

Department of Communication
Fall 2014
Program Review Executive Summary

I. Program Definition – *outline the unique qualities that define the importance of your program.*

The Department of Communication (*note no “s”*) primarily studies the creation and dissemination of “meanings” and “messages” across a variety of contexts and channels. Previously, the department identifiers were **COMM** (Communications), **FILM** (Film/Video), **HUM** (Humanities), **JOUR** (Journalism and Media), and **SPCH** (Speech). This program review unifies all areas of study under one heading **COMM** or Communication. The College of Marin Catalog and Schedule of Classes beginning 2016 will reflect the breadth and depth of communication studies and locate materials in one centralized area in both the catalog and course offerings. This program review proposes updating all courses to include the COMM prefix, suggests a new direction for the electronic media, and adds an AB1440 Transfer degree in Electronic Media.

II. Program Purpose – *briefly describe how your program fits into the pathways you have chosen.*

Two Pathways to an Associate of Arts Degree will be granted.

AB 1440 T – A.A., Degree in Communication (completed)

AB 1440 T – A.A., Degree in Film, Television and Electronic Media
(proposed)

The new A.A., Film, Television and Electronic Media will attract both transfer students and career/technical education students. Many students will complete the new A.A. degree to enhance their four-year degree or begin working immediately in the electronic media industries. In addition, most COMM courses fulfill general education requirements for the California State University, University of California and private four-year universities.

III. Students Served – *briefly outline what students are served in your program.*

The Department of Communication serves all transfer students through general education courses. Most human communication courses, previously listed as SPCH fulfill Area 1, Group C requirements. Media Communication courses, previously listed as FILM or HUM fulfill Area 3, A; currently listed courses as COMM (previously cross listed as JOUR), as well as one course previously listed as SPCH meet the Area 4 requirements for general education.

In addition, students can self-select to specialize in one of the two AB1440 Transfer – A.A. Degrees.

IV: Program History – *briefly outline the recent history of your program.*

The Department of Communication currently employs three full-time faculty members. The television and film production facilities on the Kentfield campus have been dark for two years. The college newspaper, advised by a part-time faculty member, goes to press approximately seven to eight times a year. The campus resources, both human and technological, are greatly reduced. At this time Production courses are on hiatus and equipment has not been modernized to reflect industry standards such as high definition video. The following faculty have retired from Full-Time positions in the Department of Communication: Ron Gaiz (SPCH), Sandy Hansher (FILM), Michael Dougan (JOUR), and David Newby, (VIDEO). None of these faculty have been replaced.

Until 2005/6 the Film, Video, and Journalism Disciplines were healthy, flagship programs at College of Marin. Two newspapers went to print regularly, film festivals celebrated student work, and scripts as well as media projects were regularly submitted to competitions and festivals. Film and Video students transferred to the highest rated schools in the nation. In addition, many graduates work as professionals in the Entertainment Industries.

There are several factors harming these disciplines ability to thrive including: 1) the systematic defunding of equipment and personnel and 2) the rising cost of tuition per unit. The department has one full-time faculty member responsible for instruction in all areas of COMM, HUM, FILM and Media courses. The human resources as well as physical resources are stretched to the point of stagnation.

While most community college campuses updated their technology to reflect current trends in the field of communication, College of Marin's Communication curriculum remains stag. This department desires to modernize our image, equipment and curriculum to meet the needs and challenges of the students we serve. With the economy trending toward recovery, it's time to infuse this department with human and technological resources to meet the transfer requirements and job training skills our students' desire.

Department of Communication
Fall 2014
Faculty Members

Patricia O’Keefe, Professor and Chair

M.A., Speech and Communication Studies, San Francisco State University
B.A., Speech and Communication Studies, San Francisco State University

Full-time Faculty SPCH since 2002

Part-time Faculty SPCH 1996-1999

Courses Taught:

SPCH 110: Introduction to Communication/Speech

SPCH 120: Interpersonal Communication

SPCH 122: Public Speaking

SPCH 132: Argumentation and Persuasion

SPCH 140: Oral Interpretation of Literature

SPCH 155: Voice for Radio and Television

*Hiring Committees, PAC Committee, Chair of Sabbatical Committee, SLO
Coordinator, Collective Bargaining Team*

President, Western States Communication Association (2014-15)

Member, President’s Task Force on Core Communication Competencies for the
National Communication Association (2013-2016)

