%	89.7%
	SCOM-9	Lecture	16		7	1	1	-	-	5	-	-	-	3	2	19	47.4%	73.7%
2009 Total					638	489	222	-	46	194	-	1	2	65	181	1,838	73.4%	86.6%
2010	COMS-1	Lecture	8		15	19	-	-	1	-	-	-	-	-	1	36	94.4%	97.2%
			16		194	234	122	-	37	54	-	1	-	22	83	747	73.8%	85.9%
	COMS-12	Lecture	8		33	31	2	-	-	4	-	-	2	7	13	92	71.7%	78.3%
			16		13	21	18	-	9	9	-	-	-	2	4	76	68.4%	92.1%
	COMS-14	Distance	16		6	10	4	-	-	2	-	-	-	2	4	28	71.4%	78.6%
	COMS-22ABCD	Lecture	16		25	-	2	-	-	4	-	-	-	-	-	31	87.1%	100.0%
	COMS-23ABCD	Lecture	16		24	-	-	-	-	2	-	-	-	-	-	26	92.3%	100.0%
	COMS-24ABCD	Laborato	16		13	1	-	-	-	2	-	-	-	-	5	21	66.7%	76.2%
	COMS-3	Lecture	8		32	18	-	-	2	-	-	-	-	7	13	72	69.4%	72.2%
			16		75	122	37	-	4	4	-	-	-	3	12	257	91.1%	94.2%
	COMS-4	Lecture	16		56	33	22	-	6	17	-	-	-	8	16	158	70.3%	84.8%
	COMS-5	Lecture	16		10	11	8	-	4	7	-	-	-	-	1	41	70.7%	97.6%
	COMS-6ABCD	Lecture	16		17	6	3	-	-	-	-	-	-	-	5	31	83.9%	83.9%
	COMS-8	Lecture	16		7	5	7	-	6	6	-	-	-	-	1	32	59.4%	96.9%
	COMS-9	Lecture	16		7	-	-	-	-	3	-	-	-	2	3	15	46.7%	66.7%
2010 Total					527	511	225	-	69	114	-	1	2	53	161	1,663	76.0%	87.1%
2011	COMS-1	Lecture	8		21	8	1	-	-	1	-	-	-	-	5	36	83.3%	86.1%
			14		2	5	5	-	1	1	-	-	-	-	-	14	85.7%	100.0%
			16		186	261	140	-	23	51	-	1	2	29	93	786	74.8%	84.5%
	COMS-12	Lecture	8		40	30	5	-	-	3	-	1	-	4	7	90	84.4%	87.8%
			16		11	27	17	-	2	6	-	-	-	1	4	68	80.9%	92.6%
	COMS-14	Lecture	16		5	4	5	-	-	8	-	-	-	2	2	26	53.8%	84.6%
	COMS-22ABCD	Lecture	16		19	-	-	-	-	5	-	-	-	-	-	24	79.2%	100.0%
	COMS-23ABCD	Lecture	16		18	1	-	-	-	-	-	-	-	-	2	21	90.5%	90.5%
	COMS-3	Lecture	8		28	25	3	-	2	2	-	-	-	4	7	71	78.9%	84.5%
			16		68	87	64	-	4	7	-	1	-	13	10	254	86.6%	90.9%
	COMS-4	Lecture	16		62	34	20	-	3	15	-	-	-	10	18	162	71.6%	82.7%
	COMS-5	Lecture	16		18	15	9	-	5	13	-	-	-	2	6	68	61.8%	88.2%
	COMS-6ABCD	Lecture	16		28	2	2	-	-	1	-	-	-	-	1	34	94.1%	97.1%
	COMS-8	Lecture	16		17	8	2	-	1	2	-	-	-	-	2	32	84.4%	93.8%
2011 Total					523	507	273	-	41	115	-	3	2	65	157	1,686	77.5%	86.8%
2012	COMS-1	Lecture	14		16	19	17	-	1	4	-	-	-	-	8	65	80.0%	87.7%
			16		164	259	111	-	16	64	-	2	1	-	74	691	77.6%	89.3%
	COMS-12	Lecture	8		59	40	4	-	-	7	-	1	1	-	9	121	86.0%	92.6%
			16		14	33	12	-	5	7	-	-	-	-	5	76	77.6%	93.4%
	COMS-14	Lecture	16		6	17	27	-	3	6	-	-	-	-	10	69	72.5%	85.5%
	COMS-22ABCD	Lecture	14		23	-	-	-	-	-	-	-	-	-	2	25	92.0%	92.0%
	COMS-23ABCD	Lecture	16		20	-	-	-	-	3	-	-	-	-	1	24	83.3%	95.8%
	COMS-3	Lecture	8		43	26	3	-	-	5	-	2	2	-	22	103	71.8%	78.6%
			16		79	112	52	-	7	11	-	-	1	-	22	284	85.6%	92.3%
	COMS-4	Lecture	16		82	31	23	-	5	16	-	-	-	-	15	172	79.1%	91.3%
	COMS-5	Lecture	16		14	20	10	-	6	15	-	-	-	-	6	71	62.0%	91.5%
	COMS-6ABCD	Lecture	14		18	4	3	-	-	-	-	-	-	-	5	30	83.3%	83.3%
	COMS-8	Lecture	16		10	13	7	-	2	-	-	-	-	-	2	34	88.2%	94.1%
2012 Total					548	574	269	-	45	138	-	5	5	-	181	1,765	79.1%	89.7%

