**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 2, 2016**

**Department:** **LCS - 0240 - Communication**

Year of Last Program Review: FY 2011-2012

Year of Next Program Review: FY 2016-2017

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department’s goals and rationale for expanding include being able to offer courses that reflect the changes and growth in the discipline, while recognizing the need to be good stewards of the college’s resources. One course has been added to the curriculum in the last five years.  | In progress [ ] Completed [x] No longer applicable [ ]  | The department reviewed its offerings and determined which courses would be continued in the Semester format. During this process the department identified low enrollment courses and removed them from the course offerings. These courses included COM 212, COM 227, COM 265 and COM 285.  |
| COM 220 Introduction to Communication Theory has been added to the department curriculum. This course was approved into the Ohio Board of Regents Transfer Assurance Guide. This course has also been included in the departments distance learning program and is regularly offered in an online format.  | In progress [ ] Completed [x] No longer applicable [ ]  | COM 2220 has seen a steady increase in enrollment since its inception. It is now included in the department core requirements and is offered in both a face to face and online format. |
| Rather than introduce a myriad of new courses the department has focused on revising and expanding existing courses in anticipation of semester conversion. COM 235 Interviewing, COM 211 Effective Public Speaking, and COM 206 Interpersonal Communication have added content and increased the depth of existing content.  | In progress [ ] Completed [x] No longer applicable [ ]  | COM 2235, COM 2211, and COM 2206 have all been revised and expanded to include additional content and increased depth of existing course content, in order to fulfill the semester format requirements. In addition, moving to a semester format necessitated the need to expand all COM core courses to include additional material and depth of existing content. |
| In order to provide students relevant, up-to-date learning experiences, the journalism program stays focused on the changing needs of the industry through continuing interaction with professionals such as Cox Media Ohio. The multimedia journalism course is an example of how the program responds to actual needs in the profession. The Special Topics course, JOU 279, allows the program to offer students higher level, authentic learning experiences, such as the DEI magazine students created last summer. | In progress [ ] Completed [x] No longer applicable [ ]  | Completed |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department is encouraged to continue pursuing the development of hybrid courses, while keeping a close watch to monitor the success of these courses. | In progress [ ] Completed XNo longer applicable [ ]  | The department developed hybrid courses for COM 2211, Effective Public Speaking and began piloting the course in this format in FA/13. Six sections were offered, and although all sections remained open, attrition rates were significant, all sections experienced less than 50% completion rates. During SP/14 the number of hybrid offerings was reduced to 4 sections, with only 3 sections receiving enrollment numbers to run. Again attrition rates were high in all three sections. During the FA/14 the department ran 4 sections of this course, and once again attrition rates were higher than both the face to face and online formats. The department is reconsidering offering these courses in the future. NEW: Although the attrition rates are still high in this course, the department is piloting a new policy to have all hybrid and online COM 2211 students speak directly to a faculty member before enrolling in the course. The faculty member explains the expectations of the course and helps the student determine if the course is a good fit for them. Preliminary data show that our attrition rates are decreasing in these courses. |
| The department is encouraged to reach out to other departments across campus to determine what unmet needs they might fill and to share what the department has to offer. Faculty in this department have a considerable amount of knowledge and skill that could be beneficial to many across campus who may not currently be taking advantage of it. Perhaps most notably, the faculty in the Communication Department are in an excellent position to engage colleagues in other disciplines about the value of common agreement on not only student outcomes for all sections of a course but also common instructional approaches that are effective. | In progress XCompleted [ ] No longer applicable [ ]  | The department continues to find ways to help other departments in terms of their communication related needs. Many faculty in the department are asked to come to other department faculty meetings to discuss standardized assignments, assessment methods, and incorporating communication related activities into their courses. Communication faculty are also actively involved in the Center for Teaching and Learning and present many workshops for faculty on communication related areas. Most recently, since the adoption of the Oral communication exception process, Communication faculty have been asked to review program curricula to help determine where communication may be being taught in other department courses. NEW: The department has been asked to develop a process for assessing the General Education outcome for Oral Communication. A rubric was created for this outcome and is being used in the two courses that are most likely included in other department programs (COM 2206 Interpersonal Communication and COM 2211 Effective Public Speaking). The department is piloting the rubric with full time faculty using the rubric on the final writing or speaking assignment in the courses. The hope is that other departments will be able to pull data from these rubrics for their specific majors in the new LMS. |
| Students as a whole may be unaware of the opportunities that exist in the field of communication. The department may want to consider how to increase outreach to students to inform them of career paths in the field. Career Coach may be an appropriate tool to use in this regard, with the help of RAR. | In progress XCompleted [ ] No longer applicable [ ]  | The Communication Department continues to use the Facebook page that was created to share information about the department’s programs, internships, and job opportunity notices. The department continues to attend High School Career fairs, and more recently, middle school activities related to career awareness. The department will be investigating the eportfolio system in the new LMS to determine if their capstone project could be more experiential for their students. Sigma Chi Eta has been reactivated and the faculty are encouraging student participation. Unfortunately, the Black Communication Scholars Club that had been created in 2013-14 is now no longer active. The department has not looked into the feasibility of using Career Coach. NEW: The department has restructured its Multi-Media Journalism program to include an internship to allow students to work at area organizations in media or media related capacities. In addition, faculty are actively identifying individuals in the community working at media organizations and having them come in as guest speakers into our classrooms. The department continues to attend career fairs, high school events, and provides materials and information to prospective students about communication related fields. However, the department is very mindful of the fact that the best course of action for their majors is to transfer to a 4-year program and earn the BA or BS in Communication for the best employment opportunities. Faculty inform their students regularly of this action. |