Bonnie T. Borenstein, Professor

Ph.D., Communication and Culture, New York University

M.A., Liberal Studies, New York School for Social Research

B.A., Theatre, Temple University

Full-time Faculty, SPCH and COMM 2004-Present

Courses Taught:

SPCH 120: Interpersonal Communication

SPCH 128: Intercultural Communication

COMM 110: Introduction to Media Studies

COMM 160: Race, Class and Gender in the Media

*UPM Executive Council, UDWC, Puente Mentor, Transfer Committee, Collective
Bargaining Team, Grievance Officer*

Member, National Communication Association

Frank Crosby, Professor

M.F.A., Film/Media, College of Arts (CRAFT)

M.A., Film/Media, San Francisco State University

B.A., Television and Radio, Business, San Francisco State University

Full-time Faculty, COMM, FILM (HUMM and JOUR) 1996-Present

Courses Taught:

COMM 110: Introduction to Media Studies

COMM 160: Race, Class and Gender in the Media

FILM 109A/HUMM 109A: History of Film Beginning to 1950

FILM 109B/HUMM 109B: History of Film 1050 to Present

(also teaches Film/Video Production, Screenwriting and Media History courses)

Technology Committee, Distance Learning, Education Master Plan, Board Member, Community Media Center of Marin

Broadcast Education Association

Bernard Osher Foundation Fellow

Karen Davis, Part-time Instructor FILM, HUMM, and COMM

M.F.A., Film, San Francisco State University

2011-Present

COMM 160: Race, Class and Gender in the Media

FILM 109A/HUMM 109A: History of Film Beginning to 1950

FILM 109B/HUMM 109B: History of Film 1050 to Present

California Film Institute, Senior Programmer for the Mill Valley Film Festival

Member, American Association of University Professors and California Faculty Association

Viola Epperson-Berries, Part-time Instructor SPCH

M.A., Speech and Communication Studies, San Francisco State University

B.A., Speech and Communication Studies, San Francisco State University

2000-Present

SPCH 110: Introduction to Communication/Speech

SPCH 120: Interpersonal Communication

SPCH 122: Public Speaking

SPCH 128: Intercultural Communication

SPCH 132: Argumentation and Persuasion

Tom Graham, Part-time Instructor Journalism, *Echo Times* Advisor
B.A., Journalism, San Jose State University

2012- Present

JOUR 115: News Writing and Reporting
JOUR 122: Newspaper Writing and Production
JOUR 123: Newspaper Editing and Production

Naturalist, San Francisco Parks and Recreation

Member, Journalism Association of Community Colleges

Colleen Mihal, Part-time Instructor, SPCH (and COMM)

A.B.D., Communication, University of Colorado Boulder
M.A., Communication, Virginia Polytechnic University and Institute
B.A., Communication, Virginia Polytechnic University and Institute

2013-Present

SPCH 110: Introduction to Communication/Speech
SPCH 120: Interpersonal Communication
SPCH 122: Public Speaking
SPCH 128: Intercultural Communication

Union for Democratic Communication
National Communication Association
International Communication Association

Gina Stahl-Ricco, Part-time Instructor SPCH

M.A., Communication Studies
B.A., Communication Studies

2005-Present

SPCH 110: Introduction to Communication/Speech
SPCH 120: Interpersonal Communication
SPCH 122: Public Speaking
SPCH 128: Intercultural Communication

National Communication Association

Western States Communication Association

Adam Wadenius, Part-time Instructor COMM/JOUR

M.A., Film Studies, San Francisco State University

B.A., Cinema, San Francisco State University

2010-Present

COMM 110: Introduction to Media Studies

COMM 150: Introduction to Filmmaking

COMM 160: Race, Class and Gender in the Media

Reviewer, Communication Department Review Committee

Non-Instructional Support Staff

The Departments of Communication, English and Modern Languages are distressed to hear of the reassignment of our administrative assistant. Ms. Mina Namivar is the first and primary contact for all students, administrators, faculty and public contacting our departments. Her work in orienting new part-time and full-time faculty, requesting resources, and scheduling is instrumental to our success.

Note: The Department of Communication at one time employed two technical assistants in the media studies area. These two assistants maintained the television studio and production facilities on the Kentfield campus. They also maintained the equipment including cameras, lighting, editing technologies, etc. In addition, the technical assistants were available to assist students in checking in/out equipment for student projects and course assignments.

Department of Communication
Fall 2015
Facilities Questionnaire

What are the existing facilities issues that impact student access and success, or health and safety? (Address any of the following: size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other).