Grade Distribution, Success, and Retention

Communication Studies

Spring

Program Communication Studies
Term Spring

Preliminary Success Standard **78.3%**
5 year Success Average **79.7%**
5 year Success Minimum **76.9%**

Do Not select more than one term or Program.

Year	COURSE	Method	We	Grade I											Total	Succ.	Reten.
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'			
2010	COMM-1ABCD	Lecture	16	25	7	3	-	-	-	-	-	-	-	1	36	97.2%	97.2%
	SCOM-1	Lecture	8	30	26	1	-	-	5	-	-	-	3	8	73	78.1%	84.9%
			16	191	230	91	-	18	43	-	-	1	18	95	687	74.5%	83.6%
	SCOM-12	Lecture	16	40	52	30	-	4	7	-	-	-	3	13	149	81.9%	89.3%
	SCOM-14	Distance	16	12	3	4	-	-	2	-	-	-	5	5	31	61.3%	67.7%
	SCOM-24ABCD	Laborato	16	26	-	-	-	-	-	-	-	-	1	-	27	96.3%	96.3%
	SCOM-25ABCD	Laborato	16	11	-	-	-	-	-	-	-	-	1	1	13	84.6%	84.6%
	SCOM-3	Lecture	16	79	134	40	-	3	6	-	-	-	3	20	285	88.8%	91.9%
	SCOM-4	Lecture	16	66	39	32	-	14	18	-	-	-	11	18	198	69.2%	85.4%
	SCOM-5	Lecture	16	14	17	11	-	2	12	-	-	-	2	5	63	66.7%	88.9%
	SCOM-8	Lecture	16	14	8	7	-	3	2	-	-	-	1	-	35	82.9%	97.1%
	SCOM-9	Lecture	16	9	1	1	-	-	10	-	-	-	-	4	25	44.0%	84.0%
	SCOM-99ABC	Independ	16	1	-	-	-	-	-	-	-	-	-	-	1	#####	100.0%
2010 Total				518	517	220	-	44	105	-	-	1	48	170	1,623	77.3%	86.6%
2011	COMS-1	Lecture	8	36	17	3	-	2	3	-	1	-	6	1	69	82.6%	89.9%
			16	196	246	162	-	54	74	-	1	4	25	100	862	70.2%	85.5%
	COMS-12	Lecture	8	13	16	5	-	-	-	-	-	-	-	-	34	#####	100.0%
			16	33	46	26	-	10	8	-	-	-	3	21	147	71.4%	83.7%
	COMS-22ABCD	Lecture	16	15	-	-	-	-	2	-	-	-	-	-	17	88.2%	100.0%
	COMS-23ABCD	Lecture	16	16	-	-	-	-	-	-	-	-	-	-	16	#####	100.0%
	COMS-3	Lecture	8	43	34	2	-	-	8	-	-	-	7	4	98	80.6%	88.8%
			14	-	5	8	-	5	3	-	-	-	8	1	30	43.3%	70.0%
			16	60	95	62	-	5	3	-	-	-	11	17	253	85.8%	88.9%
	COMS-4	Lecture	16	64	43	20	-	14	20	-	-	-	14	23	198	64.1%	81.3%
	COMS-5	Lecture	16	20	9	5	-	2	3	-	-	-	1	-	40	85.0%	97.5%
	COMS-6ABCD	Lecture	16	22	1	-	-	-	2	-	-	-	-	3	28	82.1%	89.3%
