Communication Studies Program Review
2011-2012

1. Program Description

A. Description

Communication and speech is one of the most fundamental skills any student can acquire. Oral communication competence is the most highly prized and sought after skill in the professional world, and is an indispensible requirement for succeeding in all academic disciplines.

B. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Demonstrate effective public speaking and presentation skills.
2. Demonstrate active listening skills.
3. Demonstrate effective interpersonal communication.
4. Generate new ideas and express themselves creatively.
5. Work effectively as a leader and/or participant in group settings.
6. Demonstrate respect for diversity of ideas and the rights of others or of their peers.

C. College Level Student learning Outcomes

1. Communication
2. Critical Thinking and Problem Solving
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission
N/A

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with

disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.
Associate in Arts Degree
Communication Studies for Transfer

J. Program Strengths, Successes, and Significant Events

Employers taking part in NACE's *Job Outlook 2010* survey, ranked communication skills at the top of the skills they seek in potential employees. As a response to this ever increasing need for strong communication skills, the Communication Studies program at Ventura College has been going through many exciting changes in the last few years and are looking forward to continued growth.

 Previously, we were considered the "Speech" program housed within the English department. We updated our program title in 2009 to keep up with the trends in the discipline and have be renamed Communication Studies.

In the spring of 2011, in compliance with SB 1440, we authored and have received state approval to offer an AA degree in Communication Studies for transfer. This new major has allowed us to increase our course offerings to include classes that have been listed in the catalog, but haven't been offered at the institution for many years or at all in some cases. These new course offerings include Interpersonal Communication, Small Group Communication, Mass Communication, and Oral Interpretation. Increasing our course offerings have amplified the interest among students in the major.

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As of fall 2011, our program was made into an independent department.

The Communication Studies department is an integral part of general education at the community college level. In 2009, the CSU's added Interpersonal Communication and Small Group Communication as alternative choices to fulfill the Communication course requirement. This means that students with high levels of communication apprehension can still fulfill this requirement without taking Introduction to Communication, which requires Public Speaking. The response to these courses being offered are very strong with all classes filled to capacity.

The Communication faculty members are constantly promoting better communication in all classes. Both full time faculty members are immersed in the college community, actively serving on and chairing many crucial committees on campus including the Library Committee, the Professional Development Committee, the Arts and Lectures Committee, the Sabbatical Committee, various hiring committees, tenure committees, and student mentoring, etc. In the spring of 2012, we will be losing a greatly respected faculty member, Simon Waltzer, due to retirement. Losing such a strong member of our department after over 20 years of service will be difficult, but we hope in hiring his replacement for the fall of 2012, we will bring in new perspectives in this rapidly evolving discipline.

The discipline supports and participates in guest lectures, cultural and community events, and collaborates with other disciplines such as the Anthropology, English and Theatre Arts departments. We focus our lessons on cooperative learning, while conducting team teaching sessions and inter-class debate competitions. We incorporate the library and its resources in all classes offered within the curriculum.

With regards to cooperative efforts, we have established relationships with outside colleges such SBCC, CSUCI, and our sister colleges Moorpark and Oxnard to share and learn about each other's programs. This information is crucial to ensure we are offering information that is competitive in the academic field and are helping our students to meet the requirements of those transferring to four year colleges. We have outreached to the Foothill High School debate program and offer our students as judges in their formal debate tournaments. We stay up to date on current texts and academic journals and attend Professional conferences in our field.

Multicultural communication is a cornerstone of our instruction. Tolerance for gender, ethnic, religious and sexual orientation is incorporated in class discussions. We actively encourage our students to participate in community politics and challenge them to engage in service learning activities. In the spring of 2011, many of our students participated in a State sponsored competition where students filmed interviews they wrote and conducted with victims of the Holocaust. These participants worked closely with our local Assemblyman's office, and gained great insight from the experience.

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K. Organizational Structure

President: Robin Calote
　　　Executive Vice President: Ramiro Sanchez
　　　　　Dean: Tim Harrison
　　　　　　　Department Chair: Stacy Sloan Graham

Instructors and Staff

Name	Stacy Sloan Graham
Classification	Professor
Year Hired	2004
Years of Work-Related Experience	
Degrees/Credentials	B. A., M.A.

Name	Simon Waltzer
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

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2. Performance Expectations

A. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Demonstrate effective public speaking and presentation skills.
2. Demonstrate active listening skills.
3. Demonstrate effective interpersonal communication.
4. *Generate new ideas and express themselves creatively.*
5. *Work* effectively as a leader and/or participant in group settings.
6. Demonstrate respect for diversity of ideas and the rights of others or of their peers.