| A sentiment was expressed in the self-study that tracking graduates at other institutions was not possible. There are new resources for tracking graduates such as the National Student Clearinghouse and the Ohio Department of Jobs and Family Services. The department is encouraged to work with RAR to better track graduates and determine graduate outcomes. | In progress XCompleted [ ] No longer applicable [ ]  | The department will look at tracking students through RAR in the year of their Program Review, 2016-17. Many department graduates are transfer students who complete 4 year degrees. Trend data for this goal will be more helpful as it will allow for the time needed for graduates to complete their 4 year degrees and find appropriate work. NEW: The department has conducted some surveys of graduates as requested by RAR. However, contact information was not always accurate and phone numbers given to reach graduates were not always correct. The department will give this more focus in the upcoming year as we go through a Program Review. |
| The department is encouraged to evaluate future prospects for the journalism program. Enrollment in the program has not been high and job opportunities for associate degree graduates appear to be limited in this region. An analysis should be completed by the end of fall term 2012 and reported to the dean and provost.  | In progress Completed XNo longer applicable [ ]  | The department saw the retirement of the individual who was central to the COMMJ program this past year. Since then, the department hired a new Clarion Advisor who has been working to bolster the enrollment numbers of this program. The number of students enrolled in the two Journalism courses offered by the department has increased. The number of writers for the Clarion has also increased. In JOU 2101 students are required to write for the Clarion, and JOU 2270 Internships are now required for students seeking the COMMJ degree. These internships can be completed by writing for the Clarion. Unfortunately, this field continues to be highly competitive and local media outlets continue to higher graduates of 4 year degree programs. The COMMJ program is now more associated as a transfer program. The department has successfully signed an articulation agreement with WSU for this program. |
| While the department has done an exemplary job of setting up standardized exams and assignments, there is a sense that this data is not being collected and analyzed across sections. The department is encouraged to capitalize on the excellent framework they have established and begin collecting and analyzing results from their common exams and assignments, using this as an approach for course and program outcomes assessment. These results should be reported yearly in the Annual Update and should figure prominently in the next Program Review self-study. | In progress XCompleted [ ] No longer applicable [ ]  | The department has implemented a new mentoring program for COM 2211 adjunct faculty that is designed to oversee the extent to which adjunct faculty are using the standardized assignments required in this course. This same mentoring programs will also be conducted in FA/15 in COM 2206 Interpersonal Communication. The department is hopeful that the new LMS system will allow the capturing of data associated with the common assignments in these two courses. NEW: The department is piloting the Oral Communication General Education rubric at this time. The first pilot was used on the Persuasive Speech assignment in COM 2211 and the second pilot is being conducted in spring 2016 on the last writing assignment in COM 2206. The goal is to gather data assessing the extent to which these courses are helping students meet the Oral Communication General Education requirements. The department continues to use selected assignments from each of its core courses to be included in the capstone course. Theses assignments are designed to assess the program outcomes for Communication. It is our goal to have these assignments uploaded to eportfolio as students complete them in their core courses. However, the capabilities of the eportfolio are still not realized. The department will continue to investigate this recommendation.  |
| Similarly, there was an extensive discussion of general education in the self-study, but a noticeable lack of quantitative data regarding student performance on general education outcomes. The department is encouraged to capture and assess student performance on general education outcomes, reporting specific results and using that data to inform improvement efforts. | In progress XCompleted [ ] No longer applicable [ ]  | The department has agreed to use the Oral Communication General Education rubric for the final assignments in two high enrollment courses, COM 2206 Interpersonal Communication and COM 2211, Effective Public Speaking, in an effort to assess this outcome college-wide. The department will be piloting this process in FA /15 among full time faculty using the new LMS. NEW: The department has completed the pilot for the COM 2211 course, and is in the process of capturing data for the COM 2206 course now in spring 2016. The department is still unclear as to how and where these data are housed and who will have access to them. The goal of the new LMS was to give all departments access to these data as they pertain to their own majors. We hope that that is still possible. |
| This is a time of considerable focus on the relationship between higher education and job preparation. The public increasingly focuses on college education as preparation for success in employment. The department is encouraged to develop a more comprehensive and detailed knowledge of what area employers are specifically looking for in potential employees in terms of communication skills, both now and in the future, and to document – and promote – how COM classes prepare students to meet these expectations.  | In progress XCompleted [ ] No longer applicable [ ]  | Communication Department faculty members continue to maintain a high profile in local, regional and national discipline related professional organizations. Attending these conferences keeps COM faculty up to date with current job trends and needs of employers in terms of communication skills. Communication program graduates are encouraged to transfer and pursue a 4 year degree as the best practice for finding and obtaining a career within their field of study. The Communication Department, in its service to other departments, continues to strive to provide the highest quality possible of instruction in helping non-Communication majors become competent communicators. NEW: The department has tried to showcase the skills that they provide students in their courses through public Speech Meets and most recently a Communication Showcase that was held during the Honors Symposium. This showcase allowed our students to demonstrate their speaking, debate, and media/film making abilities to a wider audience beyond the classroom. |

