

# Santa Rosa Junior College

## Program Resource Planning Process

### Communication Studies 2014

#### 1.1a Mission

##### **Mission of the Communication Studies Department:**

To provide a quality education in the areas of Communication Studies, Speech (including Forensics), Media (Film, Video and Television), and Journalism (including *The Oak Leaf* student news media). In addition we attempt to respond to the academic, professional and business needs of our community as our department can meet them.

The CSD is committed to:

- Meeting the needs of transfer and non-transfer students
- Maintaining high standards of academic excellence
- Maintaining a faculty and staff who are current and knowledgeable
- Preparing students to participate as citizens in an ever-changing world
- Contributing to the cultural life of the community
- Practicing participatory governance
- Being aware of and sensitive to ethnic, cultural and gender diversity within our student body
- Promoting a safe work and learning environment.

#### 1.1b Mission Alignment

The CSD Mission Statement clearly aligns with the District's Mission Statement and its institutional goals/initiatives. The CSD recognizes the need to serve both students and the community.

The CSD responds to economic, demographic, intellectual and technological changes. We have moved many courses online (SPCH 1A, 60, 9, MEDIA 4) to help students who are geographically isolated, have mobility issues, or have jobs that hinder their ability to take traditional classroom courses. We offer evening and weekend classes to accommodate students who cannot attend classes during the day and/or on weekends. We routinely offer classes as part of the Weekend College program.

We have integrated technology into our classes. For example, we offer specific sections of SPEECH 1A geared exclusively toward PowerPoint presentations. We offer a SPEECH 9 class online that allows students to engage in video conferencing debates.

The CSD presents one of the most diverse course offerings at the college. We offer theoretical (COMM 7, 10, 6, MEDIA 4, 10, 14, 15,) as well as applied courses (COMM 5, MEDIA 20, 22, JOUR 1, 2, 54, SPCH 1A, 2, 3A, 9). We serve both transfer and non-transfer students. We offer courses both in the classroom and online.

The CSD offers introductory skills classes (SPCH 1A, 2, 3A, 9, JOUR 1, 2, MEDIA 20) and also offers courses to challenge advanced students (SPCH 57/ 107L [now combined into Speech 52], JOUR 52, MEDIA 20).

We also serve students by offering a variety of courses that fulfill many requirements of the AA degree, the CSU G.E. Program and IGETC.

### **Communication Studies Courses for fulfillment of the AA Degree**

Area B: Communication and Analytical thinking (SPCH 1A, 3A, 9, 60)

Area D: Social & Behavioral Sciences (COMM 7)

Area E: Humanities (SPCH 2)

Area G: American Cultures/Ethnic Studies (COMM 7)

### **Communication Studies Courses for fulfillment of the CSU G.E. Program**

Area A1: Oral Communication (SPCH 1A, 60)

Area A3: Critical Thinking (SPCH 3A, 9)

Area C1: Arts (MEDIA 4, 14, 15)

Area C2: Humanities (SPCH 2)

Area D: Social, Political & Economic Institution and Behavior (COMM 7, 10)

Area E: Lifelong Understanding & Self Development (COMM 5, 6)

### **Communication Studies Courses for fulfillment of IGETC**

Area 1 Group B: Critical Thinking-English Composition (SPCH 9)

Area 1 Group C: Oral Communication (SPCH 1A)

Area 3 Arts & Humanities: (MEDIA 4, 10, 14, 15)

Area 4 Social & Behavioral Sciences (COMM 7, 10)

The CSD provides outreach to the community on many levels. First, the SRJC Forensics Team hosts an annual speech & debate tournament that brings to the campus some of the top two-year and four-year programs in the state (and sometimes *outside* the state). This tournament is open to the public and many community members take the opportunity to watch some of the competitions. The Forensics Program also partakes in outreach to local high school programs. We help new programs develop and assist traditional programs by offering coaching, judges and leadership. We visit high schools and demonstrate debates and speeches. We offer seminars that teach new high school students how to debate (theory and procedure), teach new high school coaches how to coach debate and inform parents how to judge debates. We attend local high school tournaments and volunteer time to help direct tournaments as well as judge events.