	COMS-8	Lecture	16	9	15	5	-	1	3	-	-	-	-	3	36	80.6%	91.7%
2011 Total				527	527	298	-	93	129	-	2	4	75	173	1,828	74.1%	86.4%
2012	COMS-1	Lecture	8	3	7	2	-	-	5	-	-	-	-	3	20	60.0%	85.0%
			14	4	8	4	-	1	-	-	-	-	-	4	21	76.2%	81.0%
			16	181	248	146	-	24	65	-	-	1	17	89	771	74.6%	86.3%
	COMS-12	Lecture	8	17	16	4	-	-	3	-	-	-	4	2	46	80.4%	87.0%
			14	15	19	1	-	-	1	-	1	-	-	2	39	92.3%	94.9%
			16	55	50	19	-	4	11	-	-	-	2	13	154	80.5%	90.3%
	COMS-14	Lecture	16	10	19	23	-	7	5	-	-	-	9	2	75	69.3%	85.3%
	COMS-22ABCD	Lecture	16	18	-	-	-	-	-	-	-	-	-	-	18	100.0%	100.0%
	COMS-23ABCD	Lecture	16	14	-	-	-	-	-	-	-	2	-	-	16	87.5%	100.0%
	COMS-3	Lecture	16	125	124	36	-	7	9	-	1	-	10	20	332	86.1%	91.0%
	COMS-4	Lecture	16	73	40	22	-	5	22	-	-	-	15	22	199	67.8%	81.4%
	COMS-5	Lecture	16	17	12	4	-	1	3	-	-	-	1	-	38	86.8%	97.4%
	COMS-6ABCD	Lecture	16	26	2	2	-	-	-	-	-	-	-	1	31	96.8%	96.8%
	COMS-8	Lecture	8	12	6	-	-	-	-	-	1	-	2	7	28	67.9%	67.9%
			16	19	8	2	-	-	1	-	-	-	2	2	34	85.3%	88.2%
2012 Total				589	559	265	-	49	125	-	3	3	62	167	1,822	77.7%	87.4%
2013	COMS-1	Lecture	8	3	16	1	-	2	1	-	-	-	-	6	29	69.0%	79.3%
			14	14	11	12	-	4	6	-	-	-	-	16	63	58.7%	74.6%
			16	189	302	109	-	30	30	-	2	-	-	108	770	78.2%	86.0%
	COMS-12	Lecture	8	61	38	9	-	-	2	-	1	2	-	7	120	90.8%	94.2%
			16	37	36	32	-	3	14	-	-	-	-	24	146	71.9%	83.6%
	COMS-14	Lecture	16	9	15	9	-	1	2	-	-	-	-	3	39	84.6%	92.3%
	COMS-22ABCD	Lecture	14	13	-	-	-	-	-	-	-	-	-	1	14	92.9%	92.9%
	COMS-23ABCD	Lecture	16	12	-	-	-	-	-	-	-	-	-	3	15	80.0%	80.0%
	COMS-3	Lecture	8	57	30	1	-	-	-	-	-	-	-	7	95	92.6%	92.6%
			16	59	96	40	-	4	7	-	-	-	-	14	220	88.6%	93.6%
	COMS-4	Lecture	16	67	44	37	-	1	22	-	-	-	-	26	197	75.1%	86.8%
	COMS-5	Lecture	16	11	13	6	-	2	4	-	-	-	-	-	36	83.3%	100.0%
	COMS-6ABCD	Lecture	14	23	5	1	-	-	-	-	-	-	-	4	33	87.9%	87.9%
	COMS-8	Lecture	16	20	11	-	-	-	2	-	-	-	-	2	35	88.6%	94.3%
2013 Total				575	617	257	-	47	90	-	3	2	-	221	1,812	80.1%	87.8%