Most electronic communication courses are taught in the Learning Resource Center with the exception of the film history courses [FILM, COMM/JOUR (taught in Fine Arts Auditorium when available)]. Computer labs across the campus also support these courses. Most of the human communication [or SPCH] courses are currently taught in swing space (Austin Science Center). If space were available, the Department of Communication recommends unification under one roof- the Learning Resource Center. The SPCH courses are currently taught in the swing space in the Austin Center. These classrooms are miserable in temperature consistently 75-80 degrees with humidity and general layout and design. Faculty are excited to leave AU and begin a new era in the building currently under construction.

As print journalism and Journalism Departments shrink throughout the United States, practitioners and faculty retool their environments to become disseminators of non-fiction narratives across multiple platforms. Writers, reporters, and camera operators are frequently all the same person. Learning the art of journalism through telling non-fiction narratives across electronic platforms is the skill set for 21st century journalists. Therefore, the Journalism hub would be tasked for writing, editing and distributing of print text as well as electronic media. A grant currently exists to assist in the funding of print journalism. However, the amount does not fully cover the salary of one instructor. In addition, the underutilized space across the hall from the Journalism Newsroom can serve the department as a viewing and critiquing laboratory for working productions on their way to distribution.

The first step to ensuring the success of the former JOUR courses is a Full-time, Tenure Track hire in News Reporting and Broadcast Production. This instructor can easily shift from his/her office to the newswriting room, to the studio production facility, and back to the post-production viewing spaces for critique. These spaces are adjacent to one another and designed for this purpose. The spaces also meet all ADA compliant codes. The next hire in this area must have expertise in three camera newsroom production skills as well as writing for the electronic and print media. Michael Dougan, former Journalism Instructor, wrote extensively of the facility and faculty needs in his Sabbatical Report, 2013.

The basic physical plant of the television studio floor, control room, sound stage, editing spaces, folio booth, as well as a voice booth, are all in excellent condition. However, years of neglect, misuse, improper storage, and not replacing or

upgrading equipment have allowed the studio/sound stage equipment to fall into ruin. Except for some of the lighting equipment, almost all of the production equipment needs to be modernized and replaced. Our students' home equipment is more modern than most of the cameras in our current facilities. The first major investment in this area is the installation of a state of the art equipment in our production studios. The cost and roll out of this upgrade is outlined in appendix A.

Finally, as we prepare to move to the new building two adjacent classrooms are needed for the human communication courses as well as some of the electronic communication courses. These classrooms need to be equipped with smart technology to meet the Student Learning Outcomes of these courses. A rectangular classroom that is longer than wider suits performance courses like Public Speaking and/or Debate. A square classroom for face-to-face communication courses like Interpersonal, Intercultural and Small Group Communication (course maximum 30) are needed. The Department of Communication desires to have the screens for projection in one front corner of the classroom, not front and center, as the speaker is always more important than the projections he/she chooses to show. In addition, spot or canned lighting is essential to light the speaker. Many times when slides accompany either a lecture or student speaker, the person speaking ends up in the dark corner off to the side of the room. This room design flaw should not be replicated in classrooms that teach best practices in public presentation. The Department of Communication prefers movable desks to fix place furniture as we frequently work with students in groups and teams. Many class sessions can also begin or end with students sitting on one large circle. These flexible configurations help to build community among the learners in our spaces.

Department of Communication
Fall 2015
Student Access and Success

- I. **Access** – *Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?*

In general, the Department of Communication has some of the strongest retention ratings across time and demographic populations. These data provided by the Office of Student Retention place the department in the top percentile in student access and success; particularly with almost all general education transfer courses offered in our area. These transfer courses have a student success rate of 85% or better. Compared to other departments these statistics are outstanding. .

The recently suspended courses from the Film/Video sequence of the program are updated and the sequence of instruction is addressed in the Revitalization Plan (Appendix B). These revised and new course proposals support the AB 1440 Transfer protocol for an **A.A.T, Film, Television, and Electronic Media.**

As noted earlier in this document, as well as in the revitalization plan, student enrollment in production courses began to drop as tuition cost began to rise and equipment was obsoleted. Perhaps more importantly, no new faculty hires replaced three retired faculty members. These elements collapsed the entire management of the Film, Video Production, Screenwriting, History of Media, Introductory to the Media, and Race, Class and Gender in the Media to one full-time faculty member where there had once been three. In recent years one faculty member teaches 5 different courses ranging from Film and/or Video production, screen writing, directing, theory, and general education. This sequencing meant five different preps each and every semester to meet the range of educational goals of these students. In addition, the coordinator's units were cut from the budget during the last phase of dramatic budget reductions. This cut in units did not reflect the need for the essential labor in maintain the facilities and equipment for students enrolled in production courses.

