# PROGRAM REVIEW

# COMMUNICATION STUDIES

## 2020

**Compton College**

**September 1, 2020**

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1.  **Overview of the Program**

**Mission Statement for the Communication Studies Program**

**The Communication Studies degree provides students with a thorough foundation in the theory and practice of communication studies in diverse settings. 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.**

**Program Description**

The communication studies program provides students with an introduction to communication studies. The main goals of the program are: to provide students with an overview of the field of communication with exposure to areas such as public speaking, argumentation and debate, interpersonal, intercultural and organizational communication; to fulfill the general oral communication and critical thinking educational requirements for obtaining an Associate degree, or to transfer to a four-year university, as well as to develop personal and professional skills.

**Degrees Offered**

Compton College offers an Associate for Transfer (AA-T) degree in Communication Studies.

**Compton College Major Requirements**

The Compton College major requirements are:

1.  Completion of the core course, COMS 100 Public Speaking.
2.  Completion of 6 units from List A:
    a.  COMS 120    Argumentation and Debate (3)
    b.  COMS 130    Interpersonal Communication (3)
    c.  COMS 140    Small Group Communication (3)
3.  Completion of 6 units that include any course from List A not already completed, AND/OR any of the courses in List B:
    a.  COMS 250    Oral Interpretation of Literature (3)
    b.  COMS 260    Introduction to Intercultural Communication (3)
4.  Completion of 3 units from any of the courses from List A or List B not already completed OR any of the courses in List C:
    a.  COMS 270    Organizational Communication (3)
    b.  ANTH 102    Introduction to Cultural Anthropology (3)

    c. ANTH 104    Language and Culture (3)
    d. ENGL 102     Literature and Composition (3)
    e. ENGL 102H   Honors Literature and Composition (3)
    f. PSYC 101    General Psychology (3)
    g. SOCI 101     Introduction to Sociology (3)

**Total Units: 18**

**Administrative Organization**

At Compton College, the Communication Studies program is under the supervision of the Chair of Fine Arts, Communication and Humanities Guided Pathway, who is under the supervision of the Dean of Student Success. All guided pathways report to the Vice President of Academic Affairs and the President/CEO of Compton Center.

The Communication Studies program is comprised of two full-time faculty and several adjunct faculty who closely follow the official course outlines of record approved by the Compton College Curriculum Committee. The full-time faculty regularly review and update the course outlines of record to maintain currency in textbook selection and compliance with Chancellor requirements. Communication Studies faculty attend division meetings and collaborate on a regular basis, to ensure they evaluate the same student learning objectives, and adhere to the same student learning outcome assessment schedule.

2. **Analysis of Research Data**

The following data was provided by the Institutional Research team at Compton College.

**Overall Enrollment**

Enrollment in the Communication Studies Department has varied in the last four years. Our program experienced an 18% decrease in enrollment from the Fall of 2014 to Fall of 2015; then there was an 18% decrease from Fall 2015 to Fall 2016, a 26% increase from 2016 to 2017, and lastly, a 28% reduction in enrollment from Fall 2017 to Fall 2018. Spring terms on the other hand have remained much more stable, with only mild variations. Student enrollment remained stable from Spring 2015 to Spring 2016, then it experienced a 4% increase from Spring 2016 to 2017, and then a 5% decrease from Spring 2017 to 2018. Lastly, there was a 16% decrease from Spring 2018 to Spring 2019.

There are several factors that may have affected the fluctuation in enrollment, such as the major separation from El Camino College, as well as operating in a thriving economy during these years. We expected a decrease in enrollment once Compton College regained its accreditation and moved to be an independent district. Before the separation students would take

courses on both campuses.  With change comes varying levels of uncertainty, thus, once the separation was official, our college prepared for a 25% maximum decrease in enrollment.  In the end Compton College experienced a 20% decrease in the number of FTES, and a 24% reduction in individual headcount. Furthermore, research shows that enrollment in higher education and the economy tend to have an inverse relationship. When the economy is weak, and fewer jobs are available, more people use that time to gain new skills and further their education; therefore, enrollment tends to increase. On the other hand, when the economy is strong, such as the one our country enjoyed for the last few years, people tend to remain in the workforce and are less likely to enroll in higher education.

   a.  Head count of students in the program

| Communications Head Counts Fall Terms 2014-2018 | | | | | | |
|---|---|---|---|---|---|---|
| | | Term | | | | |
| | | 2014 | 2015 | 2016 | 2017 | 2018 |
| **Term Head Count** | | 515 | 541 | 468 | 536 | 406 |
| | | | | | | |
| **Gender** | F | 337 (65.4%) | 328 (60.6%) | 286 (61.1%) | 317 (59.1%) | 245 (60.3%) |
| | M | 178 (34.6%) | 213 (39.4%) | 182 (38.9%) | 219 (40.9%) | 161 (39.7%) |
| | | | | | | |
| **Ethnicity** | American Indian or Alaska Native | < 5 | < 5 | < 5 | < 5 | < 5 |
| | Asian | 15 (2.9%) | < 5 | 7 (1.5%) | 17 (3.2%) | 10 (2.5%) |
| | Black or African American | 177 (34.4%) | 172 (31.8%) | 128 (27.4%) | 138 (25.7%) | 117 (28.8%) |
| | Latinx | 293 (56.9%) | 346 (64.0%) | 317 (67.7%) | 361 (67.4%) | 254 (62.6%) |
| | Native Hawaiian or Other Pacific Islander | < 5 | < 5 | < 5 | < 5 | < 5 |
| | Two or More Races | 15 (2.9%) | 8 (1.5%) | 7 (1.5%) | 6 (1.1%) | 19 (4.7%) |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Unknown/Non-Respondent | < 5 | < 5 | < 5 | < 5 | < 5 |
| | White | 11 (2.1%) | 5 (0.9%) | 6 (1.3%) | 8 (1.5%) | < 5 |
| | | | | | | |
| Age / Age Group | <17 | < 5 | 40 (7.4%) | 58 (12.4%) | 27 (5.0%) | 27 (6.7%) |
| | 17 | 5 (1.0%) | < 5 | 7 (1.5%) | 19 (3.5%) | 24 (5.9%) |
| | 18 | 34 (6.6%) | 54 (10.0%) | 43 (9.2%) | 33 (6.2%) | 24 (5.9%) |
| | 19 | 79 (15.3%) | 94 (17.4%) | 81 (17.3%) | 81 (15.1%) | 69 (17.0%) |
| | 20 | 73 (14.2%) | 79 (14.6%) | 50 (10.7%) | 74 (13.8%) | 53 (13.1%) |
| | 21 | 66 (12.8%) | 59 (10.9%) | 40 (8.5%) | 53 (9.9%) | 30 (7.4%) |
| | 22 | 41 (8.0%) | 36 (6.7%) | 27 (5.8%) | 36 (6.7%) | 26 (6.4%) |
| | 23 | 22 (4.3%) | 20 (3.7%) | 27 (5.8%) | 35 (6.5%) | 20 (4.9%) |
| | 24 | 24 (4.7%) | 22 (4.1%) | 25 (5.3%) | 30 (5.6%) | 21 (5.2%) |
| | 25-29 | 74 (14.4%) | 62 (11.5%) | 52 (11.1%) | 80 (14.9%) | 57 (14.0%) |
| | 30-39 | 55 (10.7%) | 35 (6.5%) | 37 (7.9%) | 45 (8.4%) | 35 (8.6%) |
| | 40-49 | 27 (5.2%) | 23 (4.3%) | 9 (1.9%) | 17 (3.2%) | 12 (3.0%) |
| | 50-64 | 15 (2.9%) | 11 (2.0%) | 10 (2.1%) | 6 (1.1%) | 7 (1.7%) |
| | 65+ | < 5 | < 5 | < 5 | < 5 | < 5 |
| | | | | | | |
| Class Load | Full-time | 268 (52.0%) | 264 (48.8%) | 233 (49.8%) | 236 (44.0%) | 179 (44.1%) |
| | Part-time | 247 (48.0%) | 277 (51.2%) | 235 (50.2%) | 300 (56.0%) | 227 (55.9%) |
| | | | | | | |
| Education Goal | Basic Skills | < 5 | < 5 | < 5 | < 5 | < 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Degree / Cert Only | 57 (11.1%) | 35 (6.5%) | 42 (9.0%) | 44 (8.2%) | 25 (6.2%) |
| | Enrichment | < 5 | 5 (0.9%) | 7 (1.5%) | 12 (2.2%) | 30 (7.4%) |
| | Intend to Transfer | 305 (59.2%) | 327 (60.4%) | 270 (57.7%) | 308 (57.5%) | 243 (59.9%) |
| | Retrain / Recertify | < 5 | 5 (0.9%) | < 5 | < 5 | 8 (2.0%) |
| | Undecided / Unstated | 148 (28.7%) | 169 (31.2%) | 146 (31.2%) | 170 (31.7%) | 96 (23.6%) |

| Communications Head Counts Spring Terms 2015-2019 | | | | | | |
|---|---|---|---|---|---|---|
| | | **Term** | | | | |
| | | 2015 | 2016 | 2017 | 2018 | 2019 |
| **Term Head Count** | | 503 | 473 | 417 | 426 | 358 |
| | | | | | | |
| **Gender** | F | 298 (59.2%) | 273 (57.7%) | 253 (60.7%) | 275 (64.6%) | 221 (61.7%) |
| | M | 205 (40.8%) | 200 (42.3%) | 164 (39.3%) | 151 (35.4%) | 137 (38.3%) |
| | | | | | | |
| **Ethnicity** | American Indian or Alaska Native | < 5 | < 5 | < 5 | < 5 | < 5 |
| | Asian | 9 (1.8%) | < 5 | 12 (2.9%) | 6 (1.4%) | 11 (3.1%) |
| | Black or African American | 149 (29.6%) | 118 (24.9%) | 94 (22.5%) | 112 (26.3%) | 78 (21.8%) |
| | Latinx | 321 (63.8%) | 335 (70.8%) | 296 (71.0%) | 286 (67.1%) | 249 (69.6%) |
| | Native Hawaiian or Other Pacific Islander | < 5 | < 5 | 5 (1.2%) | 5 (1.2%) | < 5 |
| | Two or More Races | 13 (2.6%) | 8 (1.7%) | 10 (2.4%) | 11 (2.6%) | 13 (3.6%) |
| | Unknown/Non-Respondent | < 5 | < 5 | < 5 | < 5 | < 5 |
| | White | 7 (1.4%) | < 5 | < 5 | 5 (1.2%) | < 5 |