B. Student Success Outcomes

1. The program will maintain its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will maintain its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will monitor the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.
4. The program will monitor the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.
5. Students will complete the program earning a degree in Communication Studies for transfer.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal (which is 425 because of our size cap) set by the district.

2. It is essential that we hire a second faculty member to replace Simon Waltzer who is retiring. The department cannot function effectively and productively without at least two full time faculty members collaborating in our efforts to teach and assist in our students' success.

3. The Communication department will continue to improve its curriculum and learning environment. The program should review curriculum and assess its course offerings to meet the trends in the academic arena.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)
I: This program-level student learning outcome is **INTRODUCED** is this course.
P: This program-level student learning outcome is **PRACTICED** in this course.
M: This program-level student learning outcome is **MASTERED** in this course.
Leave blank if program-level student learning outcome is not addressed.

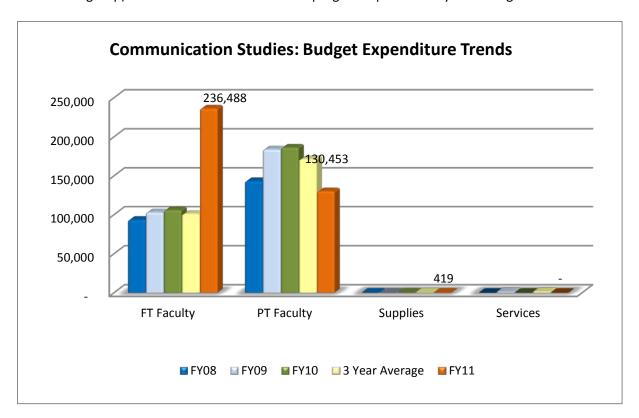| Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4	PLSLO #5	PLSLO #6
COMM V01	I,P,M	I,P,M	I,P	I,P,M	I,P	I,P,M
COMM V03	I,P	I,P,M	I,P	I,P,M	I,P,M	I,P,M
COMM V04	I,P,M	I,P	I,P	I,P,M	I,P	I,P,M
COMM V05	I,P	I,P	I,P,M	I,P,M	I,P	I,P,M
COMM V10	I,P,M	I,P,M	I,P,M	I,P,M	I,P,M	I,P,M
COMM V13	I,P	I,P,M	I,P,M	I,P,M	I,P,M	I,P,M
COMM V15	I,P,M	I,P,M	I,P,M	I,P,M	I,P,M	I,P,M
COMM V88	I,P	I,P	I,P	I,P	I,P	I,P
COMM V89	I,P	I,P	I,P	I,P	I,P	I,P
COMM V90	I,P	I,P	I,P	I,P	I,P	I,P

3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses.   The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

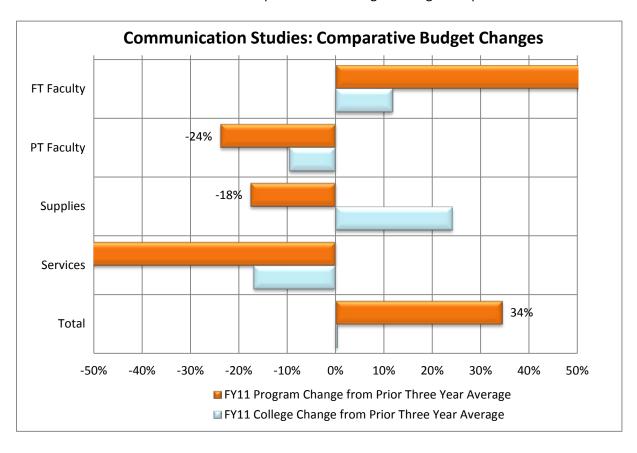| Category	Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
1	FT Faculty	93,674	103,158	106,095	100,976	236,488	134%	12%
2	PT Faculty	143,492	183,975	186,383	171,283	130,453	-24%	-10%
7	Supplies	517	-	500	509	419	-18%	24%
8	Services	-	1,712	-	1,712	-	-100%	-17%
	Total	**237,683**	**288,845**	**292,978**	**273,169**	**367,360**	**34%**	**0%**

A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group).   The second-to-last bar is the program's prior three year average.