The Forensics Team also puts on a biannual (Fall and Spring semester) *Speech Night* where award-winning performances are showcased. Students from the Speech and Communication classes are encouraged to attend and most instructors offer students extra credit for their attendance. This is a great way to expose students in our basic Speech classes to top-level

performances. *Speech Night* is also open to the community. Many local high school forensics programs attend, allowing their college bound students a chance to view the SRJC Forensics Team. This event also allows parents of current team members an opportunity to see what their children have accomplished over the semester. This is a fun night and great way to end a long semester.

Second, the CSD houses the student newspaper, *The Oak Leaf* and [theOakleafnews.com](http://theOakleafnews.com). *The Oak Leaf* allows students as well as community members an opportunity to have their voices heard on campus, local and state issues. *The Oak Leaf* staff has tripled over the past five years.

The Journalism Program, under the CSD, offers a vocational AA major and a transfer major. The Journalism Program is in the process of offering a new Digital Journalism certificate and major as part of SRJC's Digital Media Program. The program recently introduced a new course, Journalism 55: Multimedia Reporting, in Spring 2013.

The Digital Journalism program received the approval from BACCC in 2014.

The CSD has developed a film festival -- The Petaluma Film Fest -- that attracts filmmakers from around the state, the nation and the world. Community members have an opportunity to attend the festival, view the films and take part in discussions.

Michael Traina has made significant progress in building a strong community support base for the Petaluma Film Alliance. Over 7000 people attended around 42 public events over the past year. Twenty-seven (27) community organizations partnered with us to produce programming for the Petaluma community including Whole Foods Petaluma, Cinnabar Theater, Kaiser Permanente, and Associated Student Programs. Other committees have been created, including an advisory committee and a screening committee for the festival comprised of students, faculty, and leaders from throughout the community. Michael has also developed a strong volunteer staff to assist with planning, marketing and fund development.

In addition, thanks to Michael Traina's hard work, both the SRJC Student Film Festival and the downtown Petaluma Film Fest have been expanded to offer increased opportunities to showcase student work. With the development of the new Media 20 (Introduction to Digital Filmmaking) course, along with the hiring of a new full-time instructor to oversee the filmmaking program, we expect to see another significant bump in student production and increased interest in Film & Media Studies.

The CSD attempts to practice participatory department governance. We discuss issues at department meetings and through email exchanges. During curriculum review we have meetings where both full time and adjunct instructors are invited to attend and provide input. We have policy meetings where both full time and adjunct instructors are invited to offer input into the development of new and/or revisions to existing policies. For example, in Fall 2013 full time and regular adjunct were invited to discuss the proposed changes in the Hourly Assignment Policy and all voted on the changes.

## 1.1c Description

The CSD houses four (4) disciplines: Communication Studies, Journalism, Media Studies and Speech. The department serves primarily transfer students; however it also serves re-entry students seeking to upgrade their work skills. Further, the department serves students who seek technical training in video production and digital filmmaking. The CSD is home to the college's student news media, *The Oak Leaf* newspaper and [theoakleafnews.com](http://theoakleafnews.com), as well as the Forensics Program.

## 1.1d Hours of Office Operation and Service by Location

The Communication Studies Department Office is located in room 256 Burbank on the Santa Rosa Campus. This office is staffed 25 hours a week. Normally, the office is open 10:00 am to 4:15 pm Monday – Thursday. It is closed on Fridays. The CSD does not currently have a department office on the Petaluma campus.

## 1.2 Program/Unit Context and Environmental Scan

### **Degree Programs, Transfer Majors, General Education and Basic Skills**

- **Have there been any changes in the transfer requirements for this major, particularly at CSU or UC campuses or at other common transfer destinations in this discipline? If so, describe those.**

#### **Transfer requirements in the works:**

The CSD now has a new Transfer Model Curriculum (TMC). This new major was approved during Fall 2011. As far as individual courses go, there have not been any changes that would affect their transferability to the CSU or UC systems.

· **Are there trends in industry or technology that could affect this discipline or major?**

There are a multitude of new online jobs and jobs involving use of multimedia.