| | | | | | |
|---|---|---|---|---|---|
| **Age / Age Group** | <17 | < 5 | 50 (10.6%) | 61 (14.6%) | 8 (1.9%) | 13 (3.6%) |
| | 17 | < 5 | < 5 | < 5 | 13 (3.1%) | 19 (5.3%) |
| | 18 | 59 (11.7%) | 47 (9.9%) | 61 (14.6%) | 68 (16.0%) | 56 (15.6%) |
| | 19 | 88 (17.5%) | 74 (15.6%) | 71 (17.0%) | 65 (15.3%) | 51 (14.2%) |
| | 20 | 70 (13.9%) | 59 (12.5%) | 62 (14.9%) | 60 (14.1%) | 52 (14.5%) |
| | 21 | 63 (12.5%) | 44 (9.3%) | 31 (7.4%) | 38 (8.9%) | 27 (7.5%) |
| | 22 | 45 (8.9%) | 32 (6.8%) | 29 (7.0%) | 24 (5.6%) | 23 (6.4%) |
| | 23 | 29 (5.8%) | 27 (5.7%) | 16 (3.8%) | 23 (5.4%) | 9 (2.5%) |
| | 24 | 28 (5.6%) | 29 (6.1%) | 6 (1.4%) | 17 (4.0%) | 19 (5.3%) |
| | 25-29 | 48 (9.5%) | 44 (9.3%) | 35 (8.4%) | 54 (12.7%) | 45 (12.6%) |
| | 30-39 | 42 (8.3%) | 33 (7.0%) | 26 (6.2%) | 36 (8.5%) | 27 (7.5%) |
| | 40-49 | 20 (4.0%) | 17 (3.6%) | 11 (2.6%) | 17 (4.0%) | 11 (3.1%) |
| | 50-64 | 10 (2.0%) | 16 (3.4%) | 6 (1.4%) | < 5 | 5 (1.4%) |
| | 65+ | < 5 | < 5 | < 5 | < 5 | < 5 |
| | | | | | | |
| **Class Load** | Full-time | 300 (59.6%) | 240 (50.7%) | 202 (48.4%) | 191 (44.8%) | 185 (51.7%) |
| | Part-time | 203 (40.4%) | 233 (49.3%) | 215 (51.6%) | 235 (55.2%) | 173 (48.3%) |
| | | | | | | |
| **Education Goal** | Basic Skills | < 5 | < 5 | < 5 | 5 (1.2%) | 8 (2.2%) |
| | Degree / Cert Only | 34 (6.8%) | 35 (7.4%) | 24 (5.8%) | 24 (5.6%) | 28 (7.8%) |
| | Enrichment | < 5 | 8 (1.7%) | 6 (1.4%) | 11 (2.6%) | 14 (3.9%) |
| | Intend to Transfer | 359 (71.4%) | 290 (61.3%) | 243 (58.3%) | 289 (67.8%) | 216 (60.3%) |

| | | | | | |
|---|---|---|---|---|---|
| Retrain / Recertify | < 5 | < 5 | < 5 | 6 (1.4%) | < 5 |
| Undecided / Unstated | 104 (20.7%) | 134 (28.3%) | 143 (34.3%) | 91 (21.4%) | 88 (24.6%) |

**Enrollment by Gender**

There were significant gender differences in Fall enrollment. Men consistently under-enrolled every semester. Men represented typically one third of enrollees, with percentages ranging from 34% - 41% in the Fall, and 35% to 42% in the Spring.  These rates are representative of the larger campus student population. Male students at Compton College represent 35% of the overall students, while women represent 65% of all students.

**Enrollment by Ethnicity**

Fall enrollment by ethnicity was a little bit different than the college average. Latinx enrollment in the Communication Studies program was slightly higher than the college average of 61%. During the Fall of 2016 and 2017, Latinx enrollment was the highest, with Latinx students representing 67% of the Communication Studies students. This number decreased to 62.6% during the Fall of 2018, which is highly representative of the college Latinx student population. African American student enrollment in the program has been slightly higher than the college as well. While the college African American enrollment is currently at 23%, African American students in the Communication Studies program represented 27% in 2016, 26% in 2017, and 29% in 2018. The other ethnic groups such as Asian, White, Pacific Islander were very poorly represented, while the college demographics for these groups are 7% Asian, 4% White, and 1% Pacific Islander.

Spring enrollment by ethnicity was similar. Latinx students slightly over-enrolled in the Communication Studies program particularly in 2016 and 2017; they represented 71% of students in 2016 and 2017. In 2018, the number dropped slightly to 67% of students, but it increased again in the Spring of 2019 to 70%. African American students were fairly represented during the Spring semesters, with percentages ranging from 22 to 26%.  Asian students represented 3% of Spring 2017 and 2019, and 1.5% of the 2018 enrollment in our program. Once again, Pacific Islander and White students were very poorly represented.

**Enrollment by Age**

The greatest number of students enrolling in Communication Studies is between the ages of 19 and 21 years old. The second greatest age group is between the ages of 25 and 29 years old, and the third greatest group is between 30 and 39 yeast of age. The numbers were stable between the fall and spring semesters.

**Enrollment by Full-Time/Part-Time Status**

Nearly half of the students in the Communication Studies program attend Compton College part-time, with percentages ranging from 50% to 56% in the Fall, and 48% to 55% in the Spring semesters.

**Enrollment by Educational Goal**

More than half of all students in our program intend to transfer to a four-year university, with percentages ranging from 58% to 68%. Statistics show however slightly higher percentages of intentions to transfer for the spring semesters.  A reason for this is that most students tend to begin attending school in the fall semester. And many of them do not return the following term. However, if a student returned for the spring semester, they may be more committed to pursuing a four-year degree at a CSU or a UC.

Furthermore, slightly fewer students were undecided in the spring semesters than there were in the fall terms. Once again, if students persisted and they returned for the spring semesters, they were more likely to have found a reason to continue attending college, such as identifying a subject of interest, or a major.

Last, about 5.5% to 8% in the Spring and 6% to 9% of students in the Fall pursued a community college degree or certificate.


b. Course grade distribution

When addressing grade distribution, there are a couple of trends worth noting. The first one, is a decrease in the percentage of students who earn a passing grade in Communication Studies courses in the last four years.

In the 2015-2016 year, 33% of Communication Studies students earned As, 29% of students earned Bs, and 11% of students earned Cs for a total of 72% of students earning a passing grade.

In the 2016-2017 school year, 17% of students earned As, 33% of students earned Bs, 19% of students earned Cs, for a total of 69% earning a passing grade.

In the 2017-2018 academic year, 17% of students earned an A, 23% of students earned a B, 26% of students earned a C, to a total of 66% of students earning a passing grade.

In the 2018-2019 school year, 14% of students earned As, 34% of students earned Bs, 18% of students earned C, to a total of 66% of students earning passing grades in Communication Studies courses.

A course-by-course analysis of the grade distribution shows interesting results.

In Coms 1/100 - Public Speaking courses, 28% of students earned As in '15-'16, 23% earned As in '16-'17, 19% earned As in '17-'18, and 30% earned As in '18-'19. B grades remained fairly steady throughout the four years, ranging from 22%-28%. C grades fluctuated slightly more, ranging from 7% to 19%.

In Coms 12/130 - Interpersonal Communication, 32% of students earned As in 15-'16, 8% of them earned As in '16-'17, 15% earned As in '17-'18, and 6% earned As in '18-'19. B grades varied from 20% to 33%, and C grades ranged from 16% to 29%.

In Coms 3/140 - Small Group Communication, students earned As 34% in '15-'16, 7% in '16-'17, 16% '17-'18, and no students earned A grades in '18-'19. In '15-'16 and '16-'17 38% and 39% of students earned Bs, only 16% earned Bs in '17-18, and 60% of them earned Bs in '18-'19, the year that no students earned As. Lastly, 6% of students earned Cs in '15-'16, 24% earned Cs in '16-'17, 36% earned Cs in '17-'18, and 27% earned Cs in '18-'19.