Demographic and Enrollment Characteristics Communication Studies

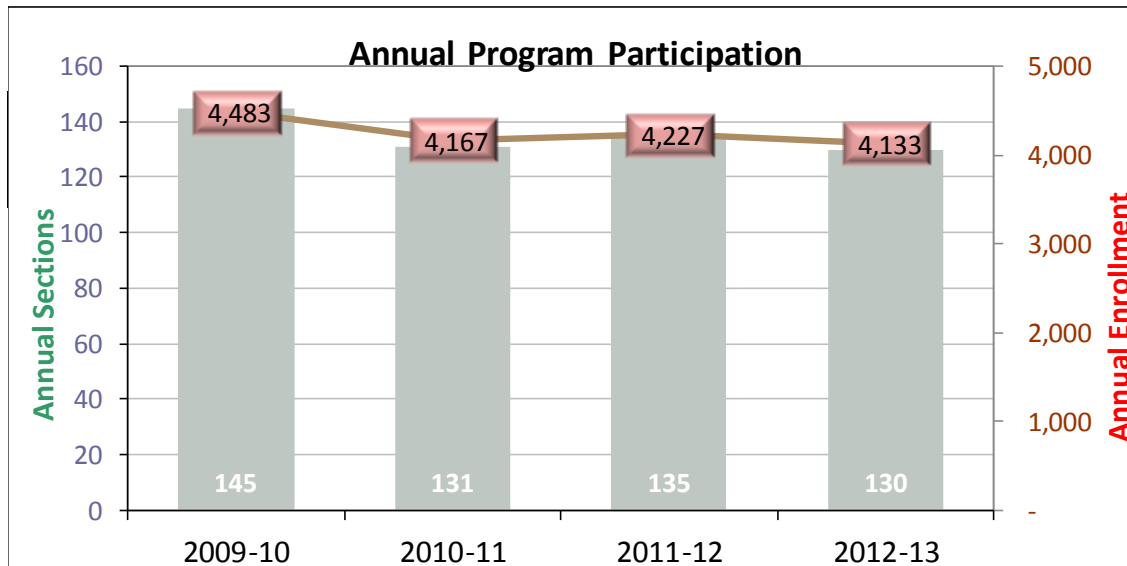
Fall						ECC Student Population	District Boundary Population
		Term					
		2009	2010	2011	2012	Fall 2012	2010 Census
Term Headcount		1,737	1,562	1,599	1,663	23,409	556,400
Gender	F	52.3%	51.9%	55.8%	52.6%	52.5%	51.0%
	M	47.7%	48.0%	44.2%	47.4%	47.5%	49.0%
Ethnicity	African-American	17.0%	17.2%	15.6%	14.9%	17.0%	15.1%
	Amer. Ind. or Alask. Native	0.5%	0.1%	0.3%	0.3%	0.2%	0.2%
	Asian	16.9%	17.7%	16.9%	15.4%	16.1%	13.6%
	Latino	32.7%	35.0%	40.0%	46.9%	44.7%	34.5%
	Pacific Islander	1.5%	1.2%	0.9%	0.6%	0.5%	0.5%
	White	20.2%	19.5%	18.4%	15.3%	15.6%	32.8%
	Two or More	1.7%	3.3%	5.0%	4.7%	3.8%	2.9%
	Unknown or Decline	9.5%	6.1%	3.0%	1.9%	2.0%	0.4%
Age / Age Group	<17	1.4%	0.3%	0.4%	0.1%	0.8%	24.2%
	17	3.3%	3.1%	1.6%	1.6%	2.0%	
	18	15.7%	17.3%	13.5%	14.6%	11.6%	
	19	21.8%	20.0%	21.2%	22.5%	14.7%	2.5%
	20	16.3%	16.3%	18.3%	18.6%	13.1%	