**Section II: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

[x] **Yes** [ ] **No If yes, please list the course: We require our majors to take either Psychology or Sociology. We hope that both of these courses will be providing the content necessary for meeting this outcome. We also offer an Intercultural Communication course which could be evaluating for meeting this outcome. However, this course is not required but is an elective.**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

[ ] **Yes** [ ] **No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

[ ] **Yes** [ ] **No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

Click here to enter text.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Demonstrate the ability to comprehend, evaluate and apply basic communication theories | COM 2201COM 2206COM 2211COM 2220COM 2225 | 2012-2013 | COM 2206 and COM 2220 Writing Prompts and COM 2278 Capstone Projects | COM 2206 writing assignments do not show an increase in students' ability to successfully evaluate and apply basic communication theory, however COM 2278 Capstone projects did. These disparate results may be due in part to having all disciplines represented in COM 2206 versus only COM majors represented in COM 2278. Data charts are attached. |
| Analyze technologically mediated messages and their effects on individuals and society as part of the communication process | COM 2201; COM 2220 | 2014-2015 | COM 2201 and COM 2220 written assignments | The department is working on developing common assignments for both COM 2201 and COM 2220. However, in COM 2278 the capstone course, a common assessment tool is used to determine the extent to which students are meeting this program outcome. |
| Communicate effectively with others in interpersonal, small group and public speaking situations | COM 2201COM 2206COM 2211COM 2220COM 2225 | 2013-2014 | COM 2211and COM 2225 written and oral assignments and COM 2206 and COM 2220 written assignments  | The department has seen an increase in success rates for the COM 2278 Capstone course, from 71% of the 35 students who attempted the course in AY 2012-13 to 80% of the 40 students who attempted the course in 2013-14. These data provide evidence that program graduates are successfully meeting this program outcome. COM 2278 is a conglomeration of assignments found in all COM core course as listed here. It is the final project majors must complete successfully in order to receive their degrees. |
| Analyze communication interactions that take place in our society | COM 2201COM 2206COM 2211COM 2220COM 2225 | 2015-2016 | COM 2225 group projects. COM 2278 | NEW: All core COM courses address this outcome in at least one assignment. These assignments are then included in the capstone course. COM 2225 group projects are still in the process of being standardized. This course was developed as an online course and revamped to create a more engaging student experience. No data have been collected for this outcome thus far. However, once the final group presentation projects are standardized, and data are collected in the LMS consistently by all faculty, we should be able to report more quantitatively on this outcome.  |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?**  | No, we are still in process of finding the best way to collect these data. |
| **How will you determine whether those changes had an impact?**  |  |