Coms 4/120 - Argumentation and Debate saw similar trends. A grades ranged from 36% in '15-'16, to 28% in '16-'17, 18% in '17-'18, and 20% in '18-'19. B grades ranged from 18% to 36%, and C grades ranged from 8% to 22%.

| School Year | Course ID | A | B | IB | C | IC | P | D | ID | NP | F | IF | RD | DR | W | Total | Success | Retained | Success Rate | Retention Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2014-15 | COMS-1 | 184 | 251 | 0 | 134 | 0 | 0 | 55 | 0 | 0 | 78 | <5 | 0 | 0 | 169 | 874 | 569 | 705 | 65.1 | 80.66 |
|  | COMS-12 | 19 | 11 | 0 | <5 | 0 | 0 | 6 | 0 | 0 | 6 | 0 | 0 | 0 | 11 | 57 | 34 | 46 | 59.65 | 80.7 |
|  | COMS-14 | <5 | 8 | 0 | <5 | 0 | 0 | <5 | 0 | 0 | 0 | 0 | 0 | 0 | <5 | 20 | 15 | 17 | 75 | 85 |
|  | COMS-3 | 21 | 9 | 0 | 6 | 0 | 0 | <5 | 0 | 0 | 6 | <5 | 0 | 0 | 10 | 58 | 36 | 48 | 62.07 | 82.76 |
|  | COMS-4 | 6 | 9 | 0 | <5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 21 | 16 | 16 | 76.19 | 76.19 |
| 2015-16 | COMS-1 | 241 | 233 | <5 | 122 | <5 | 0 | 46 | 0 | 0 | 63 | 0 | 0 | 0 | 155 | 863 | 599 | 708 | 69.41 | 82.04 |
|  | COMS-12 | 22 | 12 | 0 | 10 | 0 | 0 | <5 | 0 | 0 | <5 | 0 | 0 | 0 | 7 | 59 | 44 | 52 | 74.58 | 88.14 |
|  | COMS-14 | <5 | <5 | 0 | <5 | 0 | 0 | 0 | 0 | 0 | <5 | 0 | 0 | 0 | 7 | 22 | 12 | 15 | 54.55 | 68.18 |
|  | COMS-3 | 18 | 20 | 0 | <5 | 0 | 0 | <5 | 0 | 0 | <5 | <5 | 0 | 0 | 9 | 53 | 40 | 44 | 75.47 | 83.02 |
|  | COMS-4 | 13 | 11 | 0 | <5 | 0 | 0 | 0 | 0 | 0 | <5 | 0 | 0 | 0 | 8 | 36 | 27 | 28 | 75 | 77.78 |
| 2016-17 | COMS-100 | 181 | 197 | 0 | 102 | 0 | 0 | 38 | <5 | 0 | 70 | 0 | <5 | 0 | 210 | 800 | 480 | 590 | 60 | 73.75 |
|  | COMS-120 | <5 | 5 | 0 | <5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <5 | 14 | 12 | 12 | 85.71 | 85.71 |
|  | COMS-130 | <5 | 12 | 0 | 6 | 0 | 0 | <5 | <5 | 0 | 5 | 0 | 0 | 0 | 10 | 38 | 21 | 28 | 55.26 | 73.68 |
|  | COMS-140 | <5 | 16 | 0 | 10 | 0 | 0 | <5 | 0 | 0 | <5 | 0 | 0 | 0 | 6 | 41 | 30 | 35 | 73.17 | 85.37 |
| 2017-18 | COMS-100 | 158 | 229 | 0 | 115 | 0 | 0 | 26 | 0 | 0 | 67 | <5 | 0 | 0 | 235 | 831 | 502 | 596 | 60.41 | 71.72 |
|  | COMS-120 | 8 | 8 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | <5 | 0 | 0 | 0 | 15 | 44 | 25 | 29 | 56.82 | 65.91 |
|  | COMS-130 | 9 | 15 | 0 | 15 | 0 | 0 | <5 | <5 | 0 | 5 | 0 | 0 | 0 | 15 | 62 | 39 | 47 | 62.9 | 75.81 |
|  | COMS-140 | <5 | <5 | 0 | 9 | 0 | 0 | <5 | 0 | 0 | <5 | 0 | 0 | 0 | <5 | 25 | 14 | 21 | 56 | 84 |
|  | COMS-260 | 0 | 5 | 0 | 7 | 0 | 0 | <5 | 0 | 0 | 0 | 0 | 0 | 0 | <5 | 16 | 12 | 13 | 75 | 81.25 |

| 2018-19 | COM S-100 | 200 | 147 | 0 | 47 | 0 | 0 | 21 | 0 | 0 | 69 | <5 | <5 | 0 | 183 | 669 | 394 | 486 | 58.89 | 72.65 |
|---------|-----------|-----|-----|---|----|---|---|----|---|---|----|----|----|---|-----|-----|-----|-----|-------|-------|
| | COM S-120 | 7 | 7 | 0 | <5 | 0 | 0 | 0 | 0 | 0 | <5 | 0 | 0 | 0 | 18 | 35 | 15 | 17 | 42.86 | 48.57 |
| | COM S-130 | <5 | 17 | 0 | 13 | <5 | 0 | <5 | 0 | 0 | <5 | 0 | 0 | 0 | 12 | 52 | 34 | 40 | 65.38 | 76.92 |
| | COM S-140 | 0 | 9 | 0 | <5 | 0 | 0 | <5 | 0 | 0 | 0 | 0 | 0 | 0 | <5 | 15 | 11 | 12 | 73.33 | 80 |

c.  Success rates - set a success standard for your program.

Student success refers to students completing a course with a passing grade of C or better. Our program had a standard success set at 61% and our 5-year average is 63%. This looks like a win at a first glance. However, when disaggregating the data, our program has had a downward success trend, starting with an almost 70% success rate in 2015-16, which decreased to a 61% success rate in the next two academic years, and slipping even lower to a 59% success rate in 2018-19, below the department's standard. This downward trend is of great concern.

| | |
|---|---|
| **Program Success Standard*** | *60.96%* |
| **5-year Program Success Average** | *63.03%* |

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

| Year | *Total Grades* | Success Rate |
|------|----------------|--------------|
| **2014-15** | *1030* | 65.05% |
| **2015-16** | *1033* | 69.89% |
| **2016-17** | *893* | 60.81% |
| **2017-18** | *978* | 60.53% |
| **2018-19** | *771* | 58.88% |

Overall, the percentage of students passing Communication Studies courses has decreased from 70% in 2015-2016, to 61% in '16 –'17 and '17-'18, and to 59% in 2018-2019.

Several factors could influence these numbers. One, starting with the 2016-2017 academic year, a new full-time faculty was added to the department. It is possible that the full-time faculty have higher standards than some of the adjuncts.

A course-by-course analysis of the grade distribution reveals that students do not succeed equally in all Communication Studies Courses. In Coms-1/100, Public Speaking courses, 69% of students earned passing grades in 2015-2016, 61% of students passed the class in 2016-2017, 66% passed in 2017-2018, and 62% passed in 2018-2019. Overall, Coms-100 had a 65% pass rate over the 4-year cycle. Public Speaking is the course with the lowest overall pass rate out of all our Communication courses. One reason for this lowpass rate is that public speaking is one of the greatest fears of all Americans. Furthermore, research has found that the current generation of students is experiencing higher rates of anxiety compared to previous generations. Starting with a base level of anxiety higher than that found in previous decades and attempting a course that is associated with higher anxiety than that produced by other courses, many students experience difficulty completing the course with a passing grade.

In Coms 12/130 - Interpersonal Communication, 66% of students earned passing grades during the 2015-2019 academic years, with percentages ranging from 69% success rate in 2015-2016, a low success rate of 56% in 2016-2017, to 73% success rate in 2017-2018, and 64% success in 2018-2019. Starting with 2016-2017, the new full-time faculty in the department has been the only one to teach this course. It is possible that since 2016-2017 was the professor's first year at Compton College, there was an adjustment period, given that the next year, the success rate went up significantly to 73% in 2017-2018. There was however a dip in the success rate to 64% for the 2018-2019 academic year. There is no specific explanation for the dip; the instructor will reassess the course success strategies and attempt to improve the rates.

Coms 4/120 - Argumentation and Debate had a success rate of 67% over the four academic years from 2015-2019. During the 2015-2016 year, the success rate was 75%, it then increased significantly to 86% during the next year of 2016-2017; there was a sharp decrease in success in 2017-2018 to 56%, and then another decrease to 51% in the '18-'19 school year. The lead full-time faculty member has been the only one to teach this course. Course success strategies have varied very little during this 4-year cycle. At best, one can only theorize as to what the particular variable is which contributes to a student not passing this course. Poor attendance greatly affects success rates in this course as most every day of the semester students are engaged in assignments worth points. If a student is absent, the student will not be able to make up the missed assignments as the assignments involve group engagement – an activity which cannot be replicated as an individual. If a second COMS 120 course was offered every semester, a student would have the flexibility to make up an absence and subsequent assignments by attending the

other section of the course. However, COMS 120 was assigned 2 sections only one-time since the lead professor began teaching for the department in 2013. The Spring of 2020 FYE students enrolled in COMS 120 for the first time instead of COMS 100 to fulfill the oral communication GE transfer requirement. Another possible reason why some students may not succeed is whether or not the student has successfully passed a college writing course. In general, students who have not taken a college writing course, struggle greatly as COMS 120 is a research intense course. The ability to gather, analyze, and synthesize credible research is crucial to this course which fulfills the Area A3 Critical Thinking requirement for transfer. The lead professor emphasizes this fact during the first week of the semester so that students are aware of the rigor required to pass the course. In years past the course catalog and course syllabus made mention of a "recommended perquisite" of college writing completion. But the other side of this issue has to do with our ever-decreasing enrollment numbers campus- wide. Classes are cut prior to the beginning of each semester if a minimum amount of students are not enrolled in the class. As with all faculty, there is a sense of relief when a class makes and when the first couple of weeks of instruction brings students wanting to add the class. However, of these students who have not taken a college writing class, do we prevent them from taking the course because of the high odds of not succeeding or do we encourage them to stay and try their best? The ethical quandary lies in what is best for the student versus what is best for the department/college in terms of enrollment numbers. Our goal as a department is for all of our students to succeed and our faculty go above and beyond the call of duty as far as meeting with students outside of class time for tutoring, communicating via email, text, or phone to clarify assignments and assist in getting students up to speed. But of our students do not have the basic skills needed to pass a course like COMS 120, all of our assistance and attention may not always do the trick no matter how good our intentions are for students to pass the course. When students do not pass the course, it is painful and honestly, makes one question as a professor what one did wrong or what could we have done to rescue the student from failure. This report also begs the question but as the lead professor of this course I do not have a verifiable answer as to what else can be done for this set of students.

One last identifiable variable of success are students who have previously taken Public Speaking and/or are Communication Studies majors. This set of students tend to succeed in this course as they start the course with a set of developed skills needed to pass the course.

Coms 3/140 - Small Group Communication is the course with the highest success rate in our department. It has a 71% success rate average for the four years 2015-2019. This course has also seen a steady decrease in student success from 78% in 2015-2016, to 70% in '16-'17, 68% in '17-'18, and 67% in '18-'19.  Once again, while in the 2015-2016 academic year the course was taught by adjunct instructors, starting with 2016, potential higher rigor could have affected the success rates, however a continued decline is worrisome, and will be carefully analyzed and addressed.