	21	9.8%	9.7%	11.3%	10.6%	9.5%	
	22	6.4%	7.3%	8.6%	7.2%	7.3%	3.9%
	23	4.7%	4.8%	5.3%	5.4%	5.6%	
	24	3.7%	3.5%	3.6%	3.7%	4.6%	
	25-29	8.2%	9.7%	8.0%	8.4%	12.7%	7.4%
	30-39	5.4%	4.6%	4.6%	4.6%	9.0%	14.9%
	40-49	2.5%	2.4%	2.3%	1.6%	4.7%	15.9%
	50-64	0.9%	0.8%	1.3%	1.3%	3.5%	18.1%
	65+	0.0%	0.2%	0.0%	0.0%	0.8%	10.6%
Class Load	Full-time	53.6%	56.7%	56.8%	52.1%	29.8%	
	Part-time	44.6%	42.0%	41.7%	46.3%	69.2%	
Academic Level	College degree	4.9%	5.2%	3.4%	5.2%	12.3%	
	HS Grad	89.8%	91.2%	93.3%	92.5%	83.2%	
	Not a HS Grad	1.7%	1.5%	1.1%	1.1%	1.4%	
	K-12 Special Admit	2.1%	0.1%	0.4%	0.1%	1.1%	
	Unknown	1.6%	1.9%	1.7%	1.1%	1.9%	
Educational Goal	Intend to Transfer	35.6%	35.3%	33.6%	33.6%	31.4%	
	Degree/Certificate Only	2.4%	2.0%	2.3%	2.8%	3.9%	
	Retrain/recertif.	2.3%	2.6%	1.9%	1.6%	3.8%	
	Basic Skills/GED	4.4%	5.3%	4.6%	6.4%	5.3%	
	Enrichment	4.2%	3.5%	3.6%	3.6%	4.1%	
	Undecided	20.1%	17.7%	16.6%	14.6%	16.7%	
	Unstated	31.0%	33.6%	37.5%	37.5%	35.0%	

