

Academic Program Review Committee – Meeting Notes 3.27.2014

Program: Communication Studies

Date Reviewed: Thursday March 27, 2014

Resubmittal Date: Friday April 18, 2014

Please use these notes along with the comments from APRC members and your dean when revising this document.

General Comments:

- Thank you for your effort in completing the program review.
- Change title to 2013, since the program review is for last year.
- Use consistent font.
- Consistently use “COMS” instead of “Comms” or other abbreviations when referring to courses, program, etc.
- Be consistent when making the same recommendations at the ends of sections. Sometimes a recommendation will appear one way in a certain section, another way in a later section, and then in a different form in the final prioritized list. Within the sections themselves, it is also possible to refer to an already presented recommendation by saying, “Refer to Recommendation 1 in Curriculum section” or something such.
- Be as concrete as possible when making recommendations. If possible, somehow quantify a statement like “Expand the number of courses in...” so that it is actually measurable.
- Provide cost estimates for recommendations. If “Variable” provide an approximate range for the cost. Dean Fitzsimons offered to assist with cost estimates.

1. Overview of the Program	Comments
a) Provide a brief narrative description of the current program, including the program’s mission statement and the students it serves.	
b) Describe the degrees and/or certificates offered by the program.	
c) Explain how the program fulfills the college’s mission and aligns with the strategic initiatives. (see Appendix A)	<ul style="list-style-type: none"> • The material after the Link to Strategic Initiative G text does not pertain to section 1c. This material (beginning with “We uniquely offer...” on pages 7-8) belongs somewhere in the Curriculum section.
d) Discuss the status of recommendations from your previous program review.	<ul style="list-style-type: none"> • Include items pertaining to previous recommendations on pages 8-9 in the table on page 9, so it is one comprehensive table. • Update item #5 on page 9 (new furniture) to “Approved for funding” or something similar.

2. Analysis of Research Data	
a) Provide and <u>analyze</u> the following statistics/data.	Comments
1. Head count of students in the program	
2. Course grade distribution	
3. Success rates (Discuss your program’s rates in light of the college’s success rate standard. Set a standard for your program.)	
4. Retention rates	
5. A comparison of success and retention rates in face-to-face classes with distance education classes	

6. Enrollment statistics with section and seat counts and fill rates	<ul style="list-style-type: none"> Delete Annual Program Participation table from bottom of page 13 as it has already been presented.
7. Scheduling of courses (day vs. night, days offered, and sequence)	<ul style="list-style-type: none"> Table on page 14 needs reformatting – Carolyn Pineda of IRP will assist. (Carolyn also provided a suggestion for reformatting of the DataMart table on page 47– Chris Wells offered to look into this.) Provide analysis of day/evening class offerings. Do you need to increase certain day or evening course offerings?
8. Improvement rates (if applicable)	
9. Additional data compiled by faculty	<ul style="list-style-type: none"> Define what the program considers an “Excellent Program” (first mentioned on page 14). Clarify where such programs have been recognized, whether by different organizations or a working definition arrived at by your program. For the purposes of this program review, explain what features “excellent programs” possess.
b) List any related recommendations.	<ul style="list-style-type: none"> As mentioned, quantify recommendations and provide cost estimates..

3. Curriculum Review

a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.	
b) Explain any course additions to current course offerings.	
c) Explain any course deletions and inactivations from current course offerings.	
d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)	
e) Discuss how well the courses, degrees, or certificates are meeting students’ transfer or career training needs:	<ul style="list-style-type: none"> Is this the place to add discussion regarding pre-requisites for COMS 4? Clarify whether Gender Communication course is meeting requirements. <APRC notes here are not clear about which “requirements” - Chris Wells might know. May involve status of course in relation to Curriculum Committee approval as well.>
1. Have all courses that are required for your program’s degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?	
2. Are there any concerns regarding program courses and their articulation?	
3. 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 courses be re-examined? Set an attainable, measurable goal for	<ul style="list-style-type: none"> Respond to template prompt regarding setting a goal for degrees and certificates; even if to only acknowledge the difficulty in setting a goal (page 19). Refer to ‘Forensics Research’ course consistently.

future degrees, certificates, and/or licensure pass rates.	In recommendations table, it is referred to as 'Communications Research Class' (page 19).
f) List any related recommendations.	

4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)	
a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.	<ul style="list-style-type: none"> Provide updated version of SLO alignment grid. The material currently located in this section belongs in section 4d (along with a brief introductory explanation of what this material is).
b) Provide a timeline for course and program level SLO assessments.	
c) State the percent of course and program SLO statements that have been assessed.	<ul style="list-style-type: none"> State the percentage of <u>P</u>LO assessments for the program.
d) 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.	<ul style="list-style-type: none"> The analysis here contains contradictions. Statement that full-time instructors have done nothing differently as a result of SLOs follows a statement describing a change due to SLOs (page 25).
e) Determine and discuss the level your program has attained in the SLO rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)	<ul style="list-style-type: none"> This section needs to address where the program believes it falls on the ACCJC SLO Rubric (provided at meeting and in program review materials). Provide explanation for this assessment. The material currently in this section does not belong.
f) Describe how you have improved your SLO process and engaged in dialogue about assessment results	
g) List any related recommendations.	<ul style="list-style-type: none"> The recommendations in this section do not necessarily follow from the analysis presented in 4a through 4f. For instance, the recommendation for more full-time faculty is not supported any of the preceding analysis as it relates to assessment. Make certain analysis in the assessment sections leads up to and supports the recommendations listed in this section.

5. Facilities and Equipment	
a) Describe and assess the existing program facilities and equipment.	
b) 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.	
c) 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.	
d) List any related recommendations.	

6. Technology and Software

a) Describe and assess the adequacy and currency of the technology and software used by the program.	
b) Explain the immediate (1-2 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.	
c) 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.	
d) List any related recommendations.	

7. Staffing

a) Describe the program's current staffing, including faculty, administration, and classified staff.	
b) 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.	
c) List any related recommendations.	

8. Future Direction and Vision

a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?	
b) Explain the direction and vision of the program and how you plan to achieve it.	<ul style="list-style-type: none">Is it possible to insert the 'Forensics' material into this section 8, possibly as an 8c "Other Material"? This would help introduce and explain the Forensics-related recommendations listed in 9a.
c) List any related recommendations.	

9. Prioritized Recommendations

a) 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.	
b) Explain why the list is prioritized in this way.	

Appendices

- Carolyn Pineda of IRP had expressed formatting suggestions to Chris Wells regarding tables beginning on page 47.