Overall, the faculty in the Communication Studies department will carefully analyze the courses they teach and make adjustments as necessary, to better reach their student population.

**Communication Studies Success Rate**

| Ethnicity | Fall 14 | Spring 15 | Fall 15 | Spring 16 | Fall 16 | Spring 17 | Fall 17 | Spring 18 | Fall 18 | Spring 19 |
|---|---|---|---|---|---|---|---|---|---|---|
| Asian | 86.67% | <5 | <5 | <5 | <5 | 75.00% | 77.78% | 50.00% | 80.00% | 90.91% |
| Black | 64.25% | 62.09% | 57.30% | 74.80% | 49.22% | 64.21% | 45.07% | 60.34% | 52.94% | 51.90% |
| Latinx | 64.29% | 66.56% | 67.05% | 77.35% | 61.88% | 63.67% | 64.01% | 62.50% | 57.25% | 62.40% |
| American Indian / Alaskan Native | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 |
| Pacific Islander | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 |
| Two or More | 60.00% | 69.23% | 63.64% | 75.00% | 42.86% | 40.00% | 33.33% | 61.54% | 66.67% | 61.54% |
| White | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 |
| Unknown or Decline | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 |
| | | | | | | | | | | |
| **GENDER** | Fall 14 | Spring 15 | Fall 15 | Spring 16 | Fall 16 | Spring 17 | Fall 17 | Spring 18 | Fall 18 | Spring 19 |
| F | 65.68% | 66.67% | 65.37% | 78.06% | 60.98% | 67.06% | 60.99% | 64.54% | 59.68% | 65.47% |
| M | 63.33% | 63.11% | 61.40% | 75.12% | 54.35% | 58.08% | 57.01% | 57.24% | 52.76% | 54.01% |
| | | | | | | | | | | |
| **Age/Age Group** | Fall 14 | Spring 15 | Fall 15 | Spring 16 | Fall 16 | Spring 17 | Fall 17 | Spring 18 | Fall 18 | Spring 19 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| <17 | <5 | <5 | 75.00 % | 90.00 % | 68.97 % | 78.69 % | 92.59 % | 87.50 % | 62.96 % | 76.92 % |
| 17 | <5 | <5 | <5 | <5 | <5 | 0.00% | 84.21 % | 84.62 % | 66.67 % | 73.68 % |
| 18 | 68.57 % | 66.10 % | 57.41 % | 82.98 % | 48.84 % | 60.66 % | 54.55 % | 64.71 % | 37.50 % | 62.50 % |
| 19 | 60.00 % | 63.74 % | 64.21 % | 69.33 % | 54.32 % | 65.28 % | 58.54 % | 60.61 % | 53.62 % | 54.90 % |
| 20 | 69.86 % | 69.01 % | 67.09 % | 68.85 % | 54.90 % | 60.32 % | 53.33 % | 53.23 % | 50.00 % | 43.40 % |
| 21 | 62.12 % | 63.49 % | 58.33 % | 70.45 % | 57.50 % | 50.00 % | 50.00 % | 61.90 % | 63.33 % | 33.33 % |
| 22 | 58.54 % | 65.96 % | 60.53 % | 77.78 % | 37.04 % | 53.33 % | 67.57 % | 54.17 % | 46.15 % | 73.91 % |
| 23 | 72.73 % | 41.38 % | 65.00 % | 78.57 % | 48.15 % | 58.82 % | 51.43 % | 43.48 % | 45.00 % | 55.56 % |
| 24 | 62.50 % | 71.43 % | 68.18 % | 72.41 % | 52.00 % | 33.33 % | 43.33 % | 64.71 % | 66.67 % | 68.42 % |
| 25-29 | 71.62 % | 71.43 % | 57.81 % | 82.22 % | 62.96 % | 54.29 % | 55.56 % | 69.09 % | 63.79 % | 77.78 % |
| 30-39 | 58.93 % | 75.00 % | 71.05 % | 79.41 % | 75.68 % | 84.62 % | 67.39 % | 66.67 % | 68.57 % | 60.71 % |
| 40-49 | 70.37 % | 55.00 % | 60.87 % | 64.71 % | 77.78 % | 72.73 % | 63.16 % | 52.94 % | 58.33 % | 81.82 % |
| 50-64 | <5 | <5 | 63.64 % | <5 | <5 | <5 | <5 | <5 | <5 | <5 |
| 65+ | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 | <5 |

## Success by Gender

Looking at the data, one can easily notice that women are succeeding at higher rates in the Communication Studies department compared to men, and as the years passed, the gender gap became more pronounced. If in the Spring of 2015 and 2016 women were succeeding by only 3% more than men, by Spring of '17 the gender gap went up to 9%, and in the Spring of '19, it went all the way to 11%. Fall semesters on the other hand tend to have a lower gender gap than the Spring semesters. In the Fall of '15, the gender gap was 4%, it went up to 6% in the Fall of '16, dropped down to 4% in the Fall of 17, and then went up to 7% in the Fall of '18. The gender gap is not atypical of that of the college and of the

nation. Currently women are both enrolling in higher numbers in higher education, they are succeeding in higher numbers, and graduating in higher numbers. As a department however, we need to be mindful of the strategies we employ that could be more effective to women, and less effective to men. It is worth noting that most men attending Compton College are men of color, which is one of the groups succeeding the least nation-wide, often due to financial constraints as well as other stressors that affect them in particular ways. But this is the topic of the next section of the Program Review.

**Success by Ethnicity**

Looking at our disaggregated success rates, it is easy to notice that not all ethnic groups are succeeding equally. Latinx students tend to succeed at higher rates than Black students. In the Fall of '15, 67% of Latinx students succeeded, followed by the Two or More races group which succeeded at a 64% rate, and then Black students who succeeded at a 57% rate, a 10% difference compared to Latinx students. In the Spring of 2016, all these three groups of students succeeded very similarly, with a 77% success rate for Latinx, 75% for Two or More, and 74% for Black students. The next term, in the Fall of '16 there was a larger gap once again, with Latinx student success rate at 61%, 49% for Black students, and 43% for Two or More.

Starting with the Spring of '17, the gap decreased significantly, and our department started having a few more Asian students as well. In the Spring of 2017, both Latinx and Black students had a success rate of 64%, Two or More races students had a low rate of 75%, and Asian students succeeded at a 75% rate, higher than all other groups. The gap was pronounced again in the Fall of '17, with a 64% success rate for Latinx students, a low 45% success rate for Black students, an even lower 33% rate for Two or More races students, and a 78% success rate for Asian students. In the Spring of 2018, the gap diminished once more, with Latinx students succeeding at a 63% rate, Black students succeeding at a 60% rate, Two or More races students succeeding at a 62% rate, and Asian students experienced a very low success rate of 50%. The gap remained fairly small for the next semester for Latinx and Black students, of 57% and 53% respectively, and 67% for Two or More races students. On the other hand, Asian students succeeded at a high rate of 80%.  In the Spring of '19, Black students succeeded a higher rate than Latinx students by 10%, with a success rate of 62%. Latinx students succeeded at a rate of 52%, Two or More races students succeeded at a 62% rate, and Asian students experienced the higher success rate with 91%.

Looking carefully at the data shows that the ethnic gap is much more pronounced in the Fall semesters than in the Spring terms.

**Success by Age**

The disaggregated data by age shows interesting trends. Students who were less than 17-year-old, who are high school students tend to succeed at higher rates than traditional college students. This is not unusual, as high school students typically only attend school, but they do not also have jobs and many of the other life pressures of older students. Traditional college students 17–20-year-old had some of the lowest success rates. Many students attend college due to being expected to attend by their high school teachers, their families, or because they see their friends enrolling in college, but not because they are personally motivated to do so, or due to a personal goal. This often translates into low motivation to achieve high grades. Furthermore, the rates of success were lower in the Fall semesters than in the Spring terms. Typically, students start attending college in the Fall, and if they are not intrinsically motivated, they will not perform very well.  If students return in the Spring, they may have identified some reason to return,

and might be more motivated when they do. Students who were 20-24 years of age succeeded at slightly higher rates than 17–20-year-olds, but not by much. Typically, as students mature, they will be more conscientious and take their tasks more seriously. On the other hand, older students, 30-39 and 40-49, also known as returning students, had higher rates than those of 17-20- and 20–34-year-olds. Returning students are the most mature of all groups, they have already tried living life without a college degree and have also experienced the limitations of doing so. Therefore, when they come to college at a later age, they have a very good reason for being there, such as having a particular career in mind, or simply wanting the opportunity to earn promotions or be considered for jobs they currently are unqualified to apply for. This translates into high motivation and in turn, higher success rates.

a. Retention rates

Although our rates have been experiencing a downward trend over the last four years, retention rate in the Communication Studies department has remained above 70%. Out of all of the Communication Studies courses we offer, Public Speaking is one of the courses with consistently lower retention. This does not come as a surprise, when many students experience high anxiety associated with public speaking interactions. Some students attempt taking the course, and find their level of fear is too great and some give up before they have a chance to build the skills to manage their anxiety. Our second course, for the years 2016-2018 was Interpersonal Communication, COMS-130. Once again, the instructor teaching the course is a faculty who was hired at Compton College in 2016. As a new full-time faculty member at Compton College, there was an adjustment period. One last course that has experienced lower retention rates in the last couple of years is Argumentation and Debate, COMS-120. This course is a higher-level course, requiring more critical thinking than any of our other courses. The faculty in the Communication Studies department are re-evaluating their courses and assessing what changes might be necessary to bring retention rates up.

| Year | Total Grades | Retention Rate |
|------|------|------|
| 2014-15 | 1030 | 80.78% |
| 2015-16 | 1033 | 81.99% |
| 2016-17 | 893 | 74.47% |
| 2017-18 | 978 | 72.19% |
| 2018-19 | 771 | 71.98% |

d. Enrollment statistics with section and seat counts and fill rates.

