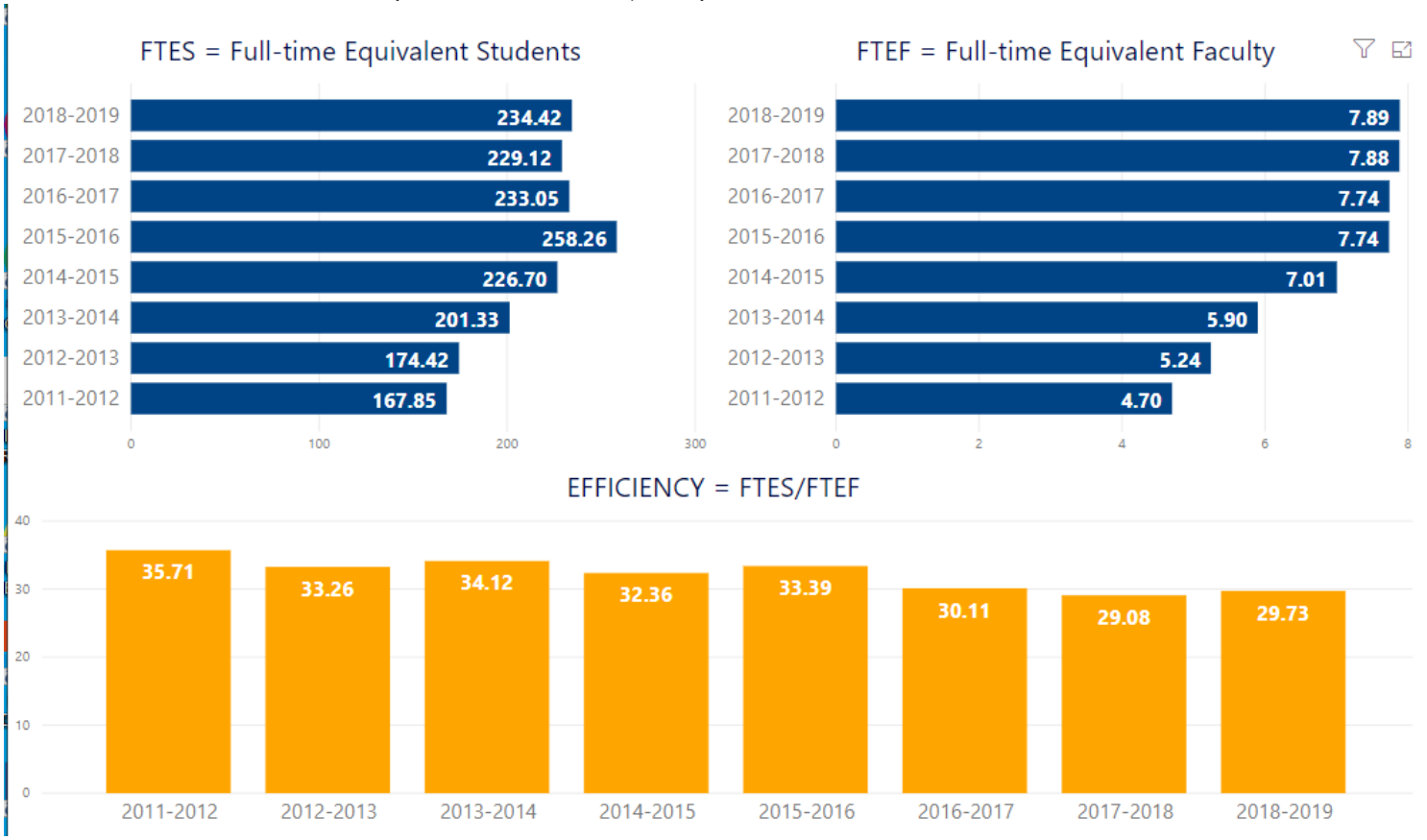
The statistics above are from the 2017/2018 school year. Below are the stats from previous years.



Total FTES	Overall Efficiency (FTES/FTEF)
229.12	29.08

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Kubicka-Miller, Tara** on **11/14/2019 01:00**