Communication Studies: Budget Expenditure Trends

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

Communication Studies: Comparative Budget Changes

A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

The information presented on the Budget Expenditure Trends and the Comparative Budget Changes is inaccurate in regards to the Full time Faculty. Many factors can explain this incorrect representation. First of all, Simon Waltzer served in both the Communication program and the English Department. He not only taught in both areas which are housed within the same department, but he also served as Department Chair for the English Department. There have been NO full time faculty hires in the Communication discipline since 2004, with the hiring of Stacy Sloan Graham. Any full time faculty hires since then should be credited to the English department and not associated with Communication Studies. We did have the need to hire a part time faculty member to supplement Professor Waltzer's class load, but no full time Communication person was hired to replace him. Therefore, there is no way possible that the Communication Studies could have experienced a 50% growth in full time faculty.

However, it will be **crucial** to the new department's success, that we **do** hire a replacement for Professor Waltzer to take place in Fall 2012.

In regards to supplies and services, we have no knowledge of receiving anything more than our allotted 2 markers and an eraser per semester for each faculty member. All other required needs have been paid for by our faculty out of our own pockets.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018594	QP813082ZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018589	QP8130FFZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018595	QP81309DZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018593	QP813071ZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018592	QP81302CZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018590	QP13081ZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018597	QP81304UZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018591	QP81302TZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018596	QP81309GZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018588	QP8130GPZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018587	QP8130BNZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018586	QP8130BQZCV
EOL MAC 24 2.8GHz (see quote) "	Apple Computer	39031	445	8/27/2008	3	1,003	N00018585	
						13,039		

B2: Interpretation of the Program Inventory Information

This table is incorrect. The Comm Studies department has no knowledge of the existence of these MAC computers. They could possibly belong to Journalism. The only reasonable explanation for them to even be listed under our department is that the Mass Comm class which has previously been listed under the Journalism department is going to be moved to the Comm Studies department to be integrated into our degree offering for transfer. However, that sole class to be moved is an online class offering at this time and we have no use for the computers.

The Communication Studies department has no inventory to claim.

C1: Productivity Terminology Table

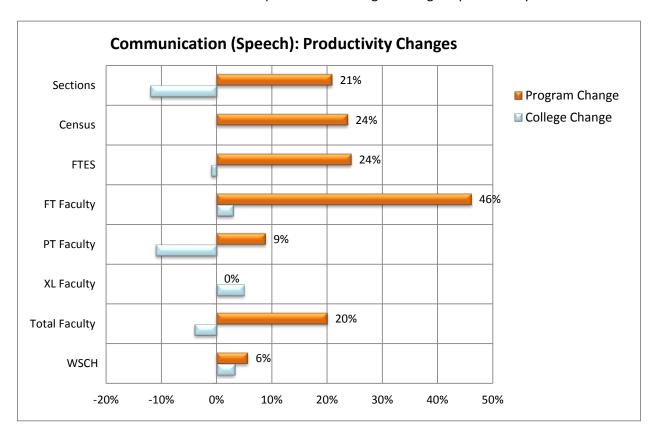|	
Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	42	42	46	43	40	21%	-12%
Census	1,187	1,274	1,451	1,304	1,244	24%	0%
FTES	116	124	142	127	124	24%	-1%
FT Faculty	1.20	1.30	1.40	1.30	1.90	46%	3%
PT Faculty	3.00	2.90	3.20	3.03	2.10	9%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	4.20	4.20	4.60	4.33	4.00	20%	-4%
WSCH	414	443	463	440	465	6%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.

Communication (Speech): Productivity Changes

C4: Interpretation of the Program Productivity Information

The department released the required prerequisite of English V01 prior to taking Comm V01: Introduction to Communication. This decision was made to meet the needs of the college. As a result, it increased FTES. With the increased student demand, we were able to increase the number of classes.

In addition, the CSU's approved Interpersonal Communication and Small Group Communication classes to be offered as alternatives to the previously required Public Speaking course for IGETC credit. This has been a great service to those students who experience high levels of communication apprehension.