The Department of Communication offers transfer courses at a variety of times and at both campus locations. Almost all of the courses currently offered meet the IGETC requirements for transfer students. The department plans to continue offering our curriculum with approximately 55% of our courses during the day prime-time schedule, 30% during evening hours and 15% at the Indian Valley Campus or afternoon courses at Kentfield (alternative times or locations). Almost all transfer courses in this department begin the semester with fully enrolled rosters and short waiting lists.

The department's journalism courses, such as News Writing and Reporting and Newspaper Editing and Production, are both undersubscribed. A part-time faculty member currently teaches these courses. This program review addresses this issue by proposing a **Full-time Tenure Track Hire in Newswriting and Production for the 21st Century**. This full-time hire teaches journalism across multiple distribution platforms including production of a multi-camera newsroom with directing, writing and news broadcasting. This hire must have the skills to teach journalism for the electronic media as well as an understanding of basic studio production to teach three camera studio production courses. The unit count for this full-time hire is approximately 8.25 units focused in Newswriting for the 21st Century, 3 units in Basic Video Production, and 3 units in one or more of the following courses: Sports Broadcasting, Non-fiction Narrative Long-format Productions (Documentaries), and/or Interviewing for the Media.

The Department of Communication recommends a second Full-Time Tenure Track position to follow the Newswriting and Production hire as a Production and Media Engineer Faculty position. This new full-time faculty position, if warranted based on the growth and success of the current curriculum and new A.A. T degree, will instruct students on television/media engineering and media production in the studio and on location. The position will teach students the operational control of the studio spaces, the maintenance of the equipment and facilities, as well as teaching electronic engineering for the entertainment industries. Students selecting this track of study will be certified to work in studios or live productions as camera operators, lighting technicians, best boys, key grips, and many other entry level roles in production spaces.

These two hires and state of the art equipment will prepare students to perform in entry-level positions and/or transfer to top-ranking universities to earn degrees in the Electronic Media. Media Arts/Entertainment Industries are the third largest industry in the California. These jobs require knowledge and training appropriate to the mission of community colleges.

Finally, the Department of Communication recommends waiting to replace (Ron Gaiz's position) a Full-time Tenure Track position in Human Communication until two positions are available simultaneously. This strategy creates an opportunity for two new hires to collaboratively work together to enhance the human communication courses in the curriculum. These hires will most likely be required in 3-5 years.

- II. Student Success** – *based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student success in*

your courses or programs? Please begin with: Students who don't succeed often struggle with _____, " and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

Students who don't succeed in general education courses often struggle with personal motivation, procrastination and/or attendance.

While the Department of Communication is highly successful in retention and advancement of general education students (<85%), we recognize some students lack personal motivation to succeed. Some of these students are attending college out of a sense of obligation to their parents, community or age group. The learning is not personal to their interests and not viewed at this time in their lives as a means to potential advancement. Communication courses can and do make a difference with many students attending college with a rote attitude toward learning. One strength of courses taught in this department is students completing a communication course will know other members in the class. Almost always, communication instructors know their student's name. These two elements create a sense of community and belonging for some students struggling with personal motivation.

Procrastination is one of the single greatest factors in student success. Students sometimes do not give themselves the proper amount of time to complete coursework, projects or papers. To often instructors read rough drafts as the only draft. Frequently, these papers and projects have not been proof read by the student prior to submitting the paper for a grade. Many courses in the Department of Communication require students create parts of the assignment or turn in early drafts before the project or paper is due. The number one reason students plagiarize in higher education is not for lack of knowledge but a lack of time. When students are unable to keep up with the smaller assignments, they may exit the course through withdrawal instead of receiving a low or non-passing grade. Most of the time early withdrawal is due to some form of procrastination or time management issues. The department recognizes that some time management conflicts are out of the students' hands, due to employers, health or family issues. In these cases many faculty in this department will work with individual students to insure their success.

Attendance is a vital element in the success of individual students. When students miss classroom instruction, the planned learning often does not take place. These students will not understand the theoretical underpinnings of concepts discussed, they lack the specific examples and they miss out on discussion and *application* of course concepts. In addition, some students are chronically late for class. This behavior is disrespectful to the learning environment and disruptive to fellow students and faculty.