What processes does your program/service area follow to create, evaluate, and update annual plan goals?
During the process of our regularly scheduled monthly department meetings, together we evaluate enrollments, degree requirements, and SLO's. We also examine our balance of courses; both in terms of availability of courses, as well as the time of the day each course is offered. We also discuss our enrollment and program goals. We examine the department needs, discuss resource requests, and come to consensus for our department plan for the next two years.
How is SCC's mission statement (https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx) reflected in your goals?
The goals of the Department of Communication are:
1. Expand Sigma Chi Eta.
2. Revise and complete department web page.
3. Maintain department integrity.
4. Establish certificate programs specific to SCC.
5. Continue to upgrade and enrich faculty knowledge in the field of communication.
6. Expand offerings for preparatory, life enrichment, certificates, forensic team and degree courses.
7. Enhance curriculum and programs to further promote student learning/success outcomes.
8. Continue to promote collegial faculty.
9. Expand the department by reintroducing courses that had not been offered during the last State financial crisis and by hiring an additional tenure-track faculty member.
10. Renovate D-129
The part of the mission statement which states that SCC is an innovative learning community is reflected in goals 1, 2, 6, 9, and 10 because these goals involve the more innovative methods of teaching like forensics competition, online education, and the use of media technologies.
The part of the mission statement which states that SCC is dedicated to intellectual and personal growth is reflected in goals 1, 4, 5, 6, 7, 8, 9, and 10 because these goals involve the attainment of knowledge by students and faculty.
The part of the mission statement which states that the purpose of SCC is to foster student success is reflected in goals 1, 3, 4, 5, 6, 7, 9, and 10 because these goals involve increasing either the quality and/or variety of instruction for students.
The part of the mission statement which states that the purpose of SCC is to help students achieve these core outcomes: to learn, to act, to communicate and to think critically is reflected in all of our goals because the core outcomes are naturally a central part of the Department of Communication.
The part of the mission statement which states that SCC is committed to maintaining standards of excellence is reflected in goals 3, 5, 6, 7, 9, and 10 because these goals involve sustaining the foundational elements of our department and building upon it.
6
The part of the mission statement which states that SCC is committed to providing accessible, transferable, and engaging education to a diverse community is reflected in goals 2, 3, 4, 5, 6, 7, 9, and 10 because these goals involve the curriculum courses and the methods of instruction.

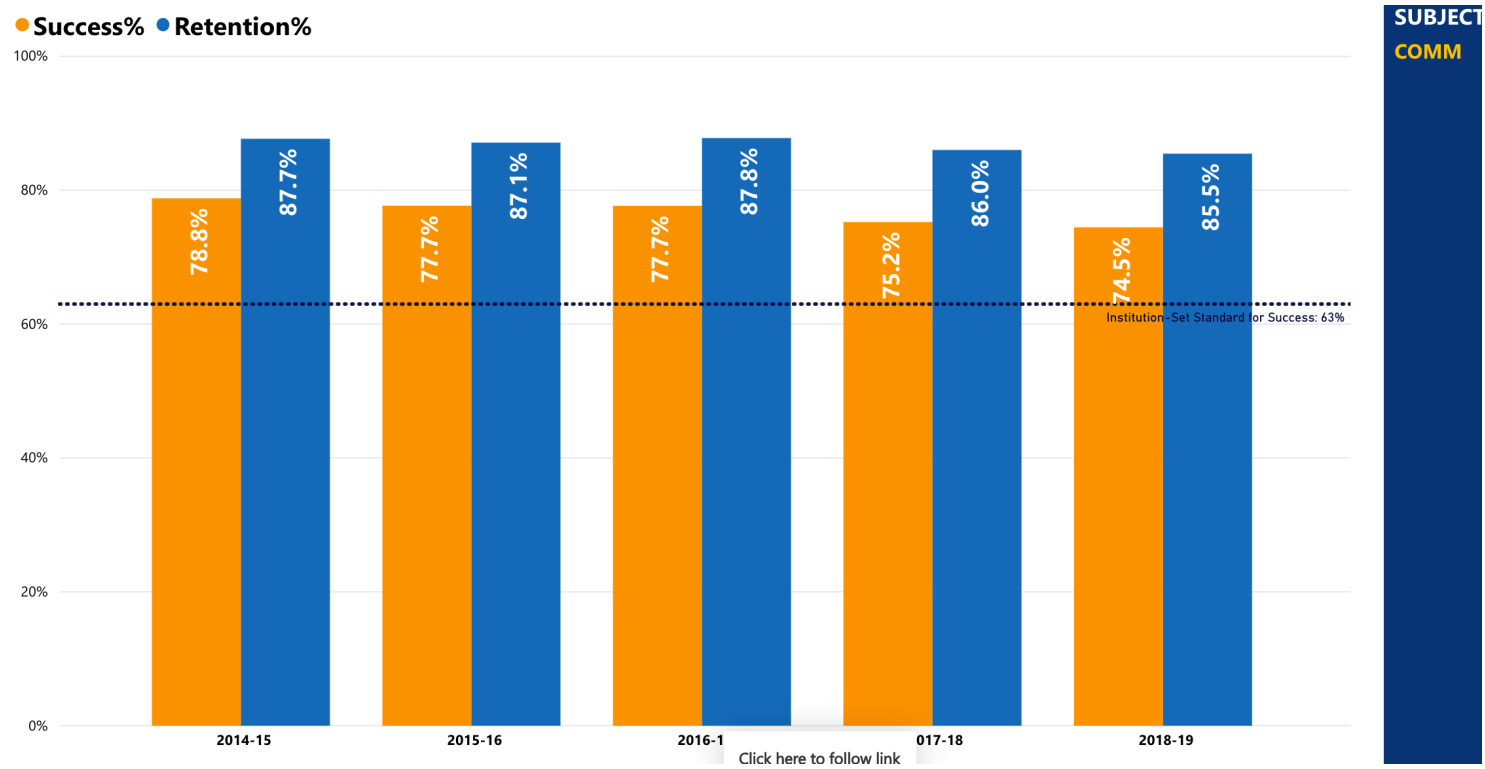
Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Kubicka-Miller, Tara** on **11/14/2019 01:01**