To reiterate, the increase in Full time faculty is not accurate. We have not hired any new Full time faculty members since 2004. This information is inaccurate due to Communication being classified under the English department. Any new Full time hires should be credited to the English Department and not to Communication Studies.
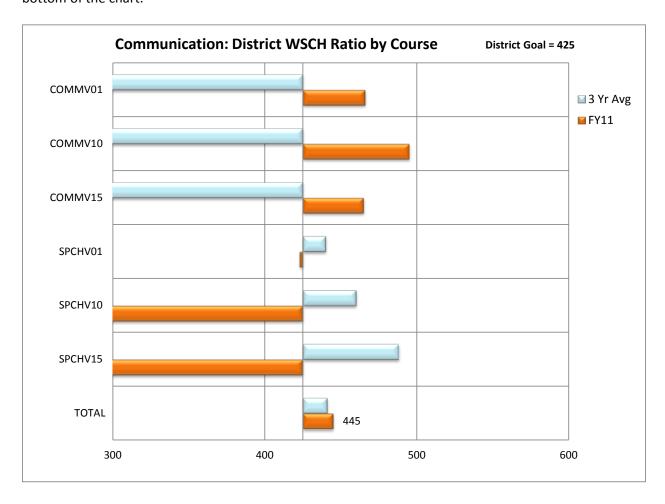
D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
COMMV01	Intro to Speech Communication	-	-	-	-	466	0%	425	110%
COMMV10	Critical Thinking:Argue&Debate	-	-	-	-	495	0%	425	116%
COMMV15	Interpersonal Communication	-	-	-	-	465	0%	425	109%
SPCHV01	Speech Communication	413	443	462	440	423	-4%	425	99%
SPCHV10	Critical Thinking:Argue&Debate	405	465	510	460	-	-100%	425	0%
SPCHV15	Interpersonal Communication	-	-	488	488	-	-100%	425	0%
TOTAL	**Annual District WSCH Ratio**	**413**	**443**	**464**	**441**	**445**	**1%**	**425**	**105%**

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

Communication: District WSCH Ratio by Course — District Goal = 425

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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
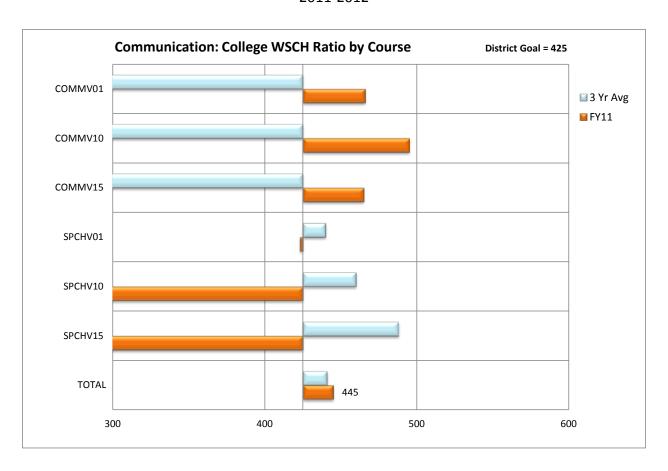
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
COMMV01	Intro to Speech Communication	-	-	-	-	466	0%	425	110%
COMMV10	Critical Thinking:Argue&Debate	-	-	-	-	495	0%	425	116%
COMMV15	Interpersonal Communication	-	-	-	-	465	0%	425	109%
SPCHV01	Speech Communication	413	443	462	440	423	-4%	425	99%
SPCHV10	Critical Thinking:Argue&Debate	405	465	510	460	-	-100%	425	0%
SPCHV15	Interpersonal Communication	-	-	488	488	-	-100%	425	0%
TOTAL	Annual College WSCH Ratio	413	443	464	441	445	1%	425	105%

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

Communication: College WSCH Ratio by Course   District Goal = 425

D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

The WSCH College/District ratios are not accurate because some of the courses aren't offered every semester at Ventura College so that we may alternate courses and help students complete their requirements in a reasonable amount of time.

E1: Student Success Terminology

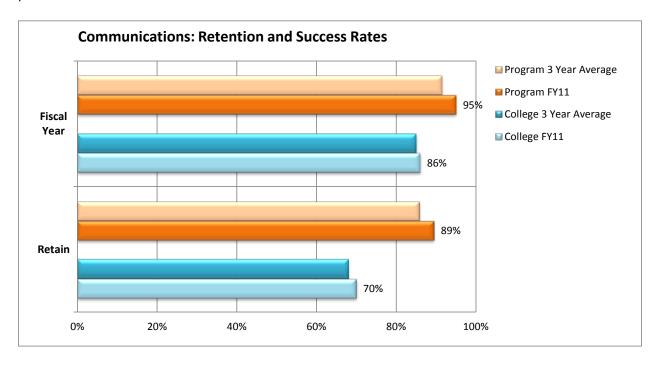|	
Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures.   The "College" success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
SPCH	FY08	533	362	109	-	13	56	76	1	1,150	1,074	1,004
SPCH	FY09	611	370	87	-	8	49	116	-	1,242	1,125	1,068
SPCH	FY10	593	457	152	-	3	84	136	-	1,425	1,289	1,202
SPCH	3 Year Avg	579	396	116	-	8	63	109	-	1,272	1,163	1,091
SPCH	FY11	148	134	41	-	3	17	17	1	361	343	323

