SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

Communications

2016

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CONTENTS

PROGRAM OVERVIEW & MISSION

1.1 Introduction. Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered, and a brief history of the program. Include the number and names of full-time faculty, adjunct faculty, and classified staff. Discuss any recent changes to the program or degrees (limit to 2-3 pages max).

Associate in Arts in Communication Studies for Transfer (ADT: A.A.-T)

Program Description

The Communication Studies Program is broad-based and concerned with the preparation and delivery of messages in interpersonal, public and business situations. This program focuses on understanding the communication process and improving communication skills. The program prepares the students to pursue professional goals in a variety of career possibilities including: Community College Teacher, Speech Writer, Communication Consultant, Lawyer, Minister, Personnel Director, Broadcaster, Journalist, Public Relations, Political Campaign Aide, Sales, Counselor.

Program Outcomes

Students who complete the Associate in Arts in Communication Studies for Transfer Degree will be able to:
1. Critically evaluate speeches, debates, and other communicative performances.
2. Comprehend the skills and techniques necessary to be organized, confident communicators in a variety of classroom settings.
3. Understand the process of communication and communication methods in a multiple contexts.
4. Communicate utilizing a variety of performance methods.

REQUIRED COURSES . . . . **Units**
COMM 001 Introduction to Public Speaking 3
Choose two (2) courses (6 units) from List A 6
Choose two (2) courses (6 units) from List B 6
Choose one (1) course (3 units) from List C 3

List A – Choose any two (2) of the following courses (6 units):
COMM 006 Argumentation and Debate 3
COMM 010 Interpersonal Communication 3
COMM 008 Group Communication 3

List B – Choose any two (2) of the following (6 units):
COMM 002 Fundamentals of Persuasive Speaking 3
COMM 012 Intercultural Communication 3
COMM 015 Oral Interpretation of Literature 3
COMM 050 Forensics/Speech Workshop 1-4
COMM 060 Business and Professional Communication . 3
Any List A course not used above 3

List C – Choose one (1) of the following (3 units):
COMM 075 Sports Broadcasting 3
ANTH 002 Cultural Anthropology 3
PSYC 001 Introduction to Psychology 3
SOC 001 Introduction to Sociology 3
Any List A or List B course not used above 3

Recommended Electives
ENGL 002 Critical Thinking and Writing About Literature
ENGL 004 Critical Thinking and Composition: Language
        in Context
JOUR 001 Newswriting and Reporting
JOUR 011 Introduction to Mass Communication
PHIL 001 Introduction to Critical Thinking and Reasoning
THEA 001 Acting 1

Required Major Total Units 18
CSU General Education or IGETC Pattern Units . 37 - 39
CSU Transferable Electives
(as needed to reach 60 transferable units)* . . . . 9 - 11
Total Degree Units 60

* 6 units may be double counted toward both the major area of emphasis and CSU General Education or IGETC Pattern. Consult with a counselor for more information on completing this degree.

Note: The catalog is out of date; List C should state COMM 075A and 075B. We no longer have COMM 075.

Ten years ago, the department had five full-time faculty; two faculty were predominately teaching the public speaking class. One has devoted his time to the new broadcasting classes. One faculty was devoted to coaching for forensics competitions, with the help of multiple adjuncts. We also have student coaches who volunteer; these students are alumni of Solano College. Several years ago, a full time faculty member responsible for public speaking and also coaching left; another full-time position was lost when a faculty member was promoted to dean of the School of Liberal Arts. The department had an interim coaching position; a full-time replacement was hired in 2016. Following is the current staffing in the department:

Full time

Evangeline East
Douglas Mungin
Greg Poff
Janene Whitesell

Part time

Ana Petero
Angela Beasley
Darren Phalen
Nicholas Turney
Rachel Dwiggins-Beeler
John Perez

The transfer degree (AA-T in Communications) was developed within the past five years, replacing the AA degree. The Sports Broadcasting program was developed and has been very successful in broadcasting multiple sports games at SCC and in the community as well. This represents an outreach to the Film and Television Department, which lacks full-time faculty. This also presents an outreach to the community, increasing the college's and department's visibility throughout the city of Fairfield and beyond. Note that as the AA-T was developed, the department name was changed from Speech to Communications, in order to reflect nationwide trends.

1.2 Relationship to College Mission and Strategic Goals. Describe the program's relationship to the overall mission of the college: "Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students."

Table 1. SCC's Strategic Directions and Goals Goals

Goal 1: Foster Excellence in Learning

Obj. 1.1 Create an environment that is conducive to student learning

Program Evidence: In the public speaking class, Canvas is used to keep students on track; students receive information ahead of time, so they know what to expect in upcoming classes. In class, Canvas is used to submit journal entries, share videos, and hand in papers. Many group exercises are used in classes to help alleviate nervousness in public speaking. Clear rubrics are presented to classes; these rubrics are presented in a common textbook that all instructors use, to ensure equity and accessibility for students. This information is available in Canvas as well.

Obj. 1.2 Create an environment that supports quality teaching

Program Evidence: Faculty attend available Flex-Cal events to sharpen their teaching pedagogy skills. Faculty also meet at least monthly to discuss any problems that occur in class, how to increase enrollment and retention, and also strategies to reach out to the high schools in the area. Additionally, three of the four full-time faculty and several of the adjunct faculty participate as judges in regional, statewide, and national speech tournaments which serve to keep the faculty updated on trends in performance.

Obj. 1.3 Optimize student performance on Institutional Core Competencies

Program Evidence: In public speaking, organization and proper research techniques are stressed. Students read college-level texts, and given opportunities to build reading comprehension, writing, and speaking skills. The Business Communication classes apply these skills to real-life problem solving and situations. The Argumentation and Debate class also applies these skills, helping students to think critically to solve problems. Additionally, courses in Interpersonal Communication and Group Communication give students the opportunity to convert theory into practice. Students participate in role-playing scenarios which assist in their developing of proficiencies in everyday communication situations.

Goal 2: Maximize Student Access & Success

Obj. 2.1 Identify and provide appropriate support for underprepared students

Program Evidence: The department offers one-on-one office hour meetings. Students are directed to the Learning Center and English Writing Lab when extra help is needed. Accommodations are made for DSP students, including making sure that closed captioned videos and note-takers are provided.

Obj. 2.2 Update and strengthen career/technical curricula

Program Evidence: Students in the Sports Broadcasting classes must have a specified number of hours behind the camera and in the editing booth. They also create commercials (doing the filming and editing) for the college; any faculty or staff person on the campus can request public relations materials for students to film.   The Business Communications classes prepare students for the business world, all the way from interviewing to applying for internships and career jobs. Courses in oral interpretation give students training in editing scripts, which further hone their writing skills. Public speaking courses and training in intercollegiate forensics help students become more comfortable in impromptu speaking situations, such as job and scholarship interviews, and speaking situations wherein the audience asks questions.

Obj. 2.3 Identify and provide appropriate support for transfer students

Program Evidence: Faculty at the end of each semester provide students with a list of classes to next take in the major. Forensics students are exposed to university recruiters in the discipline,

which leads to numerous scholarships. See Appendix A.

Obj. 2.4 Improve student access to college facilities and services to students
Program Evidence: As noted above, DSP students are supported in the classroom. Further, students needing assistance are directed to the DSP office, learning labs, the library, and also to visit faculty during office hours. Additionally, students are also informed about several outreach programs that assist particular cohorts of students such as UMOJA, PUENTE, MESA, and TriO. These outreach programs not only provide support for under-represented students, but also give these students additional opportunities such as workshops, guest-speaker series, and major-specific conferences at no cost to the student.

Obj. 2.5 Develop and implement an effective Enrollment Management Plan
Program Evidence: Public speaking courses are consistently over-full, and are offered year-round in daytime and evening, at variable lengths (8-week, full semester) at both Centers, on the Fairfield campus, at Travis Air Force Base, and also at Dixon High School, Mare Island Technical Academy and Winters High School (semester-specific). Electives are strategically placed in the schedule so that they don't conflict with each other; some are exclusively offered in Fall, others in Spring. Interpersonal Communication classes and Debate classes are also offered in the Summer. Elective courses are offered at the main campus and at the Vacaville Center.

Goal 3: Strengthen Community Connections

Obj. 3.1 Respond to community needs
Program Evidence: Every semester the department features a "Speech Night" which is open to the whole campus and community. This event showcases the traveling speech team with their award-winning speeches, and it is offered every semester in two showings. Also, the Sports Broadcasting courses produce complete game broadcasts of most Solano College Sports Events. The broadcasts are complete with multiple college promotions and are aired on You Tube, Facebook, Twitter, and on the Fairfield Cable Access' Channel 28 locally. This provides exposure of Solano College locally and nationally while satisfying area demand to view local sports. Finally, the Sports Broadcasting students film the graduation ceremony, which is then uploaded to YouTube and allows a wider audience that otherwise would not have seen graduation.