Annual Plan Goal
N/A

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by **Kubicka-Miller, Tara** on **12/13/2019 00:56**

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of **63%**?



The successful course completion rate for the Communication Program for the 2018/2019 school year is 74.5%. **We surpass the institutional standard by 11-16%. Based on our SLO data, we have confirmed and continue to apply those methodologies and techniques that are most successful. As our courses are both theory- and behavior-centered, individual attention to students is more evident than theory-based courses. Our faculty is dedicated to student success.**

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?
N/A
What is the course retention rate (any grade except W) for courses within the program?

Student Learning Outcomes	CSLO Count	CSLOs Measured
Create speeches and/or interpretive performances that are suitable for collegiate competition.		
Demonstrate an ability to be productive with others in a competitive environment.		
COMM135 - Readers' Theatre		
Articulate the basic elements of direction in the creation of a reader's theater for public performance.		
Create a script for performance in accordance with the basic standards of reader's theater.		
COMM100H - Honors Introduction to Interpersonal Communication		
Use theories of interpersonal communication to explain and evaluate their own communication behavior in interpersonal relationships.		
Reduce their level of communcation apprehension in interpersonal communication contexts.		
COMM225H - Honors Gender Communication		
Explain a variety of practical communication skills appropriate for successful cross-gendered/cross-sexed communication to maintain healthy relationships.		
Reduce their level of communication apprehension when discussing gender issues.		

Program Review Outcomes Assessment - PSLOs : Version by **Kubicka-Miller, Tara** on **12/13/2019 01:56**

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Communication*		

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by **Kubicka-Miller, Tara** on **12/13/2019 02:50**

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?
The department unanimously agreed that a primary goal of almost all communication courses is to allow the student to recognize and control the anxiety that accompanies communication. Every semester all full time and part time faculty administer the Personal Report of Communication Apprehension (PRCA) as a pre and post survey in all of their courses.The PRCA is an instrument commonly used in the discipline to assess communication apprehension across many settings (group, interpersonal, public speaking and meetings).In addition to the 24 questions in the PRCA, the department has included other questions unique to that course's SLO not specific to reducing performance stress. Jared Kubicka-Miller generated a google document that is shared to all faculty through Canvas. When a student takes the pre or post survey a pdf form of their communication results are automatically emailed to them. Students are then required to submit a copy of that pdf form for proof of completion. Some faculty are using the results in various other assignments in their courses for students to identify and reduce their communication apprehension. The results of the pre and post tests are automatically downloaded to a program created by Jared Kubicka-Miller and organized by course, SLO, faculty, and student ID. The student ID is only used to correlate the pre and post surveys to determine assessment of success. The data is then presented and discussed at department meetings.
What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?
For ease of access, we habe been assessing all courses every Fall and Spring semesters. All full time and part time faculty gather data. The full time facutly discuss the data during department meetings. As described above, assessments are carried out via a pre and post survey completed by students through Canvas.
Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

1. SLO 2 for Comm 100 Interpersonal Communication -
-Upon successful completion of this course the student should be able to reduce their level of communication apprehension in interpersonal communication contexts.
Data from 2016-17: 65 students across 9 sections provided usable data. 52 students (86%) reported that they met the standard of success. Students were generally able to reduce their level of communication apprehension in interpersonal communication contexts.
We think this SLO is successfully met becuase our faculty require students practice a great deal of interpersonal communication throughout the course. A safe environment is created for students to express their opinions without judgment or ridicule. Students practice the interpersonal skills through activities and altogether the experience decreases their apprehension.

2. SLO 1 for Comm 120 Intercultural Communication
- Students who successfully complete this course should be able to recognize and analyze different communication styles across cultures and the various values that structure different communication styles across cultures.
Data from 2016-17: 20 students in 1 section provided usable data. 4 students (15%) reported that they met the standard of success. These findings suggest that students are not able to recognize and analyze different communication styles across cultures. Further discussion is needed within the department to discuss reasoning and potential changes.
What changes has the program ***already*** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?
The most significant changes made by the program over the past few years have been in regards to assessing our SLO's. Jared Kubicka-Miller has put an extensive amount of work into generating unique and simple ways for faculty to administer and students to complete pre and post surveys. He also developed a program that automatically calculates the results.