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
SPCH	FY08	46%	31%	9%	0%	1%	5%	7%	0%		93%	87%
SPCH	FY09	49%	30%	7%	0%	1%	4%	9%	0%		91%	86%
SPCH	FY10	42%	32%	11%	0%	0%	6%	10%	0%		90%	84%
SPCH	3 Year Avg	46%	31%	9%	0%	1%	5%	9%	0%		91%	86%
SPCH	FY11	41%	37%	11%	0%	1%	5%	5%	0%		95%	89%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

Communication Studies Program Review
2011-2012
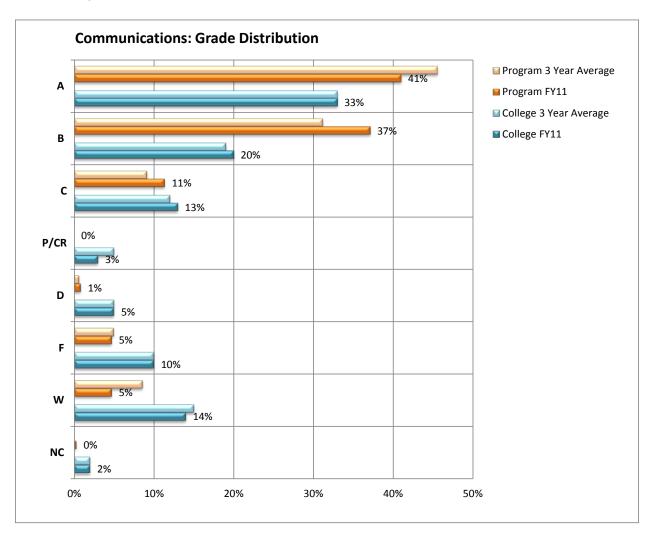
E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Communications: Retention and Success Rates

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Fiscal Year:
- Program FY11: 95%
- College FY11: 86%

Retain:
- Program FY11: 89%
- College FY11: 70%

 E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

Communications: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Grade	Program FY11	College FY11
A	41%	33%
B	37%	20%
C	11%	13%
P/CR	0%	3%
D	1%	5%
F	5%	10%
W	5%	14%
NC	0%	2%

E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

<u>E6: Interpretation of Program Retention, Student Success, and Grade Distribution</u>
The Communication Studies department has continuously kept retention rates high. We have had a 3 year average of retention at 91%, well above the college's 3 year average of 85%. The department's withdrawal numbers are also quite notable.   Our student success rate is at 86%, which is also well above the college's 3 year average of 68%.
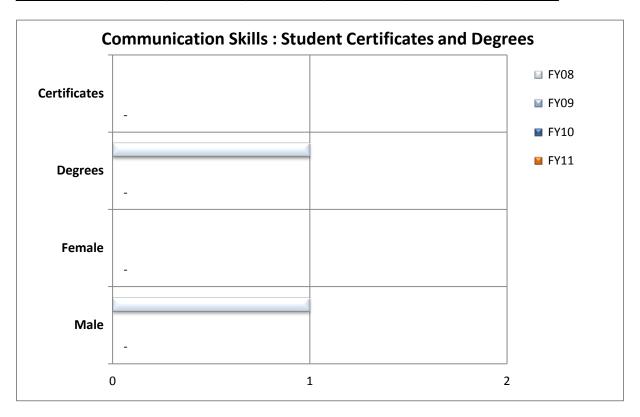
While we are thrilled our students are thriving and being successful, after reviewing the number of A's being given out, it is noted that the department needs to "tighten" up our grading. One element that could use more focus is on the quality of the outlines turned in for our Public Speaking course. We will begin to implement recommending our students visit the tutoring center more frequently, and grade accordingly.

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Communication Skills	FY08	-	1	-	1
Communication Skills	FY09	-	-	-	-
Communication Skills	FY10	-	-	-	-
Communication Skills	FY11	-	-	-	-
Total Awards in 4 Years		**-**	**1**	**-**	**1**

Communication Skills : Student Certificates and Degrees

F2: Interpretation of the Program Completion Information

The above information is not correct. The Communication Studies degree for transfer only became approved late Spring of 2011, and wasn't officially being offered to our students until Fall 2011.