Demographic and Enrollment Characteristics Communication Studies

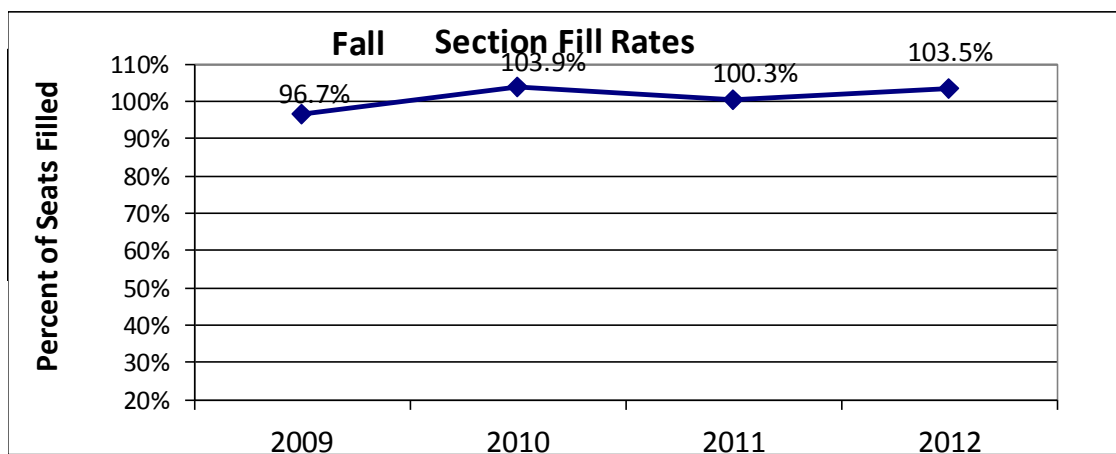
Spring						ECC Student Population	District Boundary Population
		Term					
		2010	2011	2012	2013	Spring 2013	2010 Census
Term Headcount		1,542	1,754	1,744	1,700	22,660	556,400
Gender	F	55.0%	53.1%	52.2%	51.9%	52.0%	51.0%
	M	44.9%	46.9%	47.8%	48.1%	48.0%	49.0%
Ethnicity	African-American	17.4%	15.3%	16.1%	14.4%	16.6%	15.1%
	Amer. Ind. or Alask. Native	0.3%	0.1%	0.2%	0.2%	0.2%	0.2%
	Asian	17.3%	17.0%	18.1%	15.4%	16.0%	13.6%
	Latino	33.9%	42.0%	39.6%	45.8%	45.1%	34.5%
	Pacific Islander	0.8%	1.0%	0.6%	0.6%	0.5%	0.5%
	White	19.1%	16.0%	17.8%	16.9%	15.9%	32.8%
	Two or More	3.1%	4.3%	5.3%	4.8%	4.0%	2.9%
	Unknown or Decline	8.1%	4.3%	2.2%	2.0%	1.7%	0.4%
Age / Age Group	<17	0.3%	2.2%	0.0%	0.1%	0.2%	24.2%
	17	0.6%	2.3%	0.5%	0.3%	0.6%	
	18	17.5%	15.8%	14.0%	12.4%	9.8%	2.5%
	19	22.4%	22.9%	22.3%	23.8%	14.8%	
	20	16.3%	15.5%	18.6%	18.2%	13.6%	1.2%
	21	10.9%	10.4%	12.1%	12.9%	10.4%	1.2%
	22	7.8%	7.1%	7.5%	7.7%	8.0%	3.9%
	23	4.0%	5.5%	5.3%	5.9%	6.0%	
	24	3.2%	2.7%	4.1%	3.6%	4.7%	
	25-29	7.8%	8.0%	8.8%	8.7%	13.4%	7.4%
	30-39	5.4%	4.5%	4.4%	4.1%	9.4%	14.9%
	40-49	2.5%	2.1%	1.5%	1.6%	4.4%	15.9%
	50-64	1.2%	0.9%	0.6%	0.8%	3.7%	18.1%
	65+	0.0%	0.1%	0.1%	0.1%	0.9%	10.6%
Class Load	Full-time	62.6%	56.7%	57.7%	51.9%	26.7%	
	Part-time	37.2%	42.4%	40.8%	45.6%	69.0%	
Academic Level	College degree	3.6%	4.0%	3.8%	3.7%	12.3%	
	HS Grad	93.6%	89.2%	94.0%	93.5%	83.8%	
	Not a HS Grad	1.2%	0.9%	1.0%	0.2%	0.5%	
	K-12 Special Admit	0.2%	4.6%	0.1%	0.1%	0.6%	
	Unknown	1.4%	1.3%	1.0%	2.5%	2.9%	
Educational Goal	Intend to Transfer	37.2%	34.9%	34.1%	36.2%	31.0%	
	Degree/Certificate Only	2.8%	1.7%	1.9%	2.1%	3.9%	
	Retrain/recertif.	2.6%	2.2%	1.3%	1.9%	3.6%	
	Basic Skills/GED	4.1%	6.7%	5.8%	6.4%	5.6%	
	Enrichment	4.6%	3.4%	3.6%	3.1%	4.2%	
	Undecided	18.3%	18.1%	17.9%	15.0%	16.2%	
	Unstated	30.4%	33.1%	35.4%	35.4%	35.5%	

Program Participation (4-year Trend) Communication Studies

	2009-10	2010-11	2011-12	2012-13	4 Yr Average
Annual Enrollment	4,483	4,167	4,227	4,133	4,253