The most significant trend in industry/technology -- that will continue to affect how our classes will (and arguably should) be taught -- has to do with presentation programs including PowerPoint, Keynote and Prezi. The days of using poster board and flip charts -- while certainly not extinct -- have been significantly reduced. We should be teaching students how to give presentations that meet industry expectations. More and more our students are expecting to be trained in the use of multimedia and we need to make sure our instructors have classrooms that support this technology. Presently, all three of our classrooms in Burbank are media-enhanced. However, only Burbank 254 has the ability to utilize Keynote. The college is now replacing dual platform computers with PC only computers. This will reduce our ability to teach Keynote to our students. We strongly urge that dual boot computers be used in all Burbank classrooms and have Keynote loaded onto them.

Additionally, our students rely on library research to complete their assignments. As the research technology changes in the private sector we need to make sure the library has the current technology as well.

· **Are there new trends in general education or basic skills that affect courses in this discipline or major?**

There is a need to infuse more multimedia into content and create a class in multimedia journalism. To do this, more cameras, video cameras, software, recorders, laptops, etc. will need to be purchased.

In addition, the department recently hired a digital film instructor with the goal of elevating the digital filmmaking program and making SRJC a transfer destination for high school students wishing to pursue this area of study. Unfortunately, many of the local high schools actually have superior equipment to that currently used at the college. When many high school students arrive at SRJC they are quickly disappointed to see that they will be working on lower end technology than they had used the previous year. In order for the digital media program to gain a reputation of excellence, it must begin investing in state-of-the-art technology and must further make a commitment to keep this equipment updated.

· **What partnerships or cooperative ventures exist with local employers, transfer institutions or other community colleges?**

Journalism is creating partnerships in conjunction with area news outlets -- both online and print variety-- for internships (both paid and unpaid). In Spring 2012 the Chancellor's office approved a Vocational Journalism Major at SRJC. The 21-unit major has required courses in Jour 1, Jour 2, Jour 52A, LIR 10 or 30 and Jour 55. Jour 55 is the new Multimedia Reporting course, also approved Spring 2012 and it replaces Media 4 as a required course in the major.

In Fall 2013, the Chancellor's office approved a Journalism Transfer Major. The 20-unit major requires Jour 1, Jour 52A and Media 4.

A new Journalism Digital Major and Certificate is working its way through committees before heading to the Chancellor's office. The new major will be part of SRJC's Digital Media Program and, as journalism jobs head online, this major will offer new students education that is tied to the current job market. The new major/certificate may also attract journalism graduates and professional journalists who want a "digital" overlay to complement their print journalism skills.

In the 2012/13 school year, our F/T Journalism instructor received \$25,000 in CTEA monies to fund Jour 55 and equipment for *The Oak Leaf*, among other things. In 2013/14, Anne received an additional \$15,000, most of which went to fund Jour 55 equipment needs. To qualify for CTEA funding, a program must have an advisory board. The Journalism Advisory Board meets twice a year and is comprised of industry professionals from *The Press Democrat*, *Sonoma West*, *Patch.com*, *The Bohemian* and *The Windsor Times*, among others. The advisory board approved the new certificate program and major in Digital Journalism during the 2012-13 school year and continues to provide direction for the Journalism Program.

## 2.1a Budget Needs

Due to the State's continuing economic problems the CSD budget is not adequate on many levels.

The Forensics Team and *The Oak Leaf* student travel accounts need to be increased. In the case of Forensics, the budget has been reduced over the years (\$30,000 to \$24,000 to \$19,000 to \$19,645 to \$18,501) while travel costs (hotel rates, van rentals, mileage rates, entry fees, etc.) have all drastically increased. This increase in costs and decrease in funds has adversely affected the number of tournaments the students can attend, as well as the *number* of students that can attend. With such limited funding, it is becoming increasingly difficult -- and will soon be impossible -- to maintain a nationally competitive Forensics program. We believe that at minimum, an additional \$5,000 should be added to the Forensics travel budget.