Communication Studies Program Review
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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

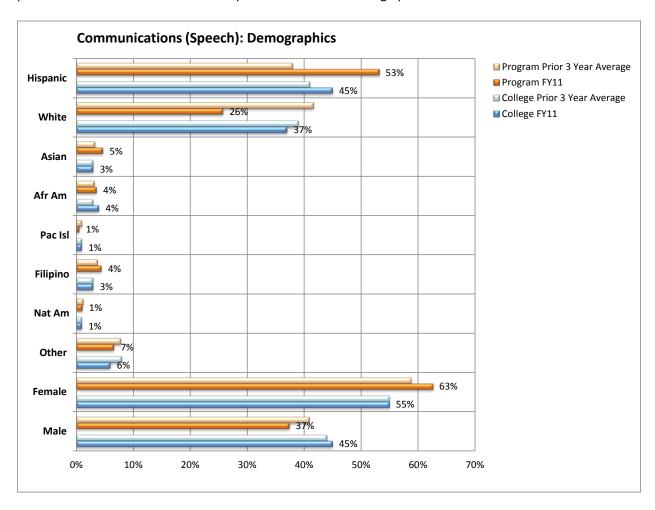| Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SPCH	FY08	412	497	50	33	7	47	12	92	674	471	5	26
SPCH	FY09	465	507	38	42	11	49	21	109	739	497	6	25
SPCH	FY10	573	587	37	47	21	47	15	98	830	593	2	24
SPCH	**3 Year Avg**	**483**	**530**	**42**	**41**	**13**	**48**	**16**	**100**	**748**	**520**	**4**	**25**
SPCH	**FY11**	**192**	**93**	**17**	**13**	**2**	**16**	**4**	**24**	**226**	**135**	**-**	**25**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SPCH	FY08	36%	43%	4%	3%	1%	4%	1%	8%	59%	41%	0%	26
SPCH	FY09	37%	41%	3%	3%	1%	4%	2%	9%	60%	40%	0%	25
SPCH	FY10	40%	41%	3%	3%	1%	3%	1%	7%	58%	42%	0%	24
SPCH	3 Year Avg	38%	42%	3%	3%	1%	4%	1%	8%	59%	41%	0%	25
SPCH	**FY11**	**53%**	**26%**	**5%**	**4%**	**1%**	**4%**	**1%**	**7%**	**63%**	**37%**	**0%**	**25**
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Communications (Speech): Demographics

Legend:
- Program Prior 3 Year Average
- Program FY11
- College Prior 3 Year Average
- College FY11

Hispanic: 53%, 45%
White: 26%, 37%
Asian: 5%, 3%
Afr Am: 4%, 4%
Pac Isl: 1%, 1%
Filipino: 4%, 3%
Nat Am: 1%, 1%
Other: 7%, 6%
Female: 63%, 55%
Male: 37%, 45%

G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information
We are pleased that the Communication Studies department is educating such a large amount of the Hispanic population, being that VC is a Hispanic serving institution. Other than students who participate in EOPS getting registration priority, we have no concrete explanation for the large majority of our students being Hispanic. However, being that our courses are very multi-culturally centered, we hope that we are making these student feel comfortable and at ease in a strong academic setting.

Our numbers also reflect that 59% of our students are women versus the college FY11 average of 55&%. With the state of the economy in California, we are seeing a lot of returning students and mothers returning to school to educate themselves so that they may join the work force and help contribute with the family income.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Demonstrate effective public speaking and presentation skills.	Students will give speeches and presentations in class using eye contact, reading their audiences' feedback and responding accordingly.70% of students enrolled in Comm V01 will achieve mastery.
Operating Information	
Students in Comm V01 will give speeches complete with an organized outline, works cited page, and an authoritative, confident delivery.	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Demonstrate active listening skills.	Students will actively participate in class discussions and in groups. Strong listening skills help to collect and analyze information so that it can be evaluated and acted upon accordingly. Students will be tested on the components of listening skills through multiple choice and true false questions. 80% of Comm V01 and V15 students will achiever mastery.
Operating Information	
Insufficient data is available at this time.	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Demonstrate effective interpersonal communication skills.	Students will work in groups to complete problem solving tasks and discuss and/or put theory into practical, applicable life situations. Written journals and exams are methods of measuring the comprehension of theories and methodologies as well as to measure how well the students can apply the concepts to real life situations. 70% of students enrolled in the Comm V15 Interpersonal class should achieve mastery.
Operating Information	
Students complete journal entries to asses and analyze certain circumstances commonly found in interpersonal relationships. They are asked to apply their knowledge of terms and concepts, knowledge of behaviors, self awareness, and group awareness.	
Analysis – Assessment	