The department attempts to understand and if necessary correct this behavior in a few ways. First, the instructor needs to determine if the lateness is out of the students' control (unreliable bus schedule, traffic accident or children with sudden illness), or a behavioral issue that needs addressing. Some instructors in the department present correct answers to upcoming quiz questions during the first five minutes. Other instructors begin their classes with a question of the day. Late students are not admitted to class until the opening activity is completed. However, a greater issue is students who are chronically absent from class.

Some students register for courses when they are obligated to be somewhere else. Students are torn between advancing their long-term educational goals and attending to family responsibilities or workplace schedules. In Spring 2014, a health issues impacted many students. A strand of influenza caused some students to miss up to three weeks of class. This department attempts to listen and evaluate students' needs. Instructors, with student input, create individually tailored plans to fulfill the curricular obligations of communication courses.

Many instructors in the Department of Communication are using technology to assist student learning. They use Moodle, as an essential tool for course management. Flipped classrooms, blended classes, and hybrid classes allow for more inclusion and instruction. Many professors coach and advise students during office hours and through email. Currently in this department, the number of student contact hours beyond the classroom instruction, far exceeds the number of office hours scheduled during the week.

Some students, however, are advised to withdraw from the course and retake it when they have more control over their schedules. Attendance for some students is more of a luxury than a reality. These internal conflicts can cause friction between students and their instructors. And finally, some students due to a lack of motivation simply do not attend.

Communication faculty recognize the personal role and responsibility we play in student success. While none of us have a perfect record with student/faculty relations, we all strive to take a personal interest in our students, tailor course materials with the intent that students take agency in the learning process, and listen to our students questions, comments, and concerns with empathy and understanding. Carefully designed classes and personal interest in our student's lives are the keys to our high retention rates.

III. Improving Student Success and Retention – *please check off which of the following student support services your students used:*

Bookstore	yes
Computer Labs for Student Use	yes
Counseling	yes, but not often enough
DSPS	yes, through referrals, some use

Financial Aid	<i>only if student self-discloses</i>
Library	yes, however, students are more likely to use search engines
Transfer Center	sometimes
Tutoring	yes

IV. How do you make sure your students are able to get through your program in a timely fashion?

Most of the courses currently offered by the Department of Communication are stand-alone courses. For example, all SPCH courses can be taken in any order students self-select. This is true of the COMM courses as well. The FILM/HUM courses are best taken in sequential order, but students can take the History of Film: 1950s-present course before the History of Film: beginning to 1950s. The only courses currently offered with sequencing are the JOUR courses. However, some students are recruited from the Newswriting and Reporting course to participate in the Newspaper Writing and Editing course concurrently.

Once the **AB1140 Transfer AA in Film, Television and Electronic Media** goes live to the catalog, the Department of Communication will alert students to the progression of courses. All students including those majoring in the AAT for Film, Television and Electronic Media will be required to take a Basic Production course and an Introduction to Mass Media course before taking higher level sequenced courses. This sequencing is necessary for the safety of both students and the equipment they use. Pre- or Co-requisite course structuring will be placed on the advanced courses. However, the department recognizes the necessity for flexibility in advanced production courses as many courses will collaborate with each other. The general education theory courses will not be impacted by the transfer degree as they do not have Pre- or Co-requisites. If students are unable to enroll in a basic production course, they can progress toward their degree by taking a stand-alone theory course that counts toward both general education and the AAT until the next semester's offerings.

The Department of Communication supports student success through both their AAT Degrees. There are 5 IGETC required courses that double as AAT courses in Communication. Securing these degrees, increasing student knowledge of their potential in the Media Arts and Entertainment Industry as well as aligning our curriculum with the California State Universities majors are the Department of Communication's top priorities.

As our courses begin to grow, the Department of Communication would like to see some multi-media courses offered on the Kentfield campus.

**Program Review
Curriculum
Department of Communication**

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

As a primarily transfer department, the focus for the Department of Communication 2015 Program Review is threefold:

1. Add an **AB 1440 – Transfer A.A., In Film, Television and Electronic Media.**
2. Unify and update the department courses as COMM prefixes to create one single identity and location for information about communication courses and programs.
3. Centralize all communication faculty to either the Learning Resource Center or the new Administration Building including a new **Full-time, Tenure Track position in Newswriting for the Media and Production** while updating the studios for broadcast production and distribution.