Journalism now has a limited travel budget of \$2,120. While this amount was a great start, it is not adequate. *The Oak Leaf* staff has tripled over the past five years. The *Oak Leaf* Advisor used to take 8-12 students to the state and Northern California journalism conferences & now more than 22 wish to go. The state conference alternates annually between Sacramento and Southern California, with much greater expenses for the Southern California years. Registration alone for the state competition is \$225 *per* student. With the cost for travel, hotel and food, the current budget will only cover around 4-6 students. More students means more hotel rooms and higher food budgets. Ideally *The Oak Leaf* deserves a travel budget of \$5,000 that is not tied to Oak Leaf advertising revenue.

The Copy/Graphics account is adequate. Thanks to the efforts of the faculty, we have experienced a 50% reduction in copy costs over the last few years.

## 2.1b Budget Requests

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale
0001	72	0602	5220	Santa Rosa	00	00	\$2,880.00	Presently there is \$2,120 in the Journalism travel budget. This only allows around 4-6 students to travel. However, the program has continued to grow and now between 15-20 students have the opportunity to attend. This budget should be increased to \$3,500 to allow more students to attend journalism conferences and competitions. The Oak Leaf consistently wins state awards at these competitions and students deserve the chance to showcase their talent and hard work.
0002	72	0610	5220	Santa Rosa	00	00	\$5,000.00	Until 2004-2005, Forensics student travel had a budget of \$30,145. It has been

								<p>reduced twice since then and is now at \$18,501. At the same time that the budget has been reduced, travel expenses have increased (hotels, van rentals/mileage, food, registration fees, etc.). This requested increase would get us half way to our full budget and would allow us to travel more students.</p> <p>The Forensics Team is a national award-winning program and ended the 2014 ranked second in the nation amongst community colleges in the National Parliamentary Debate Association's national rankings. At the Phi Rho Pi National Community College Championship tournament the team captured a divisional gold medal in debate sweepstakes and a divisional silver medal in overall sweepstakes for combined speech and debate events.</p>
0003	72	0610	5210	ALL	00	00	\$500.00	<p>We currently have no funds for staff travel. Yet many of our faculty desire to attend professional conferences. For instance, The Oak Leaf Advisor regularly attempts to attend Journalism conferences that also sponsor student competitions. We recently had one adjunct instructor who presented a paper at the WSCA in Alaska.</p>

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Admin Assistant II	25	10	Department Chair support, point person for the SIS curriculum program, ESCAPE budget program, one of the editors of PRPP, faculty and student assistance, office management.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	18.4	10	Oversees staffing needs including conducting interviews on a regular basis, holds department meetings, oversees development of SLO's, oversees curriculum and budget development, attends DCC/IM meetings, attends cluster meetings and prepares the PRPP.

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
STNC	10	9	Ad Manager for The Oak Leaf. The Oak Leaf Ad Manager sells advertising in The Oak Leaf newspaper and on the website. The Oak Leaf is self-funded; the money the ad manager raises pays for The Oak Leaf's printing budget, supplies, expenses as well as the ad manager's salary.

## 2.2d Adequacy and Effectiveness of Staffing

Classified staffing is adequate to cover the needs of the department, keeping up with the workload in an efficient and timely manner.







## 2.3a Current Contract Faculty Positions

<b>Position</b>	<b>Description</b>
Comm/Speech	Teaches primarily Speech and Communication courses.
Comm/Speech	Teaches primarily Speech and Communication courses.
Comm/Speech	Teaches Comm 5, Speech 1A and Speech 9 courses. Offers many online and hybrid courses.
Comm/Speech	Teaches primarily Speech and Communication courses.
Comm/Speech/Forensics	Teaches Speech 52 and other Speech/Comm courses.
Journalism	Faculty Advisor to The Oak Leaf and teaches Journalism courses. Presently the sole instructor for this area, full OR part time.
Film/Media	Petaluma anchor. Teaches Media and Film courses. Also coordinates an annual film festival.
Film/Media	Santa Rosa anchor. Primarily teaches mass media, screen writing and digital film making.
Comm/Speech	Petaluma anchor. Teaches Speech and Communication courses. ( Pending Board approval--2014)
Comm/Speech	Petaluma anchor. Teaches Speech and Communication courses. (Pending Board approval--2014)