As evidenced by the table below, enrollment has been declining for the last few semesters. This trend however is a College trend, a State trend, and a National trend, not merely a Communication Studies department trend. As the economy was at its peak, fewer students were enrolling in college, as there were many job available, so many joined the workforce. In addition, the College then started its transition from El Camino College. Change tends to bring uncertainty, and that further negatively impacted enrollment numbers. There is no evidence that the numbers in the table below are a result of any intrinsic problems of the Communication Studies department.

**COMS**

| Term | Fill Rate |
|------|-----------|
| Fall 2014 | 94.50% |
| Fall 2015 | 90.12% |
| Fall 2016 | 82.34% |
| Fall 2017 | 90.37% |
| Fall 2018 | 86.71% |
| Spring 2015 | 100.20% |
| Spring 2016 | 89.87% |
| Spring 2017 | 81.00% |
| Spring 2018 | 81.89% |
| Spring 2019 | 70.76% |

e. Scheduling of courses (day vs. night, days offered, and sequence)

Our students indicated most of them prefer day classes. Very few students, only 5.5% - 16% are interested in evening classes. Morning classes, such as those offered at 8 am tend to fill out the most, and the later in the day classes are offered, it seems like the fewer the students. Regarding the sequencing of our courses, we ensure all courses are offered within a 2-year span, offering higher demand classes that fulfill specific General Education requirements such as Public Speaking and Argumentation and Debate every semester, and alternating some of the other courses such as Small Group and Intercultural Communication between the Spring and the Fall semesters.

**COMS Enrollment by Time of Day**

| Ter m | Fall 14 | Spring 15 | Fall 15 | Spring 16 | Fall 16 | Spring 17 | Fall 17 | Spring 18 | Fall 18 | Spring 19 |
|---|---|---|---|---|---|---|---|---|---|---|
| Day | 84.17 % | 86.13% | 90.91 % | 93.17% | 87.05 % | 94.55% | 84.93 % | 93.55% | 93.19 % | 93.33% |
| Nig ht | 15.83 % | 13.87% | 9.09 % | 6.83% | 12.95 % | 5.45% | 15.07 % | 6.45% | 6.81 % | 6.67% |

### f. List any related recommendations.

While it is a challenge to accurately pinpoint the exact cause as to why our students have decreased success rates during this review cycle, at best we can offer suggestions based on conjecture. Both full-time faculty are open-minded and willing to apply any suggestions or implement strategies yet to be discovered at the time of the writing of this report. These decreased success rates call into questions legitimate concerns such as "*What are we doing wrong?" "Have we changed our methods so much within the last four years that said changes result in fewer students passing our classes?"* Knowing our exemplary work ethic, creativity, and commitment to our students via offering our academic best from term to term, is this not enough and if so, why?" With this in mind, our department will commit to the following recommendations:

1. Full-time faculty to meet on a monthly basis to discuss successes and challenges in our courses for the purpose of making any needed adjustments. Adjuncts will be invited to these meetings but will not be required to attend due to limited availability based on teaching commitments at other campuses.
2. Continue to participate in professional development activities aimed at increasing equity and inclusion for our students.
3. Collaborate with our department chair and dean to implement effective modes of communication with counselors for the purpose of persuading said counselors to include more Communication Studies courses in the Education Plan of students.
4. Coordinate pre and post semester grade norming workshops with all faculty.
5. Participate in the hiring process of all adjuncts and actively observe and consult as needed.
6. Consult with colleagues from other colleges to explore their best practices of teaching Communication Studies courses.

### 3. Curriculum

We would like to provide our students with the opportunity to have an increased variety of Communication Studies courses to choose from. We would particularly like to add Organizational Communication to the course sequencing in our department. This course would be very beneficial to all our Compton College students, to prepare them for the workforce. They will learn to master job interviewing, navigating the workplace culture, presenting themselves in a professional way, and ensuring they not only secure employment, but that they thrive in the workplace. In addition, we would like to offer Oral Interpretation of Literature. This course would be vital if our department is planning to someday have a Speech and Debate team. Students would be able to polish their delivery skills, and compete in Speech and Debate tournaments, the way they do at the end of the Argumentation and Debate class. This provides them with the added advantage of returning with medals and certificates, rewarding them for the hard work.

Regarding the courses we are currently offering, we are transitioning all our courses to using Open Educational Resources as textbooks. We want our students to have access to quality materials at no cost to themselves. Since we value the diversity of our students and their individual unique life experiences, we are also ensuring we touch on issues of diversity, equity, and inclusion in each of our courses, and provide students with opportunities to share their personal stories.

## 4. <u>Assessment of Student and Program Learning Outcomes (SLOs & PLOs)</u>

The alignment grid for Communication Studies is featured below. It shows how course, program and institutional learning outcomes are aligned. Worthy of mention is the fact that all PLOs support two specific ILOs: the first emphasizing critical thinking, and the second, communication. The core objective of communication studies course learning outcomes is to provide students with a thorough foundation in the theory and practice of communication studies 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, and argumentation. Subsequently, although the alignment grid below indicates all courses align with ILO #1 – Critical Thinking and ILO #2 – Communication, faculty discretion determines whether ILO #3 – Community and Personal Development, and ILO #4 – Information Literacy, are duly emphasized. All 15 course SLOs align with PLO #1 – Ethos, Pathos, Logos; 12 course SLOs align with PLO #2 – Symbolic Nature; and 8 course SLOs align with PLO #3 – Verbal and Nonverbal Communication. Except for COMS 100 Public Speaking, when defining SLO assessment methods and timing, faculty work independently. The reason for this is because our small department only offers one section of all other courses per semester. Working in tandem, communication studies faculty agree with implementation of the course SLO statements listed in the 4 – Year Timeline Report.

# FINE ARTS, COMMUNICATIONS, and HUMANITIES

## Institutional (ILO), Program (PLO), and Course (SLO) Alignment

| Program: **Communication Studies** | Number of Courses: 5 | Date Updated: 07-30-2020 | Submitted by: Liza A. Rios |
|---|---|---|---|

| | 1. Critical Thinking | 2. Communication | 3. Community and Personal Development | 4. Information Literacy |
|---|---|---|---|---|
| **ILOs** | *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.* | *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.* | *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.* | *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose.* *Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.* |

**SLO-PLO-ILO ALIGNMENT NOTES:**

*Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.*

*DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.*

| **PLOs** | PLO to ILO Alignment *(Mark with an X)* | | | |
|---|---|---|---|---|
| | **1** | **2** | **3** | **4** |
| **PLO #1 Ethos, Pathos, and Logos** <br><br> Upon completion of the program, students should be able to conduct sound research and describe and demonstrate basic concepts of rhetorical theory related to ethos, pathos, and logos. | X | X | | X |
| **PLO #2 Symbolic Nature** <br><br> Upon completion of the program, students should be able to explain the symbolic nature of communication and how culture influences communication in individual, group, and business interactions. | X | X | X | X |
| **PLO #3 Verbal and Non-verbal Communication** | | | | |

| | SLO to PLO Alignment (Mark with an X) | | | COURSE to ILO Alignment (Mark with an X) | | | |
|---|---|---|---|---|---|---|---|

| Upon completion of the program, students should be able to demonstrate advanced proficiency in verbal and non-verbal communication skills in speech and forensics settings | X | X | X | |

| **SLOs** | **SLO to PLO Alignment** *(Mark with an X)* | | | **COURSE to ILO Alignment** *(Mark with an X)* | | | |
|---|---|---|---|---|---|---|---|
| | **P1** | **P2** | **P3** | **1** | **2** | **3** | **4** |
| **COMS 100 Public Speaking: SLO #1** — Identify /describe concepts and theories related to public speaking (exam) | X | X | | X | X | X | X |
| **COMS 100 Public Speaking: SLO #2** — Prepare, present, and evaluate an audience-based informative and persuasive speech containing an organized outline, credible research, and a citation page. (Two presentations) | X | | X | X | X | X | X |
| **COMS 100 Public Speaking: SLO #3** — Demonstrate and evaluate verbal and nonverbal delivery skills in concert with course instructions. (Application) | X | X | X | X | X | | X |
| **COMS 120 Argumentation and Debate SLO #1** — Identify/describe theories/concepts related to argumentation (exam) | X | | X | X | X | | X |
| **COMS 120 Argumentation and Debate SLO #2** — Identify/describe sound and fallacious reasoning (exam/debate evaluation) | X | | X | X | X | | X |
| **COMS 120 Argumentation and Debate SLO #3** — Demonstrate effective use of evidence in arguments in concert with course instructions (presentation) | X | X | X | X | X | X | X |
| **COMS 130 Interpersonal Communication SLO #1** | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Identify/describe various theories/concepts related to interpersonal communication (exam) | X | X | | X | X | X | X |
| | | | | | | X | |
| **COMS 13O Interpersonal Communication SLO #2**<br><br>Demonstrate effective conflict prevention/management skills in a given context (class activity) | X | X | | X | X | | |
| **COMS 130 Interpersonal Communication SLO #3**<br><br>Apply selected theory/concept to a given context (written or presentation) | X | X | X | X | | | X |
| | | | | | X | | |

The following is a timeline for course and program level SLO assessments for the period starting Fall 2017 and ending Spring 2020. The five courses in Communication Studies, each have three SLOs to be assessed. The assessment cycle for COMS 100, 102, 130, and 140 routinely takes place every fall semester with one SLO per fall semester being assessed, thus 3 consecutive fall semesters for all 3 SLOs to be completed. However, the Communication Studies department at El Camino College changed the SLO's during the fall semester of 2017 which led to our department assessing the first of the new SLOs during spring of 2018. COMS 260, only offered during spring semesters, follows a different pattern of assessment because of its limited offering. Of note is during the spring semester of 2019, COMS 260 was cancelled due to low enrollment which means 2 SLOs were assessed spring 2020 to stay on track with the assessment cycle. At the conclusion of the four-year cycle, all 15 SLOs were evaluated. Furthermore, department faculty have flexibility when evaluating SLOs more frequently than suggested by this timeline. Additional assessments aids faculty in confirming the effectiveness of new teaching methodologies during regularly implemented evaluation processes such as presentations, exams, writing assignment, or other class projects. These supplemental SLO evaluations are achievable now that a much needed and appreciated new full-time instructor was hired in 2016, thereby assisting in implementing this assessment cycle.