Obj. 3.2 Expand ties to the community
Program Evidence: The department is investigating ways to reach out to area high schools and recruit students. Currently, two COMM 001 classes are being taught at Winters High School. These course offerings were part of an original plan to offer a combination of classes that highs school students could take in conjunction with ESL that the students' parents could enroll in. This plan has been put on hold due to the "national political climate" and the concern about immigration status. Plans are underway to host a high school tournament on the Fairfield campus. Additionally, speech workshops are being held at a charter school in Dixon, where students from the speech team—along with a Communication faculty member—give demonstrations and coaching tips to high school students. Initial contact has also been made with Vacaville Christian Academy to run some speech workshops beginning in the fall of 2017. Finally, a speech workshop is currently being organized for MESA/TriO students which will culminate in a speech contest, which is being sponsored/hosted by Genentech. One (or more) Communications faculty will assist in the coaching of students and the running of the contest. This event will take place during the summer of 2017.

Goal 4: Optimize Resources

Obj. 4.1 Develop and manage resources to support institutional effectiveness

Program Evidence: With a minimal budget, and with the additional monies from fundraisers, the department sends Solano students to Washington, DC, Florida, and other sites for the Phi Rho Pi National Speech Tournament. This raises the college's profile and helps expand the effectiveness of college outreach efforts. The budget for the Forensics program is augmented through the sales of the textbook, which returns $10 per book back to the COMM department's trust fund. This yields approximately $7000 per academic year.

Obj. 4.2 Maximize organization efficiency and effectiveness

Program Evidence: The Department brings in numerous FTES for the college, and serves the GE requirements for oral communication. The department also creates FTES for all the athletic programs because the coaches now rely on our sports broadcasts as a recruiting tool to bring student-athletes to the college.

Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions

Program Evidence: As noted above, Canvas is used in and out of the classroom. The Sports Broadcasting courses all use the Newtek Tricaster Production Unit. This is the same unit used by all major networks (ESPN, FOX, CBS, ABC and NBC). Students also use Adobe Premiere and After Effects for video editing.

1.3 Enrollment. Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, the full-time equivalent enrollment (FTES), and the WSCH for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends.

Enrollment (headcounts), college-wide:

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total	11,609	10,937	9,963	9,794	8,174

Enrollment, COMM:

1.3b - Census Enrollments

Table shows sum of census enrollments by course id

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Total	693	730	202	838	879	267	912	907	283

The enrollment in COMM has remained robust, even as enrollments dropped college-wide. Enrollment in COMM 001 has actually grown, despite campus-wide drops in FTES.

Number of sections offered, COMM:

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Total	42	42	9	48	44	11	45	46	12

Sections of COMM 001 were added in Fall 2015 to accommodate demand at the Vacaville Center.   The department could easily add more sections of this class, with the addition of another full-time faculty member. All adjuncts are teaching their maximum three courses, and there are still not enough sections to meet student demand for COMM 001.

FTES, COMM:

		Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Total	FTES	69.3	71.3	18.5	81.7	86.2	24.7	87.7	89.7	29.6
	WSCH	2,079	2,138	554	2,450	2,585	742	2,632	2,692	890

As the chart above shows, the number of FTES generated by the department is healthy and continues to rise.

1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

Enrollment by gender: The enrollment by gender in Communications classes is comparable to the college-wide numbers.

Enrollment by age group: The average age of COMM students is bit younger than the college as a whole, thanks to the participation of the department in Middle College.

Enrollment by Ethnicity: The ethnicity of Communications students matches the ethnic diversity of the college as a whole.

1.5 Status of Progress toward Previous Goals and Recommendations. Report on the status of goals or recommendations identified in the previous educational master plan and program review.

Table 2. Educational Master Plan (2012)

	Educational Master Plan	Status
1	Provide forums and opportunities for students to practice speech and communication skills	Ongoing (part of routine department activities)
2	Develop more opportunities for community outreach through speaking & sports broadcasting	In progress.
3	Expand course offerings to reflect emerging trends and interests with course offerings in Group Communication and Intercultural Communication	Completed; both courses were created.
4	Consider offering courses that include visual communication elements	In progress. Art department has created a Visual Communications certificate, and the COMM department may want to add to that certificate.
5	Further develop student opportunities to implement and perfect delivery techniques and strategies by using video technology in the classroom	In progress. The department would like a dedicated video classroom to film speeches (apart from Sports Broadcasting)

Table 3. Program Review Recommendations (2010)

	Program Review Recommendations (Previous Cycle)	Status
1	Need to keep up with current pace of technology in the field of communication. This includes purchase of and updating of cameras, laptops, headsets, editing software, microphones, speech lab, TV/radio station.	In progress.
2	More efficient tracking of current speech majors and graduating speech majors.	In progress.
3	Modification of speech major to reflect newly added speech courses	Completed.

1.6 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs (limit to one page or less).

The department does not anticipate any major changes from outside the program that might impact enrollment or degree offerings. More nursing majors are taking the Interpersonal Communication class, increasing demand for offerings (which is why it is now being taught in Vacaville). This demand will likely increase, as this course is a prerequisite for entrance to nursing programs state-wide.

The need for another full-time faculty member, based on increases in enrollment, becomes more pressing.

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Learning Outcomes

2.1 Using the chart provided, list the Program Learning Outcomes (PLOs) and which of the "core four" institutional learning outcomes (ILOs) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLO. For example, is there a capstone course (which one), is it a passing grade on certain assignments or exams that demonstrate acquisition of the PLO, is it acquiring specific skills necessary for a licensing exam, completing a portfolio, etc.?

Table 4. Program Learning Outcomes

Program Learning Outcomes	ILO (Core 4)	How PLO is assessed
1. Understand the process of communication and communication methods in multiple contexts.	IB - Write IC - Listen ID - Speak and Converse IIA - Analysis IIC - Research IID - Problem Solving IIIB - Social Diversity & Civics IVC - Workplace Skills	• Written exams, quizzes, graded outlines to measure understanding of research strategies and structural paradigms. • Performance rubrics to measure performance competence, research strategies and structural paradigms. • Oral and/or written critiques of peer presentations including both positive and constructive comments.

2. Comprehend the skills and techniques associated with effective speaking in a variety of settings.	IB - Write IC - Listen ID - Speak and Converse IIA - Analysis IIC - Research IID - Problem Solving IIIB - Social Diversity & Civics IVC - Workplace Skills	See above
3. Critically evaluate speeches	IB - Write IC - Listen ID - Speak and Converse IIA - Analysis IIC - Research IID - Problem Solving IIIB - Social Diversity & Civics IVC - Workplace Skills	See above

These three PLOs don't match the four published in the catalog. One of the goals in Table 7 is to check PLOs for consistency, as well as revise the PLOs to reflect Bloom's taxonomy – e.g, "demonstrate understanding of the process" or "apply understanding…" Also, the Department will revise ILOs to focus on only those outcomes that are measured/assessed (criteria that might be on a performance rubric, for example). The assessment tools also need to be revised to be more specific (noting what class, what assignment, what rubric, etc.).

2.2 Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

Table 5. Program Courses and Program Learning Outcomes

   Revision of the following table is a goal for the future, as there's no progression from intro to mastery. Perhaps COMM 001 would be introducing these skills.

Course	PLO 1	PLO 2	PLO 3
COMM 001	M	M	M
COMM 002	M	M	M
COMM 006	M	M	M
COMM 010	M	M	M
COMM 012	M	M	M
COMM 015	M	M	M
COMM 049	M	M	M
COMM 050	M	M	M
COMM 060	M	M	M
COMM 075	M	M	M

2.3 Utilizing table 6, describe the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to any needed resources to achieve desired results.