## 2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Communication Studies	0.8000	40.0000	1.2000	60.0000	For the Spring 2014 semester, ten (10) Communication classes were offered between SR and Petaluma. Four (4) of those sections (40%) were taught by regular faculty while six (6) sections (60%) were taught by adjuncts. One regular faculty member is on 20% medical leave and thus not teaching a Communication class which she normally does teach. Presently, the expectation is she will be back to 100% teaching load in the Spring 2015 semester. In addition, we are in the process of hiring two new regular faculty at Petaluma, each of whom will be assigned at least one Communication class in the Fall and perhaps more in Spring 2015. Thus, for the 2014-2015 academic year we are expecting to see the majority of Communication classes taught by regular faculty.
Journalism	1.3300	100.0000	0.0000	0.0000	Presently, our full-time Journalism instructor is teaching 100 % of the seven Journalism classes. For Fall 2014 one (1) section of Journalism 1 is scheduled to be taught at Petaluma by a regular member of the English Department. In general, we need to be looking to hire adjunct instructors if we want to grow the Journalism program.
Media Studies	1.3000	34.0000	2.3000	66.0000	During the Spring 2014 semester, seventeen (17) sections of Media were offered between both the SR and Petaluma campuses. Of those sections, eight (8) (47%) were taught by contract faculty, while nine (9) (52%) were taught by adjunct.
Speech	4.4000	37.0000	74.0000	63.0000	During the Spring 2014 semester, fifty-nine (59) total Speech classes were offered between the SR and Petaluma campuses. Of those, twenty-two (22) sections (37%) were taught by contract faculty while thirty-seven (37) sections (62%) were taught by adjuncts (three [3] were overload). We are in the process of hiring two new Speech/Communication instructors for Petaluma for Fall 2014. Beginning with the Fall 2014 semester, the two new hires will each be assigned four (4) Speech classes.

## 2.3c Faculty Within Retirement Range

Presently, we do not anticipate any retirements in the next three years.

Department	50+	55+	Under 50	Grand Total
Communication Studies	4		2	6
Petaluma/Communication Studies			1	1

## 2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

### **Media/Film Instructor for Santa Rosa Campus**

You might say the Media program has been a victim of its new success.

Until fairly recently, the Santa Rosa campus has always staffed two (2) full-time Media instructors. However, both retired within a few years of each other and, for a period of time, we relied exclusively on adjuncts. During Spring 2012 we hired a new full time digital film/media instructor. This position is production orientated. The instructor teaches a production class at Petaluma as well as classes at Santa Rosa. Up through this year, he has been able to teach two of the Media 4 classes; however, with the development of three new production courses (Media 19, 21 and 123), he will now be teaching production classes exclusively.

Because of this shift, we are in desperate need of a second instructor to anchor the mass media courses, along with the growing film theory offerings. We have added new film theory courses over the past year: Media 10 (Film Appreciation), Media 14 (Early Film History) and Media 15 (Modern Film History). We are also in the process of developing a class on race, gender and ethnicity (Media 43). Adjunct instructors presently teach all of the film theory classes offered at Santa Rosa. Beginning Fall 2014 all of the mass media classes at Santa Rosa will also be taught by adjunct instructors.

It is extremely difficult to hire adjuncts. We last conducted adjunct interviews during the 2013-2014 year. This process resulted in one film instructor being hired. However, due to her other full time job requirements, her availability is limited.

Following are key reasons a new film instructor is desired:

- No full time film anchor at the SRJC campus
- All film classes at SR taught by adjunct instructors
- Film classes are part of the Communication Studies TMC
- A new TMC for Radio/Television/Film is due to be released this year and we will be developing a new AA in Media
- With the development of new production curriculum, The new F/T hire will be focused more and more on the production courses and less on Mass Communication. It may not be long before Media 4 is rarely taught by him and it's important that such a basic foundation course has a strong full time anchor
- Media 4 classes are in high demand as evidenced by their quick fill rate and number of hits (123 in Spring 2013) after classes closed

- The position has the potential to be medium or large lecture and thus generate a great deal of FTES
- Prior to class reductions, we offered twice as many film classes as we are currently offering. As the economy improves, restoring the cut film classes will become a high priority
- New film classes such as Media 43 (American Cultures in Film) are being developed
- All adjunct film instructors are teaching at the maximum load allowed
- All film classes have updated SLO's and assessments are beginning.