2. Have there been any changes in the field that might impact your course offerings or degrees? Please explain.

AB 1440 Transfer Degree Protocol impacts the Department of Communication in positive ways. Many students will select an AA, T degree in either Communication or Film, Television and Electronic Media. The media industry is the third largest industry in California. There are numerous entry-level jobs for students receiving an AA degree, re-training opportunities for student already holding a university degree, or preparation for guaranteed transfer to the CSU or UC in media studies. Since the last serious investment in the electronic media courses in the 1980s, very few resources have been invested by the College of Marin. The digital age renders most of our equipment obsolete and in need of replacing (see Appendix A for costs).

In addition, the AA, T Communication degree is under consideration at both Bakersfield College and El Camino College as the *replacement for a liberal arts associate's degree*. (Rex) Chris Wells, Chair of the Department of Communication at El Camino College, states, "Five of our required courses for general education are also five of our required courses in the AA. T Communication degree- that means we have 5 double-count courses." Wells is working on a six for six IGETC this Fall with the inclusion of a Gender and Communication course. A. Todd Jones, Chair of the Communication Department at Bakersfield College explains, "We are considering replacing

the AA, Liberal Arts Degree at Bakersfield with an AA, Communication Degree as a default degree for all our students. Neil Morra, Chair of the Department of Communication at Mira Costa Community College, humorously describes the higher education environment as, “No degree left behind.” He emphasizes the AA, T Communication degree has increased demand for courses in his program. (These statements are from a meeting of Community College Department Chairs at the Western States Communication Association, February, 2014).

3. Are you planning on changing, updating, or revising degree or certificate requirements? Please explain.

The Department of Communication will reduce our degree offerings over the next two years to emphasize the two AA, T degrees. The other degrees are similar creating confusion for students and no longer necessary.

At some point in the future, a Certificate in Media Engineering might become available for students interested entry-level Electronic Media Arts. This proposal will be included in the next cycle of Program Reviews.

4. If available, have you created a “degree for transfer” in your discipline according to SP 1440? If so, what is it?

The older degrees in Communication and Film will be phased out to simplify our offerings. Two degrees will be offered:

AB 1440 T – A.A., Degree in Communication (completed)

AB 1440 T – A.A., Degree in Film, Television and Electronic Media
(proposed)

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

Attached in appendix C is El Camino College’s **AA-T in Communication** this degree will be the blueprint for the human communication transfer degree.

Attached in appendix D is the newly approved AA-T in Film, Television and Electronic Media.

These curricular choices will act as models as the department rewrites all courses beginning with COMM as the prefix, updating course titles and student learning outcomes to meet 21st century standards, as well as partnering with Library Sciences and Physical Education to enhance the media literacy and Sports Broadcasting curriculum.

6. **Have all our courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.**

Very seldom do courses from this department end up on the Curriculum Committees list of courses scheduled for update. In Fall of 2014 all courses related to our AA-T degrees will be updated to reflect current standards in the field.

7. **Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.**

AB 1440 T – A.A., Degree in Film, Television and Electronic Media
(proposed)

Most of the curriculum for these courses exists currently either as COMM, JOUR, HUM, or FILM courses. All of the courses related to this degree are in process of updating (Fall 2014). Once the update is completed, including new CAM numbers, the course revisions will be submitted to the Curriculum Committee for approval. Our goal is to complete program review, revitalization, and update curriculum/courses for a Spring 2016 Tenure Track hire in Newswriting for the Media and Television Production. After reviewing the transfer protocol, we discovered an additional course in Audio Production is necessary. We plan to propose a new course in Audio Production with our updated curriculum.

8. **Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.**

The Department of Communication includes in one of its degrees multi-media courses. This partnership with Multi-media Studies is difficult when most of the Communication curriculum is offered at the Kentfield campus and all of the Multi-media courses are offered on the Indian Valley campus. This partnership is very natural as many multi-media studies programs are as likely to be found in communication departments as fine art departments. We share many common interests in the creation of meanings and messages across contexts and channels. We hope to include courses from the multimedia area in our AA-T Film, Television, and Electronic Media. Two other natural partnerships are already in discussion:

1. Working with the Athletic Department to capture live-action sporting events while engaging their students in broadcast journalism,
2. Collaborating with Librarians on Information Literacy course materials and resources.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

Some faculty in the department currently uses Moodle and/or other distance education resources as course management tools. At the moment no courses in The Department of Communication are taught holistically online. While some community colleges successfully offer online courses in Interpersonal or Intercultural Communication, the faculty at College of Marin believes online communication courses are poor substitutes for face-to-face classroom experiences. In addition, retention rates in online courses are significantly lower than traditional classroom courses. The department is open to visiting this issue if the desire for teaching an online version of course curriculum is instructor-driven. The Film, Video, and Journalism Production courses will have some blended instruction and overlapping pedagogy.