Table 6. Program Learning Assessments

Program Learning Outcome	1. Understand the process of communication and communication methods in multiple contexts.
Date(s) Assessed	Fall 2013
Results	As evidenced in speeches and exams students were able to construct, edit and present a presentation, can interview for a job, can construct a fact, value or policy argument, can apply interpersonal and intercultural theories to their interactions in personal lives and the world around them, and understand how to manipulate a message through the use of media technology.
Action Plan	In analyzing our PLO, we found that Group Communication was not shown as fulfilling any requirements on IGETC or CSU transfer documents. Group Communication provides a framework from which students more clearly understand theory in interpersonal and intercultural contexts. Note: The course was offered in the Spring, 2013, but was cancelled due to low enrollment. The department needs to investigate 1) the channels needed to get the Group Communication

	class on the IGETC/CSU transfer list; and 2) how the Group Communication class will be classified. (For example, will it be a requirement or elective.)
Program Learning Outcome	**2. Comprehend the skills and techniques associated with effective speaking in a variety of settings.**
Date(s) Assessed	Fall 2013
Results	At the conclusion of every semester, students are encouraged to participate in an on-campus contest. In this activity, students from all of our COMM courses can compete against one another. Another opportunity provided is participation in/observation of our speech night, held every semester. Speech night is an opportunity to showcase the variety of speaking events offered in the speech department. Additionally, Solano College hosts the CCCFA state community college speech tournament allowing students, college administrators, and members of the general public to view award-winning speeches from across the state. Additionally, students now have the opportunity to participate in television programs on the Fairfield community cable access channel.
Action Plan	With the success of the on-campus speech contest, the department is exploring opportunities for community outreach and participation in on-campus contests (community judges evaluating the on-campus speech contest.)
Program Learning Outcome	**3. Critically evaluate speeches, debates and other communicative performances.**
Date(s) Assessed	Fall 2013
Results	In COMM 006 students fill ballots out in triplicate in which students receive immediate feedback. Students who critique their peers inevitably improve their own speaking style. In COMM 001, COMM 015, COMM 050 and COMM 075 students peer evaluate each other's presentations. This process enables students to see the merits and liabilities of their own performances.
Action Plan	To enhance a student's ability to provide a thorough and balanced self-evaluation, the speech department needs dedicated equipment and an established location for filming and reviewing of student speeches. This would give students the ability to view their performances "in the moment" and enable them to critically evaluate their own performances and give them additional expertise in evaluating the performances of others.

2.4. Describe any changes made to the program or courses that were a direct result of program learning assessments.

 The department is working on Community outreach programs. In the spring of the 2014-2015 academic year, four students and two faculty members (one from Communication Studies and one from Theatre) visited Dixon High School and Will C. Wood high school with the intent of promoting the Solano College theatre and communications departments. Four students

performed a 10 minute reader's theatre and answered questions about Solano College with high school students. Currently, students on the speech team have participated in two workshops with a Christian Homeschool organization in Dixon. Three debaters, along with one of the forensics coaches, have conducted workshops in impromptu speaking and team debate.

The department is making an effort to promote Group Communication, which is now listed as an elective. The department is still in need of dedicated equipment for filming and reviewing student speeches.

<u>Student Learning Outcomes</u>

2.5 Describe the current status of SLOs in your program. Are SLOs being updated as necessary? What is the planned assessment cycle (need to be assessed at least twice during the program review cycle)? Are assessment results driving course level planning? If deficiencies are noted, describe planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.

SLOs are completed regularly for all courses offered in the program. Courses that are offered infrequently (e.g., COMM 002) are assessed each time they are offered. Adjuncts are not routinely completing assessments, but as completion becomes part of adjunct evaluation, this may change. Generally, the same rubric is used in different sections of the same course, though their appearance may differ somewhat.

2.6 Review the course level SLOs completed by the program in the last year to ensure accuracy of information provided (core four, level of mastery, assessment tool, etc.). Note if any changes are needed.

As noted above, the "Core Four," level of mastery, and assessment tools will be revised to ensure they work for assessment and are consistent.

2.7 Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

SLO assessment showed that students were struggling with staying on-track with what was happening in the classroom; they would be absent and would not come the next class prepared. As a result, an instructor chose to adopt Canvas to help students stay up to date, resulting in better-prepared students and more open communication, supporting student success.

<u>Curricular Offerings</u>

2.8 Course offerings. Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. Also state whether a transfer degree has been established in accordance with SB 1440.

As noted in the Introduction, the department created an AA-T degree in Communications and deleted the old AA degree. New courses in Sports Broadcasting were added, and are intended to be part of a certificate (in development). Courses in Group Communication and Intercultural Communication were created to fulfill the AA-T degree, and match C-ID descriptors.

As noted in Table 1, Obj. 2.5, public speaking courses are consistently over-full, and are offered year-round in daytime and evening, at variable lengths (8-week, full semester) at both Centers and on the Fairfield campus. Electives are strategically placed in the schedule so that they don't conflict with each other; some are exclusively offered in Fall, others in Spring. Interpersonal Communication classes and Debate classes are also offered in the Summer. Also as noted elsewhere, another full-time faculty member could help in expanding offerings, as expanded offerings in Vacaville has created a strain on Fairfield offerings.

COMM 001 3.0 Units
Introduction to Public Speaking
Course Advisory: Eligibility for English 001. A public speaking course which includes instruction and practice in the various forms of public address and the techniques for orally presenting ideas clearly, concisely, and coherently. Students are required to outline speeches frequently and/or complete a detailed manuscript of the speech; to read a college-level public speaking textbook and apply its principles in the preparation of their speeches; to critically analyze public speeches of various types. *Three hours lecture.*

COMM 002 3.0 Units
Fundamentals of Persuasive Speaking
Course Advisory: Eligibility for ENGL 001. A persuasive speaking course which includes instruction and practice in the various forms of persuasive speaking including, but not limited to, sales presentations, speeches of praise/blame, propaganda, and opposing viewpoints. Students are required to outline persuasive speeches frequently; to read a college-level persuasive speaking textbook and apply its principles in the preparation of their persuasive speeches; to critically analyze persuasive speeches; and to deliver persuasive speeches of various types. These speeches will be presented in class, in person to an audience of peers. Faculty evaluation will be done in the classroom in person. Formerly SPCH 002. C-ID COMM 190. *Three hours lecture.*

COMM 006 3.0 Units
Argumentation and Debate
Course Advisory: Eligibility for ENGL 001. A public speaking course which includes instruction and practice in the principles of argumentation and in the various forms of debate including the analysis of propositions, research, evidence and reasoning. Students are required to practice various forensic debating techniques through the presentation of their outlined advocate/government and opposition cases after investigating major contemporary issues; to read a college level argumentation and debate textbook and apply its principles in the preparation of their cases/and to critically analyze debate cases. These debates will be presented in class, in person to an audience of peers. Faculty evaluation will be done in the classroom in person. Formerly SPCH 006. *Three hours lecture.*

COMM 008 3.0 Units
Group Communication
Course Advisory: SCC minimum English standard. This course is designed to increase students' understanding of group communication behaviors related to problem-solving, decision-making, leadership, group roles, norms and conformity and to prepare students to function more effectively in groups. This course is designed for students majoring in speech communication, business, international business, education, nursing, and all fields of study and certifications that require group and team-building skills. Formerly SPCH 008. *Three hours lecture.*

COMM 010 3.0 Units
Interpersonal Communications
Course Advisory: Eligibility for English 001. Communication principles as applied to different interpersonal communication situations including verbal and non-verbal communication, listening, overcoming barriers to communication, and conflict resolution. Formerly SPCH 010. *Three hours lecture.*

COMM 012 3.0 Units
Intercultural Communication
Course Advisory: SCC minimum English standard. This course introduces students to the challenges and promises of intercultural communication with application to American culture, subcultures, and different cultures of the world. Specific focus will be development of the ability to acknowledge and understand the unique voice of people from the African, Asian, Latina, Middle Eastern, and Pacific Island cultures as well as co-cultures within the United States. Through lectures, readings, films, group discussions, written and oral assignments, students will learn the skills necessary to achieve positive outcomes when communicating with others that are perceived as different. Formerly SPCH 012. C-ID COMM 150. *Three hours lab.*

COMM 015 3.0 Units
Oral Interpretation of Literature
Course Advisory: Eligibility for English 001. Study of literature through oral performance that includes development of skills in the analysis and interpretation of prose, poetry, and dramatic literature. Emphasis on vocal and physical techniques to orally communicate understanding of the literature performed. Formerly SPCH 015. C-ID COMM 170. *Three hours lecture.*

COMM 049   1.0 to 3.0 Units
Speech Honors

Prerequisite: Completion of 30 or more units of transferable college credit including 6 units of transferable speech; ENGL 001 with a minimum grade of B; an ability to work independently; and permission of the School Dean based on instructor availability. An independent study program designed for students who have completed the available Speech offerings and wish to continue work in one of these areas, or work with an instructor in a specialized area of oral communication. The student and instructor design an outlined program of study. Formerly SPCH 049. Students may take this course up to the maximum number of units over multiple semesters. *Three to nine hours by arrangement.*