## **Speech/Forensics at Santa Rosa**

Though we recently hired a full time Speech/Forensics instructor, we are still in need of another such hire. The Forensics Program is set up so that two instructors share the responsibilities of the class. With the new hire in place we have half of that staff. However, another Forensics coach is desperately needed. For awhile we were able to backfill with an adjunct instructor. However, beginning this year, that adjunct decided not to coach any longer. As a result, two full timers agreed to each have 20% of their teaching load directed to Forensics. This is simply a stop-gap solution. In addition, neither of these instructors travel with the team. This means that the Director of Forensics is the sole traveling coach attending tournaments. As a result, most of the coaching is not sufficient and most of the students who travel are not covered by a coach. This leads to major financial judging penalties being assessed. In order to mitigate these harms, the DOF has been able to convince a few SRJC Forensics alumni to volunteer their time at tournaments. This situation is not stable or reliable and needs to be rectified. We need to hire a Forensics coach who would teach 40% of the Forensics class (Speech 52 A,B,C,D) as well as teach 60% Speech 1A classes.

### **Speech 1A (60%)/Speech 52 position (40%) position:**

- Speech 1A is required for the AA degree and for CSU transfer for all students
- Speech 1A is required for the Communication Studies TMC
- Santa Rosa-based Speech faculty down from five (5) to three (3)
- The demand for Speech classes continues to increase (see head count data below)
- Speech 1A is at 100% enrollment efficiency
- Hits after close during Spring 2013 for Speech 1A were 255, with another 55 for Speech 60
- Difficult to hire Speech instructors. Adjunct interviews held December 2011
- Virtually all Speech adjuncts are at 60% with two of the three full time instructors carrying 40% overloads
- Ratio of full time to part time instructors for Speech is 63%/37%
- All Speech courses have SLOs
- All Speech courses have had at least one SLO assessed with the exception of Speech 2 which has not been offered in five years but is scheduled to be offered and assessed in fall 2014.
- Speech 52 is part of the Communication Studies TMC
- Speech 52 is the only academic intercollegiate competition offered at SRJC and is open to all students regardless of sex, age or physical abilities.

The need for a new Speech hire is critical. As a historical point of comparison, in Fall 1991 at the Santa Rosa campus there were five (5) full time Speech instructors and the *TOTAL* number of Speech classes offered was twenty-six 26. Presently, there are three (4) full time Speech

instructors at the Santa Rosa campus where 44 speech classes were offered . Thus, since 1991, the number of Speech classes has almost doubled while the full time instructors have decreased by one-fifth (down from 5 to 4).

In Fall 1991 the CSD had five (5) full-time Speech instructors and six (6) adjunct Speech instructors at the Santa Rosa campus. In Spring 2014 there were three (4) full time Speech instructors and sixteen (16) adjunct Speech instructors at the Santa Rosa Campus. We also have two (2) additional adjunct speech instructors who only teach during the summer, bringing the total to twenty-three (18) adjunct Speech instructors.

If one does the math, it appears that the CSD should have close to ten (10) full time Speech instructors to be in line with 1991 ratios.

The CSD has a very distorted regular/adjunct instructor ratio for Speech classes. As of Spring 2014, 80% of Speech classes were taught by adjuncts. Well over half of the Speech adjuncts are at 60 % (and most of those who are not at 60% only desire two (2) classes). Since there are so many more adjunct than regular instructors, the regular faculty must spend a tremendous amount of time conducting evaluations. The department did hire a new Forensics/Speech instructor for Fall 2013. However, even with this addition, the regular to adjunct instructor ratio remains skewed.

Historically, most of the adjunct Speech instructors have been at 60 %. This fact has caused numerous problems in the past when instructors (regular or adjunct) have missed extended periods of a semester due to emergency situations (medical leaves, child births, accidents, family emergencies, adoptions, etc.). In order to place an instructor in these classes mid-semester, we have often needed to staff them with adjuncts who are already at 60 %. This fact has led to problems and/or trying to institute an emergency hire, which has also led to undesirable situations. The recent class reductions have alleviated some of these issues, but assuming the CSD is to grow again, these concerns will again arise.