Program-Level Student Learning Outcome 4	Performance Indicators
Generate new ideas and express themselves creatively.	Participation in group situations, debate and presentations allow for many opportunities for creativity and expression. In Comm V01, students must choose their own topics for speeches and prepare outlines. 70% will achieve mastery in this area.
Operating Information	
Insufficient data is available at this time.	
Analysis – Assessment	

Program-Level Student Learning Outcome 5	Performance Indicators
Work effectively as a leader and/or participant in group settings.	All Communication course involve working in groups. Students are challenged in different topics to take the lead on a task or be a worker in a group setting. All classes are given assignments that require group efforts to produce a product at the end of the section. In Comm V03, students are put into groups and asked to produce a board game, a document explaining the rules, and a 20 minute group presentation explaining the product. 80% of students will achieve mastery in this area.
Operating Information	
Insufficient data is available at this time.	
Analysis – Assessment	

Program-Level Student Learning Outcome 6	Performance Indicators
Demonstrate knowledge of other cultures and communication traits among those cultures.	Students enrolled in Communication classes must work with others from many different cultures and backgrounds. All courses have specific sections on Multi-cultural communication. Students will be tested on their knowledge of other cultural communication traits. 75% of students will achieve mastery of this information.
Operating Information	
Insufficient data is available at this time.	
Analysis – Assessment	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain the high average retention rate of 91% for the prior three years.
Operating Information	
Analysis – Assessment	

Student Success Outcome 2	Performance Indicators
The program will maintain its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain the retention rate that is above the average of the **college** retention rate for the prior three years.
Operating Information	
Analysis – Assessment	

Student Success Outcome 3	Performance Indicators
The program will monitor the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will monitor student success rate to ensure adequate grade distribution is occurring compared to the student success rate for the prior three years.
Operating Information	
The department will increase tutoring referrals to assist students in completing a complete, thorough, well developed outline for their speeches.	
Analysis – Assessment	

Student Success Outcome 4	Performance Indicators
The program will monitor the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will monitored to make sure it coincides with the average of the **college's** student success rate for the prior three years.
Operating Information	
Analysis – Assessment	

Student Success Outcome 5	Performance Indicators
Students will complete the program earning a degree in Communication Studies for transfer.	With the new degree taking effect in the Fall of 2011, the department is hoping to increase the number of students earning a degree for transfer to a minimum of 15% of the number of students enrolled in second-year courses.
Operating Information	
Analysis – Assessment	

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal (which is 425 because of our size cap) set by the district.	The program will exceed the efficiency goal of 525 set by the district by 2%.
Operating Information	
The data in the previous tables in inaccurate due to the class size cap of 30.	
Analysis – Assessment	

Program Operating Outcome 2	Performance Indicators
It is essential that we hire a second faculty member to replace Simon Waltzer who is retiring. The department cannot function effectively and productively without at least two full time faculty members collaborating in our efforts to teach and assist in our students' success. Each faculty member currently teaches 7 classes or 21 units. Our numbers cannot be maintained without the 2 full time faculty members.	The program will advertise and hire a new faculty member to replace Prof. Waltzer in the Spring of 2012, with a start date of Fall 2012.
Operating Information	
The search for talented, experienced faculty members will commence in Spring 2012.	

Program Operating Outcome 3	Performance Indicators
The Communication department will continue to improve its curriculum and learning environment. The program should review curriculum and assess its course offerings to meet the trends in the academic arena.	The review of curriculum is to be guided by the course-level and program-level SLO evaluation process and student's success in meeting SLOs. In addition, it will maintain relationships with neighboring colleges and keep up to date with SB1440 requirements.
Operating Information	
The Communication department assesses course-level and program-level SLOs to determine the effectiveness of instruction and to inform us of needed changes in curriculum.	
Analysis – Assessment	

Program Operating Outcome 4	Performance Indicators
Operating Information	

Analysis – Assessment

5. Findings

Finding 1:
The Communication Studies department is exceeding the 425 efficiency goal set by the district. (See section 3-Operating Information: D1 Table, D2 Chart, D3 Table, D4 Chart, and Student Success Outcomes)

Finding 2:
Retention and success rates are above the college's average. (See Table 3E2, Chart 3E3, and Data Interpretation E6.) With the addition of the SB1440 degree, the Communication Studies department looks forward to continued growth and success.