COMM 050   1.0 to 4.0 Units
Forensics/Speech Workshop

Course Advisory: Eligibility for English 001. Provides training in the principles of all forms of competitive speaking, oral interpretation and debate, including participation in intercollegiate competition and appearances before campus and community groups. Students attend intercollegiate forensic tournaments and festivals or speak before campus or community audiences. Participation may include weekends and off campus travel. This is an Open entry/Open exit course. Formerly SPCH 050. Repeatable 3 times. C-ID COMM 160B. *One hour lecture, zero to nine hours lab.*

COMM 060   3.0 Units
Business and Professional Communication

Course Advisory: Eligibility for English 001. Presents practical communication skills to allow students to achieve effective verbal communication in business situations, community activities and other areas of daily life. Areas of discussion include giving and receiving the basic practical communication skills. Assignments and exercises are employed to allow students to achieve effective verbal communication in business situations, community activities, and other areas of daily life, including giving and receiving instructions, interviewing, verbal and non-verbal communication. Formerly SPCH 060. *Three hours lecture.*

COMM 075A   3.0 Units
Sports Broadcasting-Fall Sports

Course Advisory: Eligibility for ENGL 001. A professional approach to the basics of on-air and internet sports broadcasting of football, soccer, volleyball and tennis. Areas of concentration include performance training for play-by-play description, color commentary, compiling and organizing statistical data for football, soccer, volleyball and tennis broadcasts. The course includes an in-depth approach to careers in broadcast communication with concentration on all aspects of research preparation and delivery presentation to establish and sustain a career in sports broadcasting in one or more of the following sports: football, soccer, volleyball and/or tennis. Students will be required to attend weekly athletic events to fulfill activity hours. Events typically on TWRF. *One and one-half hours lecture, four and one-half hours lab.*

COMM 075B   3.0 Units
Sports Broadcasting - Spring Sports

Course Advisory: Eligibility for English 001. A professional approach to the basics of on-air and internet sports broadcasting of baseball, softball, basketball, hockey and swimming. Areas of concentration include performance training for play-by-play description, color commentary, compiling and organizing statistical data for baseball, softball, basketball, swimming and hockey broadcasts. The course includes an in-depth approach to careers in broadcast communication with concentration on all aspects of research preparation and delivery presentation to adequately and effectively establish and sustain a career in sports broadcasting in one or more of the following sports: baseball, softball, basketball, hockey and/or swimming. Students will be required to attend weekly athletic events to fulfill activity hours. Events typically on TWRFS. *One and one-half hour lecture, four and one-half hours lab.*

COMM 080A   **3.0 Units**
TV Sports Production - Fall Sports
Course Advisory: Eligibility for English 001. Offers instruction and training in the fundamentals of televised sports productions, both in the studio and on location. The course focuses on all aspects of production: directing. board operation, computer graphics, videography, instant replay and pre and post production editing as it pertains to football, soccer, tennis and volleyball. Students required to attend weekly athletic events to fulfill activity hours. Events typically on TWRF afternoons and/or evenings. *One and one-half hour lecture, four and one-half hours lab.*

COMM 080B   **3.0 Units**
TV Sports Production - Spring Sports
Course Advisory: Eligibility for English 001. Offers instruction and training in the fundamentals of televised sports productions, both in the studio and on location. The course focuses on all aspects of production: directing. board operation, computer graphics, videography, instant replay and pre and post production editing as it pertains to basketball, baseball, softball, basketball, hockey and swimming. Students required to attend weekly athletic events to fulfill activity hours. Events typically on TWRFS afternoons and/or evenings. *One and one-half hours lecture, four and one-half hours lab.*

2.9 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.

The college-wide fill rate dropped from 96.3% in Fall 2011 to 85.9% in Fall 2012 to 74.2% in Fall 2014. In the same time period, COMM rose from 83% to 89% from Fall 2013 to Fall 2014. This rate has only increased, as indicated by the chart below. Note in particular the high fill rates in COMM 001 (Intro to Public Speaking) and COMM 010 (Interpersonal Communication). The latter course, as noted elsewhere, is a prerequisite for students seeking to enter nursing programs statewide.

The fill rate is lower in COMM 050, which is the Forensic Speaking class, designed for students participating on the speech team, but also now open to students who are seeking to do further research or study. Students need to be enrolled in multiple sections, to ensure that full-time faculty reach their load while being able to travel with students on weekends. Currently the class maximum for COMM 050 is 35, which is entirely too high for such a one-on-one intensive course. The ideal maximum would be 10.

COMM fill rates:

Table shows average fill rate and average max enrollment by course id

		Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Total	**Calc % Fill R**	83	87	90	89	91	97	93	91	94
	Calc Max E	26	26	25	26	26	25	26	25	25
COMM 001	**% Fill Rate**	92	96	96	96	97	97	98	96	97
	Class Size	25	25	25	25	25	25	25	25	25
COMM 001 x-	**% Fill Rate**									
	Class Size									
COMM 001 x-	**% Fill Rate**				100					
	Class Size				25					
COMM 002	**% Fill Rate**				56					
	Class Size				25					
COMM 006	**% Fill Rate**	65	76	60	96	85	100	94	94	
	Class Size	25	25	25	25	25	25	25	25	
COMM 008	**% Fill Rate**								100	
	Class Size								25	

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Course		C1	C2	C3	C4	C5	C6	C7	C8
COMM 010	% Fill Rate	84	108	76	72	112	96	84	108
	Class Size	25	25	25	25	25	25	25	25
COMM 012	% Fill Rate	64			104			136	
	Class Size	25			25			25	
COMM 015	% Fill Rate		64			84			88
	Class Size		25			25			25
COMM 049	% Fill Rate							70	
	Class Size							10	
COMM 050 x-	% Fill Rate								
	Class Size								
COMM 050 x-	% Fill Rate	30	36		40	51		47	27
	Class Size	35	35		35	35		35	35
COMM 060	% Fill Rate		68			80			
	Class Size		25			25			
COMM 075	% Fill Rate	96	64		56	36			
	Class Size	25	25		25	25			
COMM 075A	% Fill Rate							36	
	Class Size							25	
COMM 075B	% Fill Rate							60	
	Class Size							25	
COMM 080A	% Fill Rate							44	
	Class Size							25	
COMM 080B	% Fill Rate								68
	Class Size								25

2.10 Course sequencing. Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame (limit to one or two paragraphs).

Students often wait until near the end of their time at Solano to take COMM 001, as many students fear public speaking and tend to put off this class. Fortunately, students often find COMM 001 enjoyable, and in some the course ignites an interest in pursuing further Communications study. Unfortunately, it may be too late for these students, who are often preparing to transfer. The department needs to catch students earlier in their college career. Outreach to counselors may help, as well as high school outreach. The University Studies degree in Communication is a confusing a no longer relevant degree, though students earn this degree over the COMM AA-T by a two-to-one margin.

2.11 College Preparedness/Basic skills. Describe the basic skills component of the program, including how the basic skills offerings prepare students for success in transfer-level courses. If your program doesn't have designated basic skills courses, then explain how your courses support fundamental writing and/or mathematic competencies. Analyze courses with course advisories, prerequisites and/or co-requisites to see whether this level of preparation supports student success.

All COMM courses have English advisories only, and those are sufficient. Students who need extra help with reading comprehension and writing skills are assisted by faculty and college services.

2.12 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses?

A student survey was conducted in 2015, but the data has not yet been analyzed, because the forms were administered and so must be tabulated by hand. However, paper surveys ensure that the maximum number of students were surveyed (in contrast to online surveys, which are more self-selective). In the future, online tools will be used, simply for ease and clarity, and that data will be compared with the earlier results.

2.13 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (limit to one or two paragraphs).