In addition to Speech 1A, Speech 52 (Forensics) should be a component of this position. A new Forensics/Speech position was the Fall 2013 hire. However, there needs to be a second full time instructor who helps co-direct the program. Such an arrangement is typical of most colleges with successful programs and has been the norm at SRJC as well.

### **Journalism Instructor**

The Journalism program consists of one full time instructor who serves as *The Oak Leaf* Advisor as well as teaching two journalism classes. *The Oak Leaf*, the school's college newspaper, has just gone online and that is very exciting: <http://www.theoakleafnews.com>. However, if the Journalism program is to grow, we will need to hire more adjunct instructors in order to add more sections and/or add different courses.



## 2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale
0001	72	0610	Santa Rosa	02	01	Mass Media/Film	<p>Presently we have only one (1) full time Media instructor on the Santa Rosa campus though the vast majority of the Media classes are taught on the SR campus. Our one full time instructor was hired in 2012 to anchor the production side of the program. During the last two years he has taught two (2) Media 4 classes (Intro to Mass Comm). However, that arrangement will soon be coming to an end. Beginning Fall 2014 we will be offering two (2) new Media production courses. This addition will require Brian to teach only production courses. As a result, all of the theory classes (Mass Comm and the film courses) will be taught by adjuncts. Both of these areas are growth areas. Media 4 is especially sought after by students and it will be more and more difficult to offer enough sections with only adjuncts. In addition, we are attempting to add more film classes to the curriculum as well as offer more sections of the present courses. Again, given present staffing, this goal will be very difficult to accomplish. Also, due to the lack of a state-of-the-art production facility on the SR campus, the main production classes are being shifted to Petaluma. This shift will mean that he will be spending half his time on the Petaluma campus. It is vital that we hire a media generalist to anchor the theory classes on the SR campus.</p>
0002	72	0610	Santa Rosa	02	01	Speech/Forensics Instructor	<p>In 2013 we hired a full time instructor to teach Speech classes and to co-direct the Forensics program. Unfortunately, directing the Forensics program is a two person operation and has been since the 1960's. As a stop gap measure, two other full time instructors have each had 20% of their teaching load assigned to Speech 52, A, B, C and D and are co-directing. However, this is not a long term answer. Neither instructor travels with the team to tournaments. This situation has put enormous pressure on the DOF to find and persuade alumni to volunteer their time at weekend-long tournaments. This is not a tenable solution. There must be two traveling coaches for the program to succeed and for the DOF not to be worked to the bone. A new hire would be assigned 60% contract load to teach Speech/Comm classes and 40% assigned to teach Speech 52A, B, C and D. This addition would then allow the other two full timers to have their present 20% load re-assigned to other Speech/Communication classes.</p> <p>If this college really does value having a Forensics program, the only viable course of action is to hire a full time instructor to help direct the program. Without this hire, it is difficult to see how the program can be maintained. In addition to co-directing, the new hire would be assigned to teach Speech 1A classes, a major need of the department. We simply have a hard time staffing all of our sections due to lack of instructors.</p>



## 2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

**Justification for Field Lighting Package for Filmmaking Courses:** (These include: Field Lighting Packages, Small Source Field Lighting Packages, Grip and Electric Packages, and Daylight Field Lighting Packages)

Currently the Media Program has only two lighting kits at each campus to be shared by all the classes. As a result, students are taught lighting in theory but only a few students get actual application. Most students have to shoot their films with existing light on location. This is virtually unheard of in the professional world. Whether students are transferring to a four-year school or going to work in the industry, they will be expected to know basic lighting. For this reason, these field lighting kits are essential equipment for the Media 20 classes. With the acquisition of these lighting kits, students would get crucial access to these real-world production tools. Other classes that would benefit from this experience are: Journalism 55, Media 19 and Media 21.

