Annual report submitted to the Program Review Committee on November 1, 2013

 Marilyn Fry and Ken Leighton

 Signature of Department Chair/Lead Faculty Member Signature of Dean/Director

### Data and Analysis

### Program Data

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3 Years Prior | 2 Years Prior | 1 Year Prior |
| FTES | 89 | 50 | 72 |
| FTEF | 1.2 | .6 | 2.6 |
| WSCH/FTES | 1214.1 | 1482.5 | 452 |
| Number of Full-Time Instructors | 1 | 1 | 1 |
| Fill Rate | 88.1% | 92% | 83% |
| Success Rate | 58% | 58.2% | 77.4% |
| Persistence | 1% | N/A | N/A |
| Retention | 90.6% | 90.7% | 85.6% |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Year 2013-14 | Previous Year 2012-13 | Two Years Prior 2011-12 |
| Number of Full-Time Classified | 0 | 0 | 0 |
| Number of Full-Time Faculty | 1 | 1 | 1 |
| Number of Full-Time Managers | 1 | 1 | 1 |
| Number of Part-Time Classified | 0 | 0 | 0 |
| Number of Part-Time Faculty | 4 | 4 | 3 |
| Number of Part-Time Managers | 0 | 0 | 0 |
| Students Served Annually | 280 | 789 | 292 |
| Total Non-Restricted Annual Budget |  |  |  |

### Program Data Analysis

We lost a f/t faculty member and hired a new one to replace him. Aside from the WSCH numbers, these data show consistency in the program from year to year.

### Curriculum Data -- Use data from the previous academic year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses | 1 | 0 | 0 | 0 | 4 |
| Certificates 18 units or greater | 0 | 0 | 0 | 0 | 0 |
| Certificates less than 18 units | 0 | 0 | 0 | 0 | 0 |
| Degrees | 0 | 0 | 0 | 0 | 0 |

### Curriculum Data Analysis

A new course was added, and the new f/t faculty member is creating a CMST AA-T and developing new courses.

* 1. **Program Student Learning Outcomes Data From the Previous Semester**

|  |  |
| --- | --- |
| Total number of PSLOs/sections |  |
| Percentage of PSLOs that were fully achieved |  |

**Department Discussions Regarding SLOs (“Closing the Loop”)**

SLOs were discussed at both the fall and spring All-College Meetings.

* 1. **Progress on 5-year Goals from most recent Program Review.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **Complete** | **Partially Complete** | **Not Started** | **Abandoned** | **Comments** |
| 1. Encourage faculty to use SLO progress reports for continuous improvement.
 | On-going |  |  |  | This is ongoing and forever will be. |
| 1. Create a Communication Studies Dept. Website.
 |  |  | x |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Analysis of** **Progress on 5-year Goals**

|  |
| --- |
| We are delighted that all 5-year goals for Communication Studies have been completed.The hiring of Joshua Levenshus was a wonderful development for the Communication Studies Department. Joshua has already taken a new course to the Curriculum Committee, which has been approved, and he is revising another course for possible hybrid and/or online delivery.  Finally, when the budget situation improves, we’ll be able to develop more new courses and offer a Communication Studies AA-T. |

Action Plan and Resource Request Based on Annual Data

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Institutional planning goals\*** | **How action will improve student learning** | **Type of Resource** | **Resource needs, if any** | **Department priority\*\*** | **Approximate cost** | **Potential Funding Source** |
| New courses are being developed, but no new resources are needed. |  |  | Equipment  |  |  |  |  |
|  |  |  | Facilities |  |  |  |  |
|  |  |  | Personnel |  |  |  |  |
|  |  |  | Software |  |  |  |  |
|  |  |  | Supplies |  |  |  |  |
|  |  |  | Technology  |  |  |  |  |
|  |  |  | Training  |  |  |  |  |
|  |  |  | Other |  |  |  |  |

\*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

\*\*Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.