Following is the articulation agreement between SCC and CSU-Sacramento (Sac State):

```
        COMMUNICATION STUDIES LOWER-DIVISION PRE-MAJOR COURSES:
        A minimum "C-" grade is required for all major core courses.
-------------------------------------------------------------------------
COMS 2    ARGUMENTATION             (3)|COMM 6    Argumentation and Debate (3)
-------------------------------------------------------------------------
COMS 4    INTRO PUBLIC SPEAKING     (3)|COMM 1    Introduction to Public   (3)
                                       |          Speaking
-------------------------------------------------------------------------
COMS 5    COMMUNICATION EXPERIENCE  (3)|COMM 60   Business and             (3)
                                       |          Professional
                                       |          Communication
-------------------------------------------------------------------------
COMS 8    INTERPERSONAL COMM SKILLS (3)|COMM 10   Interpersonal            (3)
                                       |          Communication
-------------------------------------------------------------------------
COMS 55   MEDIA COMMUNICATION AND   (3)|TV 50     Survey of Broadcasting   (3)
          SOCIETY                      |
    Same as: JOUR 55                   |
                                       |    OR
                                       |JOUR 11   Introduction to Mass     (3)
                                       |          Communication
-------------------------------------------------------------------------
JOUR 30   NEWS WRITING              (3)|JOUR 1    Newswriting and          (3)
                                       |          Reporting
-------------------------------------------------------------------------
END OF MAJOR
```

Following is the articulation agreement between SCC and UC-Davis:

```
ANTHRO 4     Anthro Linguistics      (4)|NO COMPARABLE COURSE
                 OR                      |             OR
LINGUIS 1    Intro Linguistics       (4)|NO COMPARABLE COURSE
---------------------------------------------------------------------
COMUNCN 1    Intro Public Spkg       (4)|COMM 1    Introduction to Public  (3)
                                        |              Speaking
                 OR                      |             OR
COMUNCN 3    Intprsnl Com Cmpetnce   (4)|COMM 10   Interpersonal           (3)
                                        |              Communication
                 OR                      |             OR
COMUNCN 5    Global English Comm     (4)|NO COURSE ARTICULATED:College has not
    Same as: LINGUIS 5                   |submitted course(s)for articulation
                 OR                      |             OR
LINGUIS 5    Global English Comm     (4)|NO COURSE ARTICULATED:College has not
    Same as: COMUNCN 5                   |submitted course(s)for articulation
---------------------------------------------------------------------
COMUNCN 10Y   Intro to Communication (4)|NO COURSE ARTICULATED: College has not
                                        |submitted course(s)for articulation
---------------------------------------------------------------------
B) ENG CS 15   Intro to Computers    (4)|NO COURSE ARTICULATED: College has not
                                        |submitted course(s) for articulation
```

These articulation agreements are up to date. However, the department is currently consulting with the articulation officer regarding articulation with the C-ID descriptors, which are expiring this year and need to be renewed.

2.14 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (limit to one or two paragraphs).

The Department participates in the Middle College program, and is investigating a High School Boot Camp and a tournament for high school students.

2.15 Distance Education (if applicable). Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Include the percentage of courses offered by modality and the rationale for this ratio.
Then:
      1) Discuss your program's plans to expand or contract distance education offerings;
      2) State how you ensure your online courses are comparable to in-class offerings

The department currently does not offer any online courses. Public speaking and interpersonal communication is best done face to face, but an adjunct faculty member is currently working on an online shell for Business Communication.

2.16 Advisory Boards/Licensing (CTE) (if applicable). Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years.

The Sports Broadcasting Program was approved as a CTE Program September 24, 2016. As a result of last meeting the program has increased its outreach to local high schools, produced multiple promotional videos for the program which are aired continually on Channels 26, 27 and 28, and has added more technical workshops to course instruction. And, now that the program is

official, we can apply and receive Perkins funds. See Appendix B for Advisory Board Meeting Minutes.

STUDENT EQUITY & SUCCESS

3.1 Student Success. Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Then, analyze by discipline success by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

Provide possible reasons for these trends AND planned action to equalize student success.

Communications classes have an overall strong success rate, ranging from 80% to 85% in the Spring and Fall semester (see chart below).

Success rate, all COMM courses:

		Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Total	**Success**	80.2%	83.3%	91.4%	80.2%	85.7%	86.7%	85.2%	80.7%
	EOT Retnetion	90.8%	93.5%	92.3%	93.0%	94.4%	95.6%	93.6%	90.8%

Males and females in COMM classes are equally successful.

Success by ethnicity, College:

Success Rate (Ethnicity)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total	66.7%	67.3%	67.6%	67.1%	0.0%
	81.8%	69.0%	47.1%	79.2%	0.0%
Am. Indian or Alaskan Native	68.5%	68.2%	66.9%	66.4%	0.0%
Asian or Pacific Islander	69.9%	70.9%	71.0%	69.6%	0.0%
Black Non-Hispanic	53.9%	55.0%	55.7%	57.1%	0.0%
Hispanic	65.9%	64.9%	64.9%	65.5%	0.0%
Other	70.0%	70.6%	72.4%	72.3%	0.0%
White Non-Hispanic	71.5%	72.5%	73.0%	72.1%	0.0%

Success by ethnicity, COMM:

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Total	80%	83%	91%	80%	86%	87%	85%	81%
		100%			100%	100%	67%	80%
Am. Indian or Alaskan Native	71%	94%	100%	89%	91%	100%	91%	50%
Asian or Pacific Islander	84%	88%	98%	82%	86%	87%	88%	85%
Black Non-Hispanic	72%	72%	82%	72%	80%	83%	76%	76%
Hispanic	80%	81%	89%	82%	86%	85%	83%	78%
Other	83%	86%	71%	93%	80%	100%	100%	90%
White Non-Hispanic	84%	89%	96%	81%	89%	90%	89%	85%

The success by ethnicity data shows that COMM students perform better than the College average, across all major ethnic groups.

Success by age group, College:

Success Rate (Age)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total	0.67	0.67	0.68	0.67
	100.0%	100.0%	0.0%	0.0%
0-17	70.5%	71.7%	70.0%	67.9%
18-25	64.6%	65.2%	66.7%	65.9%
26-30	67.5%	68.7%	67.0%	66.7%
31-35	70.1%	69.6%	68.0%	68.9%
36-40	72.4%	74.8%	69.5%	71.4%
41-45	71.5%	73.0%	73.0%	71.3%
46+	75.4%	75.1%	73.2%	73.8%

Success by age group, COMM:

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Total	80%	83%	91%	80%	86%	87%	85%	81%
17 or less	86%	100%	89%	86%	89%	77%	93%	92%
18 & 19	80%	83%	95%	80%	86%	88%	85%	83%
20 - 24	82%	86%	88%	79%	85%	93%	85%	80%
25 - 29	74%	77%	94%	79%	82%	79%	84%	74%
30 - 34	74%	78%	92%	80%	84%	92%	82%	75%
35 - 39	100%	73%	89%	82%	87%	90%	86%	74%
40 - 49	72%	67%	92%	81%	87%	88%	89%	79%
50 and over	71%	78%	80%	71%	91%	75%	77%	85%

The data shows that students under the age of 17 perform better in COMM classes than in the college as a whole. The Middle College students tend to be the highest performing high school students, so this may reflect that larger success rate.

Success by modality, College:

Success Rate (Instruction Method)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total	66.7% 33,237	67.3% 30,924	67.6% 28,582	67.1% 27,163	0.0% 24,245
Lecture and/or discussion	68.1% 15,742	67.7% 15,632	68.1% 14,670	67.4% 13,941	0.0% 11,837
Lecture/Lab	69.0% 10,257	68.5% 9,107	67.3% 8,027	67.3% 7,656	0.0% 7,076
Online	60.1% 5,123	60.9% 4,571	64.1% 4,564	63.2% 4,190	0.0% 4,296

Success by modality, COMM:

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Total	80%	83%	91%	80%	86%	87%	85%	81%
Directed Study/Independ. Stu								100%
Lecture and/or discussion	80%	83%	91%	80%	85%	87%	85%	80%
Lecture/Lab	84%	81%		89%	94%		84%	88%

As noted above, no online classes are offered in COMM, but there are some lecture/lab courses. The success rate in those courses is equal to or higher than the lecture/discussion success rate, and higher than the lecture/lab success rate in the college as a whole.

3.2 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

		Academic Year				
		2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Comm Studies for Transfer	Associates Degree				3	8

| Communication Studies | Associates Degree | 8 | 1 | 8 | 7 | 1 |

For comparison, University Studies in Communication:

| US Communication | Associates Degree | 7 | 13 | 20 | 14 | 18 |

The awards data clearly shows that the AA-T degree is growing in popularity. However, now that this degree is available, the US-COMM degree is no longer relevant and does not enable students to transfer in the most beneficial way as they pursue a Communications bachelor's degree.

3.3 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs).

See Objective 2.3 in Table 1. The department promotes the AA-T degree through one-on-one counseling and brochures.

3.4 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.