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

At some later date the Department of Communication may wish to visit this option to pass through the cost of materials to students enrolled in production courses. However, until the production courses become impacted with students, adding fees to production courses could possibly decrease enrollments and become an economic barrier to disadvantaged students. Since most media is captured electronically, using memory sticks instead of film or video, the cost for making media is higher in the initial outlay for equipment far more than individual student projects (see Appendix A).

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

The Department of Communication is an open door department. We place no burdens on student success. We recognize that basic knowledge of the English language as well as reading and writing skills are essential to the success of our students. Many students gain confidence in their ability to think, read and write due to taking our courses.

Department of Communication
Fall 2015
Student Learning Outcomes

I. General Education / College Wide Outcomes

- 1. Did you use the shared assessment rubrics and if so which one(s)? If you used your own assessments or rubrics, please describe. Which courses were assessed?**

The Department of Communication designed their own rubrics for assessing Student Learning Outcomes (see Appendix E). During the Fall 2013 Convocation the department worked in teams to create assessment forms for grouped courses in Journalism, Media Studies including media literacy and history of media, Performance Courses like public speaking, and Communication courses like interpersonal or intercultural communication. These four forms were reviewed at the Spring 2014 department meeting and were distributed to all faculty to use in their courses. The Fall 2015 Convocation and Department Meeting will assess these data and make recommendations to improve student learning.

2. GE/College Wide Assessments:

- **What did you learn from the analysis of your results**
TBD, Fall 2015 for this series of questions
- **What do you plan to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? Or what have you already changed?**
- **Will these changes require new resources or a reallocation of resources? If so, explain using date.**
- **How have previously made changes affected student learning? Use qualitative and quantitative data to support your response.**

II. Course Level Outcomes:

- 1. What Student Learning Outcomes have you assessed from your course outlines over the last year? Describe the assessment, the sections where the assessment was used, and summarize the results.**

College-wide, degree, or course-level SLOs measured	The five college wide SLOs of 1)Written, Oral and Visual Communication, 2)Scientific and Quantitative Reasoning, 3) Critical Thinking, 4) Problem Solving and 5) Information Literacy were matched with the student learning outcomes for each course of record in the Communication curriculum. The department grouped all department courses under one of five headings: Media
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	<p>Arts, Journalism, Electronic Communication, Performance Studies, and Human Communication. During the Department meeting (Fall 2013), faculty worked in teams to transfer SLOs from specific course outlines to the five college-wide SLOs. For examples, Performance Studies courses fulfill Written, Oral and Visuals Communication through 1) drafting outlines, 2) presenting speeches, and 3) creating and explaining visual aids while Journalism courses fulfill this college-wide SLO through drafting a lead sentence, executing story structure and editing text including grammar and style. This process engaged all members in the department by discussing how individual instructors met the course level SLOs through lecture, activities, assignments or testing. Then small groups of faculty specializing in one of the five areas of Communication applied course-level SLOs to the 5 College-wide SLOs. This meeting was highly productive. One part-time faculty member said it was the most inspiring department meeting she'd attended.</p>
<p>Assessment Tools (Give examples of major assignments your faculty/staff used to measure the SLOs)</p>	<p>Student survey were designed that connected the Course Level SLOs with the College-Wide SLOs. The survey requested students self-report their learning as 1) Missing, 2) Emerging, or 3) Mastering for each of the outcomes listed. 346 students completed the surveys for this Qualitative Study. Attached to this report are copies of the 5 surveys for Communication courses. These surveys were distributed during the last week of classes. Student were encouraged to answer each question to the best of their ability. All surveys were confidential. No names of faculty or individual students were identified on the surveys. Only the course identification and CRN number were noted. The Department Chair, Patricia O'Keefe tallied the survey and compiled a comprehensive report of these date for discussion at this year's fall faculty meeting.</p>
<p>Assessment Results (Summarize the overall results of your department)</p> <p>What student needs and issues were revealed?</p> <p>Were there any areas where student performance was outstanding?</p>	<p>Faculty in the Department of Communication were asked to make observations about these data in general, deduct claims that these data support, discuss any new or novel teaching/learning tools that faculty either employed in the prior semester or planned to employ this Fall. And finally, faculty were asked to identify a learning outcome that is underperforming in their courses and request information on what other faculty members are currently doing to achieve success with the underperforming SLO.</p>