	2009-10	2010-11	2011-12	2012-13
Students	4,040	3,783	3,788	3,678
Enrollments/Student	1.11	1.10	1.12	1.12

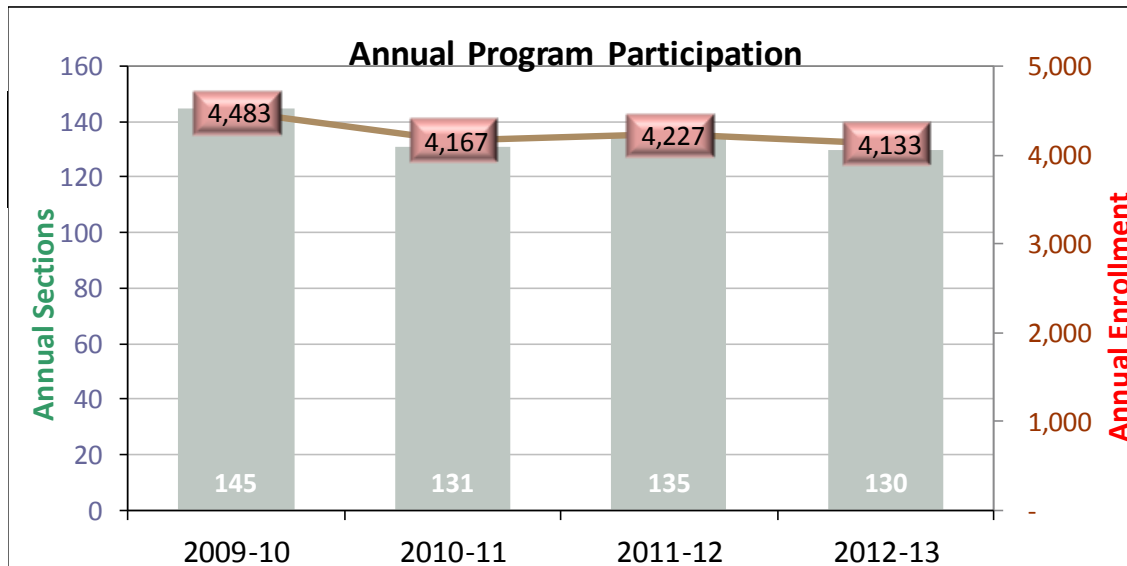


Enrollment by Time of Day

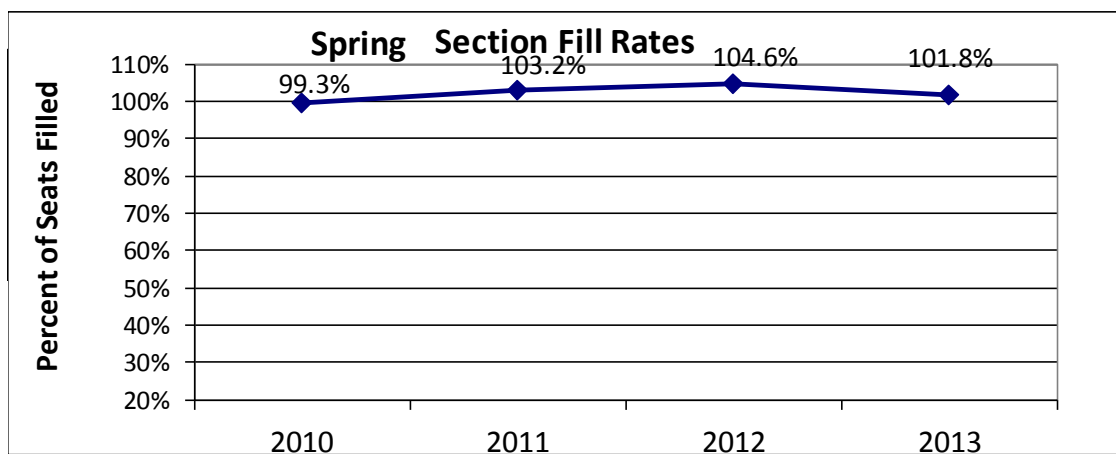
Fall Term	2009	2010	2011	2012
Day	76.6%	80.4%	85.2%	85.2%
Night	15.0%	11.3%	12.8%	13.1%
Weekend/Unknown	8.4%	8.2%	2.0%	1.7%