Since there are no specific licensing standards for entry level jobs in the field of Sports Broadcasting, the focus of the program is to allow students to gain the hours of experience required to work in this field. The program provides students with 72 hours of technical instruction and 312 hours of field experience. For one to pursue employment in any aspect of broadcasting, one should have a minimum of 100 hours of field experience. We exceed that, and it should increase our graduate's opportunities. However, since the program is still in its infancy, only by tracking our students will we be able to determine its effectiveness when it comes to the program's ability to get students employment. We have established relationships with local broadcasting companies (CBS Maxpreps, Bay Area Online TV, NFHS Network and James Thomas Media Productions). Two of our 12 students currently enrolled in the program have already been hired (Maxpreps, James Thomas Media), and one of our past students now is the National Director of High School Football for CBS Maxpreps. These relationships should bode well for hiring our students in the future. Our ultimate goal is to create a pathway for students in Solano County that begins in high school, goes through the Sports Broadcasting Program and then straight to employment.

PROGRAM RESOURCES

4.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTES, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources.

As noted in the chart below, there is ample evidence to support the addition of another Full Time position. The new hire would teach COMM 001 courses, and COMM 050 (Speech Team), as well as a variety of electives.

Table shows sum of FTEF by different classifications of faculty contract type

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
Total FTEF	7.51	7.51	1.80	8.31	8.24	2.20	8.36	8.48	2.55
FTEF Full Time	4.00	3.87		3.80	4.00		3.00	3.00	
FTEF PT Hourly	1.47	2.20	1.80	2.67	2.47	2.20	4.07	4.53	2.55
FTEF Overload	2.04	1.44		1.84	1.78		1.30	0.95	
FTEF FT 50%									
FTEF Contract Ed									
FTEF Unknown									

4.2 Current Staffing. Describe how the members of the department have made significant contributions to the program, the college, and the community. Do not need to list all the faculty members' names and all their specific activities, but highlight the significant contributions since the last program review cycle.

Our Communication Studies Department is one of the most visible on campus, and one that is recognized both locally and nationally. The Forensics Program is nationally recognized and has garnered multiple local, state and national awards. The Sports Broadcasting Program provides a service to both the college and the community that is hard to find on any other Community College. The program produces televised broadcasts of most Solano "home" sporting events, and also covers many sports for area high schools. All broadcasts are also run on multiple social media outlets and keeps the college highly visible. The program has also provided broadcasts of many community events for Solano County and at the Solano County Fair.

4.3 Equipment. Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.

As noted in Table 7 below, the Communications program would be well-served by the creation of a dedicated classroom space equipped with filming capabilities, so that speeches could be recorded, played back for review, etc.

4.4 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.

The Communications department is scattered all across the Fairfield campus and beyond; faculty offices are in the 900 building, 700 building, and 1600 building. The speech team meets in the 1800 building. Middle College occupies the former speech team room in the dilapidated 1600 building.   Clearly, the department needs a permanent home.

4.5 Budget/Fiscal Profile. Provide a five-year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

The current funding levels support the extensive travel and prep work of the speech and debate team. This money barely covers expenses, so that the department must resort to fundraising which is not a dependable source. Faculty use the same textbook just to keep costs low (not necessarily for pedagogical reasons).

PROGRAMMATIC GOALS & PLANNING
This section will be submitted to the governing board as an overview of programmatic strengths and areas of growth.

5.1 Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement.

Strengths include the exceptional and much-awarded speech team; dedicated faculty whom students trust and depend on for support in often high-stress environments; and exceptional fill rates in courses important for the program and the college as a whole.   A list of awards is in Appendix A.

Weaknesses include the need for an additional faculty member; the lack of a dedicated and equipped space; and a low budget to support the speech team.

5.2 Program Goals. Based on the self-study analysis, prioritize the program's goals.

Table 7. Goals

PROGRAM OVERVIEW & MISSION (for example, modify or create new program or certificate)
This portion of the table should be used to inform the Educational Master Plan.

Goals	Planned Action	Person(s) Responsible	Priority ranking
Delete University Studies—Communication AA degree	Consult with Lisa Abbott, Languages faculty, and Counseling	Evangeline East	1
Develop Certificate in Sports Broadcasting	Add courses, create degree	Greg Poff	2

ASSESSMENT (for example, update PLOs, change assessment criteria, etc.)
This portion of the table should inform assessment and curriculum review.

Goals	Planned Action	Person(s) Responsible	Priority ranking
Make sure PLOs are correct and that there are updated	Check how each PLO is written, complete PLO assessments as needed	all	1

Goals	Planned Action	Person(s) Responsible	Priority ranking
success criteria			
Revise mapping of PLOs	Decide where PLOs are introduced and developed (in which course/s)	**all**	**1**

CURRICULUM (for example, class creation/modification/deletion, or creating online offering)
This portion of the table should inform curriculum review.

Goals	Planned Action	Person(s) Responsible	Priority ranking
Reduce course max for COMM 050	Petition to have max reduced	**all**	**2**
Ensure courses in AA-T are articulated with C-ID descriptors	Meet with Curtiss Brown	**all**	**1**

CAMPUS & COMMUNITY INTEGRATION (for example, collaborations with other depts.)
This portion of the table should inform the Educational Master Plan.

Goals	Planned Action	Person(s) Responsible	Priority ranking
Develop more opportunities for community outreach through speaking & sports broadcasting	Meet with high school comm instructors, develop boot camp plan, Tournament plan	**all**	
Consider offering courses that include visual communication elements, integrate with Visual Communications certificate in Art	Talk with Rachel Smith and Jeanne Lorenz in Art department,	Evangeline East	

STUDENT EQUITY & SUCCESS (for example, adding more eCompanions, tutoring, etc)
This portion of the table should inform the Educational Master Plan.

Goals	Planned Action	Person(s) Responsible	Priority ranking
Provide more extra-curricular opportunities to enhance the experience of COMM majors that do not have the time for Forensics. This might include attending conferences, participation in other communication-related events that do not emphasize	One faculty member is gathering anecdotal data from students in class (students that do not have time to devote to forensics).	J Whitesell	

Forensics.			

RESOURCES

Human Resources Goals (to inform hiring decisions)	Planned Action	Person(s) Responsible	Priority ranking
Add a full-time position	Advocate for full-time position		

Technology & Equipment Goals (to inform Technology Master Plan)	Planned Action	Person(s) Responsible	Priority ranking
Need to keep up with current pace of technology in the field of communication.	Purchase of and updating of cameras, laptops, headsets, editing software, microphones, speech lab, TV/radio station		
More efficient tracking of current speech majors and graduating speech majors.	Develop a website or survey		

Facilities Goals (to inform Facilities Master Plan)	Planned Action	Person(s) Responsible	Priority ranking
Further develop student opportunities to implement and perfect delivery techniques and strategies by using video technology in the classroom	In progress. The department would like a dedicated video classroom to film speeches (apart from Sports Broadcasting)		

Library Resource Goals	Planned Action	Person(s) Responsible	Priority ranking

PROFESSIONAL DEVELOPMENT
List any professional development needs that would improve program functioning

Goals	Planned Action	Person(s) Responsible	Priority ranking

SIGNATURE PAGE

6.1 Please include a signature page with all full-time faculty and as many part-time faculty as you are able. The signature page should include lines with the signatures and then typed names of the faculty members.

The undersigned faculty in the Communications Program, have read and have had the opportunity to provide feedback on the attached program review self-study, dated _____.

_____
Evangeline East

_____
Douglas Mungin

_____
Greg Poff

_____
Janene Whitesell

Appendix A: AWARDS for the Speech Team and SCHOLARSHIPS

Feb 2011
Second place overall at the tournament.
Michael Fortuno: 1st Novice Extemporaneous Speaking
Kami Jennings: 1st Novice Informative Speaking
Angelica Grigsby:6th Open Informative Speaking
Lance Bubak: 1st Open Extemporaneous Speaking; 1st Open Persuasive Speaking
 2nd Debate
Kat Azurdia; 1st Open Communication Analysis 1st Open Informative Speaking
                                                                       2nd Debate

 Northern California Forensics Championship Tournament Feb 11-13, 2011
2nd place in the Community College Sweepstakes Division
3rd Place overall in 2 and 4 year school sweepstakes.