 Compton College Communication Studies department offers 5 courses (COMS 100, COMS 120, COMS 130, COMS 140, COMS 260.) All 15 of the course SLOs were assessed (100%). Our SLO success rates are quite good. In every course we consistently met all three outcomes. There are many variables which can affect success rates for SLOs. Two such variables include the quantity and quality of instructors and their instruction.  For example, COMS 120,130, 140, & 260 are taught solely by our 2 full time faculty. Our full-time faculty have frequent and open communication and often share tales of both success and obstacles in the classroom or with assignments. Being in proximity is convenient for faculty and fortifies the amount of communication. This exchange of teaching strategies enables faculty to make changes to curriculum thus improving the learning outcomes. Another factor linked to success rates is assessing students towards the end of semester rather than toward the beginning or middle of the term. The introductory phrase for each SLO is "Upon completion of the course students will be able to…" meaning students should be assessed once most of the term is complete. While our

results are exceptionally good, there is always room for improvement. Specifically, all COMS courses require a minimum number of presentations (individual and/or group). Our SLOs informed us that students need to improve in 3 areas: research, outline construction, and eye contact. To improve research outcomes, students are now required to submit their research prior to a scheduled presentation to allow for feedback for improvement. A similar strategy was implemented for improvement of outline construction. Students are now required to hand in a completed rough draft of the presentation outline to allow for feedback and improvement. To improve eye contact during presentations, faculty scheduled practice workshops allowing students to present speeches in small groups where all students participated in evaluating all aspects of the speech including eye contact. During these small group practice sessions, faculty serve as facilitators engaging as needed with groups to provide additional input for improvement and to support student efforts. Faculty will also continue to instill in students the value of practicing presentations outside of class and prescribing amount of time needed to practice and optimum practice environments.  Another curriculum commonality in all our courses are quizzes and exams. To improve success rates, faculty will dedicate a portion of the class session before the quiz or exam is given to review key ideas and concepts which will be on the quiz or exam.

## COMM Course SLO A 4 Year Timeline

| Unit Name | Course SLO Assessment Cycle | Course ID | Course Name | Course SLO Title | Course SLO Statement |
|---|---|---|---|---|---|
| Course SLOs (FACH) - Communication Studies | 2016-17 (Fall 2016) | COMS 100 (formerly COMS 1) | Public Speaking | SLO #3 Reasoning and Evidence | Upon completion of the course, students should be able to demonstrate and evaluate verbal and nonverbal delivery skills in concert with course instructions. |
| | 2016-17 (Fall 2016) | COMS 140 (formerly COMS 3) | Small Group Communication | SLO #3 Group Presentation | Design, create, and perform a group presentation employing a small-group communication theory/concept (group presentation) |
| | 2017-18 (Spring 2018) | COMS 100 (formerly COMS 1) | Public Speaking | SLO #1 Knowledge of course content | Upon completion of the course, students should be able to identify /describe |

| | | | | | concepts and theories related to public speaking. |
|---|---|---|---|---|---|
| | 2017-18 (Spring 2018) | COMS 120 (formerly COMS 4) | Argumentation and Debate | SLO #1 Theory application | Upon completion of the course, students will be able to apply selected theory/concept to a given context. |
| | 2017-18 (Spring 2018) | COMS 130 (formerly COMS 12) | Interpersonal Communication | SLO #1 Knowledge of course content | Upon completion of the course, students will be able to Identify/describe various theories/concepts related to interpersonal communication. |
| | 2018-19 (Fall 2018) | COMS 100 (formerly COMS 1) | Public Speaking | SLO #2 Research, organize, & present | Upon completion of the course, students should be able prepare, present, and evaluate an audience-based informative and persuasive speech containing an organized outline, credible research, and a citation page. |
| | 2018-19 (Fall 2018) | COMS 120 (formerly COMS 4) | Argumentation and Debate | e SLO #2 Reasoning & fallacies | Upon completion of the course, students should be able to identify/describe sound and fallacious reasoning |
| | 2018-19 (Fall 2018) | COMS 130 (formerly COMS 12) | Interpersonal Communication | SLO #2 Conflict management | Upon completion of the course, students will be able to demonstrate effective |

| | | | | | conflict prevention/mana gement skills in a given context. |
|---|---|---|---|---|---|
| | 2018-19 (Fall 2018) | COMS 140 (formerly COMS 3) | Small Group Communication | SLO #1 Knowledge of course content | Upon completion of the course, students should be able to identify/describe theories/concept s related to small group dynamics. |
| | 2018-19 (Fall 2018) | COMS 140 (formerly COMS 3) | Small Group Communication | SLO #2 Theory application | Upon completion of the course, students should be able to create group identity and culture using a small-group communication theory/concept in concert with course instructions |
| | 2019-20 (Fall 2019) | COMS 100 (formerly COMS 1) | Public Speaking | SLO #3 Reasoning and Evidence | Upon completion of the course, students should be able to demonstrate and evaluate verbal and nonverbal delivery skills in concert with course instructions. |
| | 2019-20 (Spring 2020) | COMS 120 (formerly COMS 4) | Argumentation and Debate | SLO #3 Demonstrate effective use of evidence in concert with course instructions | Demonstrate effective use of evidence in concert with course instructions |
| | 2019-20 (Spring 2020) | COMS 130 (formerly COMS 12) | Interpersonal Communication | SLO #3 – Apply selected theory/concept to a given context | Upon completion of the course, students will be able to demonstrate effective use of evidence in arguments in |

| | | | | | concert with course instructions. |
|---|---|---|---|---|---|
| | 2019-20 (Spring 2020) | COMS 140 (formerly COMS 3) | Small Group Communication | SLO #3 Group Presentation | Design, create, and perform a group presentation employing a small-group communication theory/concept (group presentation) |
| | 2019-20 (Spring 2020) | COMS 260 (formerly COMS 14) | Introduction to Intercultural Communication | SLO #1 Knowledge of course content | Upon completion of the course, students should be able identify/describe theories/concepts related to intercultural communication. |
| | 2019-20 (Spring 2020) | COMS 260 (formerly COMS 14) | Introduction to Intercultural Communication | SLO #2 Apply theories/concepts | Apply theories/concepts to different cultural contexts (written or presentation) |
| | 2019-20 (Spring 2020) | COMS 260 (formerly COMS 14) | Introduction to Intercultural Communication | SLO #3 Cultural contexts | Prepare and present various cultural contexts to a selected country/culture (presentation) |

**List any related recommendations.**

Faculty agreed for future SLO assessments beginning the fall semester of 2020, the forecasted percent success rate will be increased from the 70th percentile to the 80th percentile. Faculty are confident these success rates will be met based on our success in the past with meeting SLO's. To meet this goal, it is imperative for the lead faculty member to reach out to COMS 100 Public Speaking adjunct faculty prior to the beginning of each term to relay "action" needed for each SLO based on the finding of prior assessments. This can be accomplished by hosting a grade norming meeting with all faculty the early weeks of August and February. At minimum, a detailed group email outlining action needed can also be utilized. Our turn around rate of adjunct faculty is unfortunately high. The main reason is because of the dismal hourly rate paid to Compton College adjuncts. With the exception of one college in a remote area of California, Compton College pays the lowest rate in the state to its adjuncts even though the college is in a metropolitan area. This has a negative impact on our students as we are not able to keep quality instructors in our adjunct pool when adjuncts can be compensated elsewhere at a higher rate.   It is our hope that the district

will seriously consider the link between pay rate and quality/expert level of adjuncts and turn around rate.

5. **Analysis of Student Feedback**

The following is a report generated by Institutional Research and Planning from a student survey administered in Spring 2020 soliciting feedback on a number of questions ranging from declared major and level of basic skills preparation to learning modality and course scheduling and delivery preferences.

**Communication Studies**
**Program Review Student Survey**
**Spring 2020**
**N = 159**

Q2: Your major is: - Selected Choice

| | Total |
|---|---|
| Total Count | 159 |
| | |
| Communications Studies | 23 |
| Anthropology | 0 |
| English | 4 |
| Ethnic Studies | 0 |
| History | 0 |

| | |
|---|---|
| Music | 1 |
| Political Science | 3 |
| Sociology | 8 |
| Spanish | 1 |
| Studio Art | 2 |
| Women's Studies | 0 |
| I don't have a major | 14 |
| Other | 103 |

| Q3: What is the highest level of English you have completed? - Selected Choice | Total |
|---|---|
| Total Count | 159 |
| | |
| English 101 or English 101S | 93 |
| English RWA | 2 |
| Not sure | 16 |
| I have not taken English yet | 9 |
| Other | 39 |

| Q22: What is the highest level of math you have completed? - Selected Choice | |
|---|---|

| | Total |
|---|---|
| Total Count | 159 |
| | |
| Math 73- Intermediate Algebra for General Education | 33 |
| Math 130- College Algebra | 12 |
| Math 150- Elementary Statistics with Probability | 51 |
| Other | 32 |
| I have not taken math yet | 25 |
| Not sure | 6 |

**Q4: What time of the day do you prefer to take courses at Compton College?**

| | Total |
|---|---|
| Total Count | 159 |
| | |
| Morning (8-11:00 am) | 83 |
| Mid-day (11:01 am-2:00 pm) | 43 |
| Afternoon (2:01 pm-5:00 pm) | 9 |
| Evening (After 5 pm) | 24 |

**Q5: Which teaching method do you prefer?**

| | Total |
|---|---|
| Total Count | 157 |
| | |
| On campus (100% in-person) | 80 |
| Online | 20 |
| Hybrid (some in-person, some online) | 51 |
| No preference | 6 |