Program Participation (4-year Trend) Communication Studies

	2009-10	2010-11	2011-12	2012-13	4 Yr Average
Annual Enrollment	4,483	4,167	4,227	4,133	4,253



	2009-10	2010-11	2011-12	2012-13
Students	4,040	3,783	3,788	3,678
Enrollments/Student	1.11	1.10	1.12	1.12



Enrollment by Time of Day

Spring Term	2010	2011	2012	2013
Day	82.9%	85.3%	84.9%	86.7%
Night	12.9%	13.2%	13.4%	11.5%
Weekend/Unknown	4.2%	1.5%	1.7%	1.8%

Demographic Success Characteristics

Communication Studies

Fall: 2009 to 2012

	Fall 2009		Fall 2010		Fall 2011		Fall 2012	
<i>Ethnicity</i>	Success	N	Success	N	Success	N	Success	N
African-American	59.9%	309	67.4%	267	69.6%	253	68.2%	258
Amer. Ind. or Alask. Native	87.5%	X	100.0%	X	100.0%	X	66.7%	X
Asian	85.6%	292	83.4%	296	87.1%	287	88.2%	271
Latino	77.3%	568	77.3%	554	80.1%	628	78.2%	808
Pacific Islander	60.7%	28	52.6%	19	87.5%	16	60.0%	X
Two or More	69.7%	33	67.3%	55	86.3%	80	83.1%	89
Unknown or Decline	79.3%	169	86.7%	105	80.4%	46	69.4%	36
White	80.3%	366	85.4%	316	82.4%	306	83.3%	288
<i>Gender</i>								
M	76.5%	859	78.5%	780	81.0%	732	78.7%	839
F	75.7%	914	78.4%	832	80.2%	889	79.4%	927
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	78.0%	747	78.3%	659	82.0%	604	84.3%	674
20 to 24	73.5%	732	77.3%	682	79.3%	760	76.1%	805
25 to 49	77.1%	279	81.3%	257	80.4%	235	75.5%	265
Over 49	86.7%	15	80.0%	15	86.4%	22	68.2%	22

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively.
Reference groups are White, male, and 20 to 24 years old.

Demographic Success Characteristics

Communication Studies

Spring: 2010 to 2013

	Spring 2010		Spring 2011		Spring 2012		Spring 2013	
<i>Ethnicity</i>	Success	N	Success	N	Success	N	Success	N
African-American	70.2%	275	67.4%	270	70.6%	286	70.7%	256
Amer. Ind. or Alask. Native	75.0%	X	100.0%	X	75.0%	X	100.0%	X
Asian	81.8%	269	83.3%	299	87.6%	330	81.7%	279
Latino	79.8%	529	76.2%	719	77.7%	674	80.6%	819
Pacific Islander	58.3%	12	72.2%	18	63.6%	11	75.0%	12
Two or More	71.4%	49	79.2%	77	79.6%	98	89.0%	91
Unknown or Decline	84.4%	128	85.5%	76	81.6%	38	77.5%	40
White	85.6%	312	80.1%	292	87.9%	321	82.7%	312
<i>Gender</i>								
M	79.8%	723	75.6%	827	79.2%	851	81.0%	868
F	79.3%	854	78.7%	926	81.4%	911	79.3%	945
X	100.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	80.3%	628	77.5%	763	80.7%	658	81.0%	637
20 to 24	77.2%	685	76.3%	725	79.3%	836	79.1%	896
25 to 49	84.7%	249	78.5%	247	82.1%	257	80.7%	264
Over 49	68.8%	16	88.9%	18	100.0%	11	87.5%	16

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively.
Reference groups are White, male, and 20 to 24 years old.