Kat Azurdia 2nd Open Communication Analysis 3rd Open Informative

Stephanie Truluck   9th JV Speaker Parliamentary Debate 1st Novice Informative Speaking
3rd Novice Prose Interpretation

Caitlin Bubak: 3rd JV Speaker Parliamentary Debate; 1st Open Informative Speaking

October 2011

Kitrina Baumgartner: 3rd place, Novice Impromptu Speaking (SFSU);
3rd place, Novice Informative Speaking (SFSU); 1st place, Novice Informative Speaking (SRJC)
Alvin Bell: 3rd place, Novice After Dinner Speaking (SFSU);
Finalist, Novice Extemporaneous Speaking (SFSU); 2nd place, Novice After Dinner Speaking (SRJC)
Caitlin Bubak: 3rd place, Open Extemporaneous Speaking (SFSU); 3rd place, Open Extemporaneous Speaking (SRJC)
Christine Bochynski: Finalist, Novice Informative Speaking (SRJC)
Angelica Grigsby: Finalist, Open Extemporaneous Speaking (SFSU); 3rd place, Open Persuasive Speaking (SRJC)
Juani Hustad: Finalist, Open Persuasive Speaking (SRJC)
Kami Jennings: 3rd place, Open Informative Speaking
Josh Rayburn: Finalist, Open Impromptu (SFSU); Quarterfinalist Open LD (SFSU); 1st place, Open Impromptu (SRJC); 2nd Place, Open Extemporaneous Speaking
Marni Salvani: 1st place, Novice Informative Speaking (SFSU); 2nd place, Novice Informative Speaking (SRJC)

Michael Fortuno: 9th Novice Speaker Parliamentary Debate; 1st Novice Extemporaneous Speaking

Angelica Grigsby: 1st JV Speaker Parliamentary Debate; 6th Open Informative Speaking

Lance Bubak: 2nd Open Persuasive Speaking; 5th Open Extemporaneous Speaking

Kami Jennings: 3rd Place Novice Informative Speaking

La Tierra Stewart: 1st Place Open Poetry

State Tournament 2012

Joshua Rayburn	Gold, Parliamentary Lincoln-Douglas Debate Silver, Team Parliamentary Debate Silver, Impromptu Speaking Bronze, Program Oral Interpretation
Marnie Salvani	Silver, Informative Speaking Bronze, Persuasive Speaking Bronze, After Dinner Speaking
Christine Bochynski	Gold, Informative Speaking Silver, Impromptu Speaking Bronze, Extemporaneous Speaking
Kitrina Baumgartner	Silver, Informative Speaking Bronze, Persuasive Speaking
Angelica Grigsby	Gold, Informative Speaking Silver, Parliamentary Team Debate
Natalie Ruiz	Bronze, Informative Speaking Bronze, Persuasive Speaking

September, 2012

Amanda Lamb	3rd Place Novice Informative Speaking
Antoinette Shirley	Finalist Novice Prose
Karen Galindo	Finalist Novice Prose
Marni Salvani	Finalist Open Informative Speaking
Antoinette Shirley	19th Speaker Novice Parliamentary Debate

Lauren Segura	9th Speaker Novice Parliamentary Debate
Alice Hoover	7th Speaker Novice Parliamentary Deba
Willis Berrios	Octo-Finalist Novice Parliamentary Debate
	Semi-Finalist Novice NFA Debate
Julien Lacrosse	Octo-Finalist Novice Parliamentary Debate
	Quarter-Finalist Novice NFA Debate
Caitlin Bubak	Octo-Finalist Open Parliamentary Debate
Katrina Baumgartner	Octo-Finalist Open Parliamentary Debate
Brian Nelson	Quarter-Finalist Novice NFA Debate

October 2012

Willis Berrios and Marselys Lucero	Octo-Finalists Novice Debate
Marni Salvani and Antoinette Shirley	Quarter-Finalist Novice Debate
Katrina Baumgartner	Quarter-Finalist NFA Debate
Amanda Lamb	2nd Open Informative Speaking
Karen Gallardo	3rd Novice Prose
Reane Ruiz	Finalist Novice Prose

November, 2012

Alice Hoover	Octo-finalist Parliamentary Debate
	12th Novice Parliamentary Speaker
Lauren Segura	Octo-Finalist Parliamentary Debate
	3rd Novice Parliamentary Speaker
Malcolm Gamble	1st Novice Informative Speaking
	1st Novice Poetry
Amanda Lamb	2nd Novice Informative Speaking
Tomarra Huff	Finalist Novice Informative Speaking
Kitrina Baumgartner	1st Open Informative Speaking, 3rd Open Prose

Marni Salvani	2nd Open Informative Speaking
	1st Novice Duo Interpretation
	20th Novice Parliamentary Speaker
	Octo-finalist Parliamentary Debate
Antoinette Shirley	1st Novice Duo Interpretation
	Octo-finalist Parliamentary Debate
Anthony Allen	Finalist Novice Persuasive Speaking
Riane Ruiz	1st Open Prose Interpretation
	Finalist Open Duo Interpretation
Natalie Ruiz	Finalist Open Duo Interpretation
Brian Nelson	1st Novice Program Oral Interpretation
	Octo-finalist Parliamentary debate
	7th Novice Parliamentary Speaker
Willis Berrios	Octo-finalist Parliamentary Debate
	5th Novice Parliamentary Speaker
Karen Gallardo	Finalist Novice Prose Interpretation
	Octo-finalist Parliamentary Debate
Dylan Kent	Octo-finalist Parliamentary Debate

February 2013

Alice Hoover	2nd Open Persuasive Speaking
Amanda Lamb	3rd Open Prose
Antoinette Shirley	3rd Open Duo Interp
Brian Nelson	1st Open Duo Interp
	2nd Open Program Oral Interpretation
Jacob Berrios	Finalist Open Program Oral Interpretation
Karen Gallardo	3rd Open Dramatic Interpretation
Kitrina Baumgartner	2nd Open Informative Speaking
Malcolm Gamble	1st Open Duo Interp
Marni Salvani	3rd Open Duo Interp

Natalie Ruiz	1st Open Poetry
	2nd Open Duo Interp
Riane Ruiz	2nd Open Duo Interp
	3rd Open Program Oral Interpretation

State Tournament 2013

Alice Hoover	Bronze Medal Extemporaneous Speaking
Kitrina Baumgartner Debate	Silver Medal Parliamentary Lincoln Douglas
	Silver Medal Persuasive Speaking
Malcolm Gamble	Bronze Medal Informative Speaking
Marni Salvani	Silver Medal Informative Speaking
Natalie Ruiz	Bronze Medal Poetry Interpretation
	Silver Medal Informative Speaking
Willis Berrios Literature	Bronze Medal Program Oral Interpretation of

National Speech Champions, 2013

Kitrina Baumgartner	Gold Persuasive Speaking
	Bronze Extemporaneous Speaking
	Bronze Parliamentary Debate
Alice Hoover	Bronze Parliamentary Debate
Willis Berrios	Gold Parliamentary Debate
Brian Nelson	Gold Readers Theater
Riane Ruiz	Gold Readers Theater
Natalie Ruiz	Gold Readers Theater
	Gold Informative Speaking

February, 2014

Brian/Riane   5th Place Senior DUO Interpretation   -
Malcolm Gamble   2nd Place Informative Speaking
Brian Nelson   3rd Place Senior After Dinner Speaking
Brian Nelson   6th Place, Senior Poetry Interpretation   -

Roxanne Gallegos   1st Place Novice Persuasive Speaking   -
Brad Larsen   2nd Place Novice Extemporaneous Speaking
Roxanne Gallegos   2nd Place Novice Parliamentary Lincoln-Douglas

State Championships, 2014

Amanda Lamb	Persuasive Speaking	GOLD medal
	Informative Speaking	GOLD medal
	Prose Interpretation	SILVER medal
Alice Hoover	NFA-LD Debate	GOLD medal
Anthony Zavaglia/ Brad Larsen	Team Parliamentary Debate	SILVER medal
Brian Nelson	Speech to Entertain	BRONZE medal
Brian Nelson/ Karen Gallardo	DUO Interpretation	BRONZE medal
Eric Gentry	Persuasive Speaking	GOLD medal
Malcolm Gamble	Informative Speaking	SILVER medal
Marnie Salvani	Speech to Entertain	SILVER medal

National Speech Championships, 2014

Amanda Lamb   -   GOLD – Persuasive Speaking

                     -     SILVER – Informative Speaking

Alice Hoover   -   BRONZE – Persuasive Speaking

Brad Larsen   -   BRONZE – Impromptu Speaking

Brian Nelson   -   BRONZE – Speech to Entertain

Alice Hoover and
Antoinette Shirley   -   SILVER – Parliamentary Debate

October, 2014

David Hayward -   First Place   -   Novice Poetry

Lucy Murillo -   Second Place   -   Novice Informative Speaking

Remington Green -   Fourth Place   -   Novice Informative Speaking

Daphne Kuta -   Finalist   -   Novice Informative Speaking

Shane Welch -   Finalist   -   Novice Impromptu Speaking
                         Novice Extemporaneous Speaking

Alice Hoover   10th Speaker   -   Senior Parliamentary Debate

Remington Green	Informative Speaking	First Place
Becky Desantis	Persuasive Speaking	First Place
Kaleb Henderson Redd	Impromptu Speaking	First Place
Lucy Murillo	Persuasive Speaking	Second Place
David Hayward	Poetry Interpretation	Second Place

November, 2014

Lucy Murillo	Informative Speaking	First Place
	Persuasive Speaking	First Place
Daphne Kuta	Informative Speaking	Second Place
David Hayward	Poetry Interpretation	Second Place

Remington Green was the 6th best speaker in the entire tournament in debate.