**Q6: Have you enrolled in an online course before (before COVID-19)?**

| | Total |
|---|---|
| Total Count | 157 |
| | |
| Yes | 82 |
| No | 75 |

**Q7: Why did you enroll in an online course? - Selected Choice**

| | Total |
|---|---|
| Total Count | 81 |
| | |
| Thought it would be easier than the campus course. | 9 |

| | |
|---|---|
| Did not want to come to the campus. | 7 |
| My schedule does not allow me to attend on-campus classes. | 35 |
| Wanted a new experience. | 10 |
| Other | 20 |

| Q8: From the list below, indicate in which disciplines you are currently taking or have completed an online course (before COVID-19): - Selected Choice | Total |
|---|---|
| Total Count | 159 |
| | |
| Communication Studies | 25 |
| Anthropology | 9 |
| Business | 3 |
| Economics | 2 |
| English | 18 |
| History | 15 |
| Math | 14 |
| Music | 7 |
| Political Science | 15 |
| Psychology | 29 |
| Sociology | 16 |
| Spanish | 3 |
| Studio Art | 3 |

| | Other | 27 |
|---|---|---|

| Q9: If you have completed online courses in Communication Studies, compare the workload of these courses to on-campus courses in the same discipline: | | Total |
|---|---|---|
| | Total Count | 23 |
| | Online courses require more work than on campus courses | 11 |
| | On campus courses require more work than online courses | 0 |
| | Online and on campus courses require the same amount of work | 6 |
| | Cannot make comparison | 3 |
| | I don't know | 3 |

| Q10: How many online courses in Communications Studies have you completed (do not include courses that started in person but went online this semester because of COVID-19)? | | Total |
|---|---|---|
| | Total Count | 22 |
| | One | 5 |
| | Two | 4 |

| | | |
|---|---|---|
| **Three or more** | | **1** |
| **None** | | **12** |

| Q10: How many online courses in Communications Studies have you completed (do not include courses that started in person but went online this semester because of COVID-19)? | | **Total** |
|---|---|---|
| | **Total Count** | **22** |
| | **One** | **5** |
| | **Two** | **4** |
| | **Three or more** | **1** |
| | **None** | **12** |

| Q11: How many on campus courses in Communication Studies have you completed (include courses that you started in-person this semester)? | | **Total** |
|---|---|---|
| | **Total Count** | **153** |
| | **One** | **103** |
| | **Two** | **15** |
| | **Three or more** | **21** |
| | **None** | **14** |

| Q12: What are your reasons for taking this class in Communication Studies? - Selected Choice | | Total |
|---|---|---|
| | **Total Count** | **153** |
| | | |
| | **General Education requirement** | **86** |
| | **Personal enrichment** | **14** |
| | **Major requirement** | **41** |
| | **Elective** | **5** |
| | **Other** | **7** |

| Q13: Using the assignments/examinations that were administered in Communication Studies courses, what skills are essential to succeed in these classes? Check all that apply. - Selected Choice | | Total |
|---|---|---|
| | **Total Count** | **159** |
| | | |
| | **Reading for learning and comprehension** | **102** |
| | **Note taking techniques** | **68** |
| | **Test anxiety management** | **60** |
| | **Study groups** | **41** |
| | **Critical thinking techniques** | **103** |
| | **Other** | **14** |

| Q20: What skills do you need more help with in your Communication Studies courses? Check all that apply. - Selected Choice | | Total |
|---|---|---|
| | **Total Count** | **159** |
| | | |
| | **Reading for learning and comprehension** | **28** |
| | **Note taking techniques** | **32** |
| | **Test anxiety management** | **69** |
| | **Study groups** | **29** |
| | **Critical thinking techniques** | **40** |
| | **Other** | **26** |

| Q14: Using the Communication Studies course(s) that you are currently enrolled in as your measure, how knowledgeable are you about the subject than before you took the class: | | Total |
|---|---|---|
| | **Total Count** | **153** |
| | | |
| | **Much more knowledgeable** | **104** |
| | **Somewhat more knowledgeable** | **32** |
| | **Not more knowledgeable** | **12** |
| | **I don't know** | **5** |

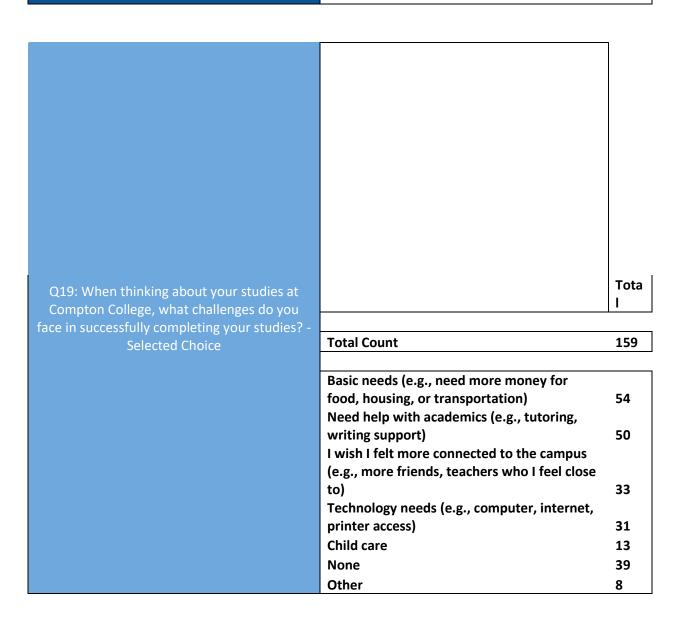| Q15: Do you know which courses you have to take to complete your goal? - Selected Choice | | Total |
|---|---|---|
| | Total Count | 153 |
| | Yes, I know exactly which courses to take to complete my goal | 87 |
| | Yes, I know some of the classes I need to take to complete my goal | 54 |
| | No, I need to see a counselor to figure out which classes I need to take | 7 |
| | I don't know | 3 |
| | Other | 2 |

| Q16: Do you know what Guided Pathway Division you belong to? | | Total |
|---|---|---|
| | Total Count | 113 |
| | Business and Industrial Studies | 20 |
| | Fine Arts, Communications, and Humanities | 33 |

| | |
|---|---|
| Social Sciences | 16 |
| Science, Technology, Engineering, and Math (STEM) | 18 |
| Health & Public Safety | 26 |

| Q17: Have you thought about what you want to do for your career? - Selected Choice | | Total |
|---|---|---|
| | Total Count | 153 |
| | Yes, I know exactly what I want to do | 93 |
| | I have some ideas, but I haven't decided | 50 |
| | I have no idea what I want to do | 8 |
| | Other | 2 |

| Q18: Did you complete the Free Application for Federal Student Aid (FAFSA) for next year (2020-2021)? - Selected Choice | | Total |
|---|---|---|
| | Total Count | 145 |
| | Yes | 95 |
| | No | 39 |
| | I didn't need the application (e.g., I am not attending college next year) | 4 |

| | | Other | 7 |
|---|---|---|---|

| Q19: When thinking about your studies at Compton College, what challenges do you face in successfully completing your studies? - Selected Choice | | Total |
|---|---|---|
| | **Total Count** | **159** |
| | Basic needs (e.g., need more money for food, housing, or transportation) | 54 |
| | Need help with academics (e.g., tutoring, writing support) | 50 |
| | I wish I felt more connected to the campus (e.g., more friends, teachers who I feel close to) | 33 |
| | Technology needs (e.g., computer, internet, printer access) | 31 |
| | Child care | 13 |
| | None | 39 |
| | Other | 8 |

**a) Interpretation of Student Survey Results**

Responses to question #4 provide insight on times of day when courses are offered. 52% of students prefer morning classes, 27% prefer mid-day, followed by nearly 16% who favor evening classes. It appears afternoon classes are the least desirable as only nearly 6% of the surveyed students picked this time slot as their first preference.  Based on these findings we will continue to schedule the majority of Communication Studies courses in the morning and mid-day time slots. Currently we usually only offer 2 evening courses in COMS 100 Public Speaking. These evening classes meet once a week for 3 hours. Adding an additional evening class which

meets twice a week will enable our students to take more Communication Studies courses as well as others offered by the college. For future student surveys, we would like to know the preferences students have regarding how often a 3-unit class meets per week – twice a week or once a week. Additionally, we would like to offer 8-week courses which meet twice a week for 3 hours as they offer more flexibility options for students and faculty. In the past we have offered 8-week courses which met 4 days a week. However, it is very challenging to find adjunct faculty who are available 4 days a week rather than once or twice a week.

 Question #5 regrading preferred method of teaching yielded 50% of students preferring traditional on ground classes. The next favored method of instruction is a hybrid design with nearly 33% opting for this blend of instruction. Our department should consider offering hybrid courses in the future as students have voiced an interest. Finally, 12% of students surveyed selected online classes as their top choice. It is our plan to offer online courses beginning the spring semester of 2021.

 Another observation reached from evaluating student feedback on questions #11 and #12 is the opportunity to enhance the department curriculum, course offerings, and to promote the number of students who achieve a Communication Studies major. While nearly 65% of students admit never taking a Communication Studies course before, another 9% claim to have taken two courses before and 13% three or more courses prior. Collectively, these two percentage totals amount to 22% of students exploring additional Communication Studies courses. (Please note that this percentage could have been higher if students had read the question correctly, meaning, students were asked to include their current Communication Studies course as one course completed yet 9% answered "none." In other words, no Communication Studies courses ever taken including the current semester which is impossible as the only way to take the survey was to be currently enrolled in a Communication Studies course.) Nonetheless, there is relatively high interest in the discipline. With added efforts such as

- Communicating with counselors to include COMS 120 Argumentation and Debate as a viable option for Area A-3, the critical thinking transfer requirement, and not just the more commonly offered English 103
- Reaching out to professors from the English department who teach English 103 to see if they would be willing to refer students on their waiting lists to our COMS 120 courses
- Inviting the campus to observe the department intramural tournament Speech Fest!
- Host a Slam Poetry/Spoken Word performance in tandem with *Voices of Compton*
- Coordinate campus wide speech competitions for Black History month, Latino Heritage month, and LGBTQ awareness festivities
- Create a marketing savvy booth for Welcome Week
- Nurture community relationships by offering service-learning opportunities for COMS 140 Small Group Communication and COMS 270 Organizational Communication students
- Start a Communication Studies club

our discipline enrollment numbers and interest in Communication Studies as a major will thrive.