<p>Any areas where it can be improved?</p>	<p>One major discovery the Department of Communication discussed is the importance of using the language or terminology from the field of Communication when discussing activities and assignments. For example, in the survey used in Human Communication courses one faculty member clearly makes a distinction between perception and attribution and the other one discusses the concept without applying the discrete terms. In addition, faculty reflected on what concepts were most important to their teaching goals. One faculty member believed the ability for students to evaluate the evidence in support of a theory was vital to understanding the theory while another faculty member believed understanding the theory comprehensively was of greater value.</p> <p>Limitations of these data were also discussed. As a faculty, we agreed that students over-rated their abilities in some areas like students ability to search data bases and reference areas for support. This led to an in-depth discussion of College of Marin’s new Research Librarians and how helpful and engaged they are in student success. Faculty praised the librarians for their online “tailored” research plans, orientations, and individual assistance to both faculty and students.</p> <p>One faculty member described a disconnection between the SLOs measured in the survey and the SLOs in the course of record. The Media Arts SLO Survey will need to be rewritten as some of the SLO prompts were beyond the scope of an introductory course. These were created quickly at the end of the spring semester by a faculty member lacking subject matter expertise. (As Chair, I needed to quickly determine the SLOs for the Media Arts courses). This survey will be reworked for Spring 2015.</p> <p>There are quite a few areas students reported mastering the concepts, skills or motivation in the course curriculum. Overall students Written, Oral and Visual Communication skills are improved through taking communication courses. The results are consistently high across all five headings. Critical Thinking and Problem Solving scores are also high across all five headings. One faculty member noted students are</p>
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	<p>thinking more critically about media and that students acknowledged the significance of images in contemporary society.</p> <p>The faculty believes some of the Scientific and Qualitative Reasoning prompts should be revised to more clearly identify reasonable goals for an introductory level course. In addition, a few faculty were inspired to meet with librarians to improve students' information literacy.</p> <p>One part-time faculty member was surprised that students under-rated their ability to present speeches. The faculty discussed the perception of communication anxiety versus the ability to deliver a well thought out presentation.</p>
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<p>Next Step in the Classroom to Improve Student Learning</p> <p>(check all the items faculty/staff felt would help them address the needs and issues that were revealed by the assessment.)</p> <p>How might student performance be improved?</p>	<ul style="list-style-type: none"> ○ State goals or objectives of assignment/activity more explicitly These have been added to many sample assignments ○ Revise content of assignment/activities Faculty shared new assignments and activities. <p>One faculty member organizes his course around themes. He reported that students respond positively to a theme based curriculum.</p> <ul style="list-style-type: none"> ○ Revise the amount of writing/oral/visual/clinical or similar work ○ Revise activities leading up to and/or supporting assignment/activities <p>Graham wrote: incorporate segment on library and internet research, incorporate more outside newspaper and magazine reading, and have journalism students tour campus together to identify and develop sources.</p> <ul style="list-style-type: none"> ○ Increase in-class discussions and activities <p>Borenstein would like to try a “Three Secrets” exercise to uncover the dark side of communication.</p> <ul style="list-style-type: none"> ○ Increase student collaboration and/or peer review ○ Provide more frequent or more comprehensive feedback on student progress <p>One faculty member increased the guidelines for outlining information and now provides a template and sample outline.</p> <ul style="list-style-type: none"> ○ Increase guidance for students as they work on assignments ○ Use methods of questioning that encourage the outcome you measured ○ State criteria for grading more explicitly ○ As an instructor, increase your interaction with students outside of class ○ Ask a colleague to critique assignments/activities ○ Collect more data <p>Each faculty member will bring an assignment, activity, or innovation to share at the Spring Department Meeting.</p> <ul style="list-style-type: none"> ○ Nothing; assessment indicates no improvement necessary ○ Other
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	<p>Most faculty discuss how they approach non-fiction narrative assignments in their classes. Crosby partners students from distant backgrounds, Mahil listens to first-person narrative stories from the “Moth” Radio Series Graham partners students to interview each other to write obituaries. O’Keefe’s first graded assignment is a narrative speech. And Borenstein has students explore their geographical heritage.</p>
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