National Speech Championship 2014

Destiney Smith – GOLD – International Public Debate

Remington Green – SILVER – Informative Speaking

Daphne Kuta – BRONZE – Informative Speaking

Becky DeSantis – BRONZE – Persuasive Speaking

Solano Community College – 3rd Place (BRONZE) Debate Sweepstakes.

November, 2015

Micaela Chapa   -   First Place NFA-LD Debate

David Hayward   -   First Place – Novice After-Dinner Speaking

Allyson Curnutt   -   Second Place – Impromptu Speaking
                                            Second Place – Informative Speaking

September, 2016

6th Place Novice Parliamentary Debate Speaker-**Michael Lostica**
3rd Place Novice Parliamentary Debate Speaker-**Andrew Brown**
5th Place Communication Analysis-**Samantha Silva**
Top Non-advancing Novice Communication Analysis-**Justin Freeman**
Top Non-advancing Novice Drama Interpretation-**Michaela Chapa**
Finalist Novice After Dinner Speech-**Shannel Houston**
Finalist Novice Extemporaneous Speaking-**Justin Freeman**
2nd Place Novice Extemporaneous Speaking-**Uriel Booher**
Finalist Novice Prose-**Andrew Brown**
Top Non-advancing Novice Communication Analysis-**Samantha Silva**

November 2016

Uriel Booher - 3rd Place Novice Extemporaneous Speaking
Shannel Houston - Finalist Novice Extemporaneous Speaking
Andrew Brown - 1st Place Novice Prose Interpretation & Finalist Novice Impromptu
Michael Lostica - 2nd Novice Impromptu Speaking
Justin Freeman - Top Novice Communication Analysis

Andrew Brown and Michael Lostica – 1st Place Novice Team Parliamentary Debate
Nicole Requeijo and Shannel Houston - Novice Quarterfinalists Parliamentary Debate
Uriel Booher – 2nd Place Novice Extemporaneous Speaking
Andrew Brown – Finalist Novice Prose Interpretation
Nicole Requeijo – Finalist novice Impromptu Speaking
Micaela Chapa – Finalist Novice Impromptu Speaking
Michael Lostica – 2nd place Novice Impromptu Speaking
Samantha Silva – 3rd place and Top Novice Communication Analysis

Coaches:
Neil Glines
Ana Petero
Libby Simas
Darren Phalen
Greg Poff
Janene Whitesell
Douglas Mungin

Student Coaches:
Brian Nelson
Marni Salvani
Malcolm Gamble

Scholarships:
Lance Bubak Transferred from Solano in 2011 to **University of the Pacific**.

Kitrina Baumgartner Transferred from Solano in 2013 to **Bradley University** and received a scholarship. About to graduate from **Illinois State University** in May with Master's in Communication.

Marnie Salvani Transferred from Solano in 2014. Received a scholarship to **Concordia University Irvine**. Currently volunteer coaching at Solano.

Malcolm Gamble Transferred from Solano in 2014. Received a scholarship **to Concordia University Irvine**. Currently volunteer coaching at Solano.

Angela Grigsby Transferred from Solano in 2014. Got a scholarship to **Concordia University Irvine.**

Appendix B: Advisory Board Meeting Minutes

Solano College Sports Broadcasting Program
Advisory Board Meeting
March 2. 2016

All members in attendance:
Greg Poff; Director, Solano College Sports Network, Solano Community College
Neil Glines; Dean, School of Fine Arts, Solano Community College
Bill Way; Supervisor, Video Services, City of Fairfield
Whitney Skillman; Video Services, City of Fairfield
Brian Nelson; Teaching Aide, TV Studio Technician, Solano Community College
Kimo Calihan; IT Supervisor, Solano Community College
Tim Fitzgerald; Public Relations Director, Vallejo Admirals Minor League Baseball Team
Tommy Gachis; CEO, James Thomas Media

CALL TO ORDER: 3:38pm

OFFICIAL BUSINESS: Approve the Sports Broadcasting Program as a CTE program at Solano
Community College.
Greg Poff motion,
Bill Way second,
8 ayes, 0 nays
The program is approved unanimously.

NEW BUSINESS:
GOALS discussed for program and advisory board:
Discussion to meet once every four months.
Need for a lab tech in studio in the future.
Student opportunities to work with pro baseball team in Vallejo, the Vallejo Admirals and field
broadcasting on site
City of Fairfield to have more of a presence at SCC-possibly dedicating one day per week in the
future
SCC to have more control over Channel 28 playlist
Suggestions to grow program:
Outreach at high schools, TV's in other buildings on campus – currently no audio on tv's,
however there may be dedicated areas where that's available
Create a 1 minute video package promo
Use chrome cast to control content
More workshops sponsored by COF-Bill to teach cameras, grip gear, branching off into other
content-Film workshop to show new students-Use to show SLO, ILO, PLO's as examples of
what is being done
SCC to use COF high school interns
Running promo's on channel 28
COF to get new equipment for SCC each year, ie dedicated field cameras

Problem-other programs understaffed but eventually we would like to have all programs working together and feeding each other (Cinema, TV, Journalism, etc)

SCC to give Tim info to give to students working with his program

Dedicated block of time every week to air studio show-9p-2a Wed/Sat

What's needed to get live/streaming TV?

Students who haven't maxed out on hours

Hire independent company to shoot graduation-Greg to speak Rischa

IT-network will be available at graduation-10 GB fiber already pulled, equip end of March, need to pull data cable, put weather proof boxes, cable in press box. Long term plan to do similar things at baseball field and basketball court. Second phase of upgrade to include wifi

-Can stream through Tricaster

-If Video IP is available, we can stream network (bandwidth is available)

NO new equipment is necessary

Also look at setup to broadcast SCC board meetings

Meeting adjourned at 4:35.

Solano College Sports Broadcasting Program
Advisory Board Meeting
March 21. 2017

All members in attendance:
Greg Poff; Director, Solano College Sports Network, Solano Community College
Neil Glines; Dean, School of Fine Arts, Solano Community College
Bill Way; Supervisor, Video Services, City of Fairfield
Whitney Skillman; Video Services, City of Fairfield
Brian Nelson; TV Studio Lab Technician, Solano Community College
Tim Fitzgerald; Public Relations Director, Vallejo Admirals Minor League Baseball Team
Tommy Gachis; CEO, James Thomas Media

CALL TO ORDER: 2:18pm

OLD BUSINESS:
Discussed progress and evaluated duties of new lab assistant.
Evaluated broadcast opportunities present last summer and decided to focus on more on opportunities at SCC rather than in Vallejo working with Vallejo Admirals. Still opportunity for student internships with Admirals minor league baseball team.
Approved minutes of last advisory meeting.
Greg Poff motion,
Brian Nelson second,
7 ayes, 0 nays

NEW BUSINESS:

Discussion of Equivalency process to create more courses for Sports Broadcasting Program, and to have courses taught by members of Fairfield Cable Television. The 2 courses to add to the curriculum will bring the total units for the Program from 12 to 18. Students cannot apply for financial aid unless the program requires a minimum of 18 units to receive a certificate. Additionally, to have program recognized on official transcripts and to be recognized at graduation, the program must require 18 units.

Adding adjunct instructors will also help the City of Fairfield to have more of a presence at SCC-possibly dedicating one day per week in the future.

In addition, Poff stressed that SCC would like to have more control over managing Fairfield's Channel 28 playlist.

Discussion of improving instant replay system by recording multiple camera feeds to Tricaster during game broadcasts.

Focused on need to create course specific to video editing techniques using Adobe Premiere and Adobe After Effects. While courses are being created it was decided to begin workshops to be held in TV Studio to teach video editing in meantime. Students can utilize lab hours to attend workshops. First workshop will be held Monday at 3:00pm in SCC TV Studio.

Discussion on social media management focused on need to incorporate more student training for managing social media for the Solano College Sports Network in order to grow existing viewership. It was determined this could be the focus of another course.

Created future workshops for students in the program this semester to focus on camera operation both in the studio and on site for game broadcasts.

Final area of business discussed centered on suggestions to further grow the program.

Poff will be leading an outreach team to visit all local high school media programs to discuss the Sports Broadcasting Program.

Meeting adjourned at 3:35.