Finding 3:
The Communication Studies department serves a large amount of the institution's Hispanic students, embracing the College's commitment to that local population. (See Table G1, G2 Chart, and G4 Interpretation of Data). This information also reinforces the need for stronger communication skills across all cultures and backgrounds. The Intercultural Class would be an innovative addition into the Degree for Transfer.

Finding 4:
The Communication department has been found to be very efficient and productive with only two full time faculty members. With the retirement of long time Professor, Simon Waltzer, we need to be very diligent in hiring a replacement that can be equally as productive and committed to the students of Ventura College. (See 3C2 Table, 3C3 Chart, 3D1 Table, 3E3 Chart.)If we are in any way going to keep up with other schools we need to hire someone who can start up a Forensics club or team.

Communication Studies Program Review
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1. Initiatives

Initiative: Improve scheduling of Communication Studies program offerings to better serve students.

Initiative ID:
Comm1201

Links to Finding 1:
Program efficiency is directly linked to scheduling efficiency and students' convenience. The department intends to rotate and/or increase the classes times offered so that students with difficult work schedules can complete the degree in the estimated 2 year time period.

Benefits:
Students can move through the curriculum efficiently and achieve their AA degree for transfer, or transfer without wasted semesters waiting for program courses to be offered.

Request for Resources:

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative
Adjusting degree requirements

Initiative ID
Comm1202

Links to Finding 2
In order to continue the high retention rates and to promote growth in the major, we need to make some adjustments to the already approved AA degree. In the spring semester of 2011, in accordance with SB1440, we submitted a degree to the state for approval. Upon going through the curriculum committee, some changes were made to the degree that our faculty didn't completely agree with. We felt it needed to go forward in order to be approved by the deadline, but after further discussion, we have decided to write new curriculum and change some of the course requirements to meet the trends in the discipline. We plan on making Argumentation and Debate a required course and having Small Group Communication be listed under a selected/not required course. Per Initiative #3, we also plan on adding an additional course to the curriculum to increase comprehensiveness and expand interest in the degree. Most Universities have the degree divided up among 2 areas: Argumentation and Applied communication skills. By neglecting to make Argumentation a required element of the degree, we are neglecting the demands of the discipline.

Benefits
More interest in the degree will be a direct result of the adjustments. Argumentation and debate and Forensics are a very popular subject within the discipline, and could help maintain our high retention rates.

Request for Resources

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative
Develop a new course in Intercultural Communication

Initiative ID
Comm1203

Links to Finding 3
We plan to develop new curriculum to meet the needs of the modern student. The faculty want the new degree to be as appealing and as relevant to as many students as possible. The new course is slated to be written and submitted to the curriculum committee during the fall semester of 2011. This course could also have great success as an interdisciplinary course where faculty members could participate in team teaching environments with such areas as Anthropology, Sociology and many more.

Benefits:
With the addition of this course being implemented into the degree requirements, we can provide a more comprehensive program in Communication Studies, not only for those students who major in the discipline, but also for those looking to improve their communication skills in the professional realm. Oxnard College just implemented this course and is seeing a lot of interest in the topic by their students.

Request for Resources

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

Find a replacement faculty member who can implement a Forensics Team at Ventura College

Initiative ID

Comm1204

Links to Finding 4

The faculty will be hiring a replacement for Simon Waltzer in the spring of 2012, with a start date of Fall 2012. We are hoping this replacement will take on the task of starting up a Forensics (debate) team here at Ventura College. We could start off small with a Forensics Club and hopefully with funding start an intercollegiate team that would travel to and host other colleges to showcase our students' talents. This is a necessary element to every strong Communication program, without it, we are lacking compared to other schools.

Benefits

Not only will this attract students to the degree and the discipline, but it will also bring notoriety to the campus. It allows for those interested in Argumentation to get practical experience and increases student involvement

Request for Resources

Replacement Personnel

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

Communication Studies Program Review
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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.

The process of putting together the previous program review was already pretty comprehensive; however how that information was distributed and what power it had on the decisions made were never quite clear. This new process was very arduous. The large amounts of data given was difficult to interpret and comprehend. It was also difficult to know how to decipher what the information means to the faculty members as well as the students. Perhaps with the knowledge and experience of going through the new process, it won't be so difficult in future years.