Responses to question #20 reveal possible areas of improvement or needed areas of emphasis through increased student support. The top 2 skills students identified as needing the most help with to succeed in communication studies courses are test anxiety management (43%) and critical thinking techniques (25%). For test anxiety management, the term *test* most likely refers to *speech* anxiety as this was is the biggest challenge most students experience in courses where speeches are required. In general, our communication studies courses are less focused on traditional quizzes and exams, and more concentrated on public speaking assignments and assessments. Critical thinking is especially essential when constructing arguments and synthesizing research in a speech to be used as evidence and support for claims.     Opportunities to sharpen theses essential skills include scheduling additional days in the semester to practice speeches in small groups where students engage in providing feedback for improvement. These days should be strategically planned to allow for students to make any needed changes based on feedback from peers. Peer assessments and self-reflection assignments not only reduce speech anxiety but also strengthens critical thinking. Critical thinking skills needed for argument construction and synthesizing of research would be best served with supplemental instruction, participation in academic success workshops and competitive speaking events such as intramural speech competitions and rookie debate tournaments; cohorts as, for example, available through First Year Experience (FYE); and tutoring.

Responses to question #14 prove students agree that program objectives were met and that 86% were substantially more knowledgeable about the discipline after taking courses in our department.

**b) Implications of Survey Results for the Program.**

The program must assess student survey results more frequently throughout the four years in the program review cycle. With the expansion of our Institutional Research department, creating and administrating student surveys can now be readily available and streamlined.

**c) List any related recommendations**

Based on the data above, we may be able to create more interest in the major if the Public Speaking GE requirement is taken during the first or second semester of freshmen students. This will involve discussion and protocol for counselors to be on board with this as well as perhaps working with the Guided Pathways team. More details of this recommendation will be discussed later in this report.

6. **Facilities and Equipment**
a. Since the writing of our previous Program Review, we are grateful to no longer conduct classes in the outdated "Row Buildings" but instead in the portable building section of campus currently known as *Tartar Village*. While these facilities are quite an improvement, they are not necessarily desired or preferred. Existing *smart* classroom equipment is adequate given the limited facilities. Unfortunately, on rainy days, some of the Tartar Village portable classrooms leak creating puddles in the classroom and danger to all who may slip and fall and become injured. Fixing the roofing of the Tartar Village classrooms needs to be a priority. Our students deserve better. What message does it send to students when their learning environment is sub-par and neglected? Fixing the roof and

ceiling of a portable classroom is not a complex task and is a reasonable requirement. While it is understood a new instructional building is currently under construction and thus requires funding, we need to fix the facilities we have now until these state-of-the-art facilities are ready for use.  According to Roofingcalc.com, January 7, 2021, the average cost to install a new roof on a moderate sized home is $7, 500. However, the size of Tartar Village classrooms are much smaller and may not need to be replaced but adequately repaired for leaks. Therefore, the price for repairs may amount to half of replacing the roofs, approximately $3,500.00. Aesthetics aside, taking practical action like this will in the long run save money compared to faculty members who may have to file a worker's compensation claim due to an injury caused by water on the floor of a classroom or a student filing a personal injury claim for slipping and falling because of a puddle in a classroom - $3,500 vs thousands spent on litigation, clearly the repair choice is the wise and practical choice.

b. Speech Center: Ideally our department would like an area of campus dedicated to strengthening speech skills. We propose any available space in the Instructional Building currently under construction. The Speech Center would be a place where students could practice speeches individually or in a group with the ability to record their practice speeches. Speech tutors could be made available to assist with speech development and delivery. Think of our current tutoring center but in a location specifically just for speech perhaps in close proximity to the faculty offices of Communication Studies instructors. If this is not possible then we propose a small portion of the current tutoring center dedicated for students needing to prepare and practice speeches. Speech tutors vetted by the Communication Studies department could be made available to assist students.

c. Eventually a new instructional building furnished with updated *smart* technology will become available. At present, the immediate need is for one additional set of Clickers – quick response systems, and classroom furniture consisting of wheeled bench tables and chairs. Specifics of these 2 items will be discussed later in this report.

### 7. <u>Technology and Software</u>

 The key to success in public speaking is consistent practice. Thanks to the latest in virtual reality technology, students may have the opportunity to practice speeches within the confines of a simulated audience. Public speaking skills are key to professional development, but practice can be intimidating and infrequent. The *Ovation* Public Speaking Trainer, uses virtual reality to overcome these obstacles by providing a supportive audience that feels real alongside training tools and feedback designed to grow student skills and confidence. Students may choose from a variety of familiar venues and speaking tools and speak to animated audience members made from scans of real people. Ovation records in 3D, enabling students to critique themselves from every angle together with effective tools possible only in virtual reality. *Ovation* is able to guide improvement in real time. Instant feedback and virtual cues ensure students are always on the right track, they can review improvement from key metrics spot trends in analytics captured during their recordings and grades are calculated from captured analytics to challenge students to improve with each performance. Students are able to  share their progress with instructors and ask for feedback. Recordings can be shared publicly or directly with anyone on the *Ovation*

platform. For more information, please visit the Ovation website at https://www.ovationvr.com/ and for a demonstration, please review the enlightening video on YouTube https://youtu.be/H8NpDwmieyE.

To access the Ovation VR technology, a monthly subscription of $188.00 is required. In addition, a VR ready computer is needed along with a VR headset. The approximate cost of these technology items is $2,300.00. In addition to the above mentioned benefits of the Ovation system, the use of this public speaking training program can also be made available for all students who have a presentation due such as ASB officers, STEM  students presenting at a conference or the commencement speaker who would like to perfect his/her/their performance. Faculty and administration could also take advantage of the Ovation system in preparation for meetings, seminars, conferences, or workshops where speeches are part of the special event.

8. **Staffing**
   a. The program's current staff consists of two full-time and four to five adjunct instructional faculty depending on the semester. For example, fall semester enrollment is consistently higher thus more adjuncts are needed. Administration or classified staff needs are met by the division dean, division chair, and other support staff. No immediate need for additional personnel is projected, except for any unforeseen changes due to attrition because of retirement, reassignment, or other type of separation.

   b. Except in the event that student enrollment growth is consistent and lasting, there is no reason to expand the program's current instructional staff in the immediate (1-2 years) and long-term (2-4+ years) future. Aside from annual salary schedule increases, there are no significant cost increased projected to occur. We would like to revisit the need of hiring a full-time instructor/forensics team coach during the next Program Review cycle in 2024.

9. **Future Direction and Vision**
   a. The AA-T in Communication Studies is offered by Compton Community College. Our department is capable of providing interested students with the full course list needed to complete the 60 credits to qualify for transfer to any CSU campus as long as specialty courses in the major are not cut due to low enrollment. At the heart and soul of this issue is enrolment. The college needs to take action by implementing recruiting strategies that work. While as a department we can do our best to attract student to our discipline within the parameters of the campus, we rely solely on the district to market and make increasing our numbers a priority. Recent research has shown that neighboring colleges in our region have had a minimal decrease in enrollment compared to our college whose numbers have dropped significantly. In the next four years, the Communication Studies department will continue to do our best with what we have as far as course offerings student enrollment but in all honesty at the time of writing this review we are alarmed as to the future of our college if attendance does not increase.
   b. The Communication Studies program is sustainable in its current form as long as courses for the major are not cut during any given semester. If students are not able to earn an

AA-T in Communication Studies because all needed classes are not offered, students will have no choice but to enroll elsewhere where an abundance of courses are offered. Our vision is to continue building student interest in our subject, not only by offering an AA-T but also a certificate in Communication Studies requiring the completion of three to four courses. As previously mentioned, our vision for the department includes but is not limited to:

- Communicating with counselors to include COMS 120 Argumentation and Debate as a viable option for Area A-3, the critical thinking transfer requirement, and not just the more commonly offered English 103
- Reaching out to professors from the English department who teach English 103 to see if they would be willing to refer students on their waiting lists to our COMS 120 courses
- Inviting the campus to observe the department intramural tournament Speech Fest!
- Host a Slam Poetry/Spoken Word performance in tandem with *Voices of Compton*
- Coordinate campus wide speech competitions for Black History month, Latino Heritage month, and LGBTQ awareness festivities
- Create a marketing savvy booth for Welcome Week
- Nurture community relationships by offering service-learning opportunities for COMS 140 Small Group Communication and COMS 270 Organizational Communication students
- Start a Communication Studies Club
- Create a Communication Studies/Public Speaking Lab in the Tutoring Center or the new Instructional Building where students can practice speeches alone or in small groups and receive tutoring and feedback from qualified tutors who have the needed criteria to assist others with speech development and delivery
- Continue to compete in rookie speech and debate tournaments once a semester


## 10. Prioritized Recommendations

a. Upon the analysis provided in sections 2-9 of this program review, the Communication Studies program offers the following recommendations, in the order of their importance:

| Recommendations | Cost Estimate | Strategic Initiatives |
|---|---|---|
| 1. Funding for speech and debate tournaments | $3000.00 annually | Support the success of all students to meet their education and career goals |
| 2. Funding for intramural speech competition | $500.00 annually | Support the success of all students to meet their education and career goals |

| | | |
|---|---|---|
| 3.1 set of clickers- *Quick Response System* | $1,200.00 one-time expense | Support the success of all students to meet their education and career goals |
| 4.Modern classroom furniture - Five foot bench tables with wheels and ergonomic chairs with wheels | $20,000.00 one time expense | Support the success of all students to meet their education and career goals |
| *5.Ovation* Public Speaking Virtual Reality monthly subscription | $188.00 monthly | Support the success of students through the use of technology. |
| 6.Virtual reality ready computer to be used with the Ovation Virtual Reality Public Speaking Enhancement Resource Program | $2,300.00 one time expense | Support the success of students through the use of technology. |