Lighting technologies are constantly changing. With the advent of large-sensor cameras, variable color temperature LED fixtures, and dimmable cool light florescent Kino rigs, being familiar with these technologies is crucial for students looking to work in film or commercial production. Lighting sets and talent is a complex job that involves a significant portion of the professional population. By having a few types of these various lighting technologies at SRJC, the program will be helping to prepare students for work in the industry or for transfer to film school.

**Justification for additional T3i or T4i cameras:**

There are five classes across three programs that try to share the 13 cameras that we currently have in the program. This is roughly an 8:1 student-to-camera ratio, and 30:1 ratio for other secondary gear like light kits. In order to successfully teach and have students be able to use this gear with any degree of success, they should have better access to this technology. Many schools have 2:1 ratios for much of their gear. We'd like to get our ratios down to at least a 4:1 ratio for the main production gear and 7:1 for secondary equipment so that more students can get hands-on time with the technology.

**Justification for Camera Accessories:** (These accessories include: Field Monitors, Follow Focus, Prime Lenses, Shoulder Rigs and Matte Boxes)

The camera kits we purchased during the Fall 2012 semester are excellent and affordable large-sensor cameras. But we couldn't afford any of the accessories that normally come with these cameras, accessories that really make the camera an effective digital filmmaking tool. These accessories include field monitors so students can see what they're shooting, shoulder mounts to use the cameras handheld, and prime lenses to create different visual styles – none of which the program currently has. With the acquisition of these camera technologies, students would

get crucial access to these real-world production tools. As a technology-driven industry, the importance of these experiences cannot be understated.

**Justification for RED Camera Accessories:** (These accessories include: Redrocket card, Red Lenses, Redray player, Red Camera upgrade, the Meizler wireless system)

RED is one of the most cutting-edge image capturing systems in the world. Epic blockbuster films like *The Hobbit* and *The Great Gatsby* were shot using this new ultra-HD format. With the arrival of the RED camera system to SRJC, the Media segment of our department will become instantly notable to those who work in the industry because the workflow that we use to teach our students will be on the cutting-edge of the industry. As our reputation grows, this will have a profound effect on student placement after SRJC and on enrollment for incoming students who want to take advantage of state-of-the-art production technology at an affordable educational institution. In order to realize the potential of the RED camera as a teaching and production tool, a number of accessories are strongly recommended. The Redrocket card allows the computers to edit using the RED format; Red Lenses allow the camera to use varied focal lengths; Redray player allows one to project RED footage; Red Camera upgrade is to increase memory and battery life; the Meizler wireless system allows the camera to work without wires.

**Justification for Teleprompter:**

A teleprompter is a very helpful tool, both to teach students how to use it, and as a tool for use by the college. The production of any promos, marketing or set up for the president or teachers for various interviews, would benefit from this tool.

**Justification for Camera Motion Package:**

Finding and using technologies to move the camera is an important element in visual storytelling. The basic uses are through standard tripod and hand-held shots. But as students try more intermediate techniques it becomes necessary to move the camera in more complex ways. The Package would give students the opportunity to train with several camera motion technologies including a dolly, a slider and a cutting edge robotic MoVi10 wireless gimble.

Learning how to use this equipment effectively would go a long way in helping students find work or transfer to a film school.

**Justification for Oak Leaf computers:**

*The Oak Leaf* staff has tripled in the past few years, yet the number of computers is the same as in 2006. *The Oak Leaf* has 10 computers for 33 students. During production weeks especially, this is not nearly enough. While some students bring their own laptops, only the SRJC computers can access the server, the place where *The Oak Leaf* houses its stories. The lack of computers creates logjams during production as students from various departments (news, sports, arts and entertainment, opinion, features, photo, design and website) compete for computers that have access to the server.

**Justification for Oak Leaf printer/scanner:**

*The Oak Leaf* depends on its printer for article editing and page proofs, along with a number of organizational functions. The printer is at least nine years old (possibly much older) and showing signs of old age. If the printer goes, *The Oak Leaf* would have a difficult time producing a newspaper. Many printers also have scanner/fax options, which would help with the scanning needs of *The Oak Leaf*.

## 2.4c Instructional Equipment Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	72	0610	Petaluma	01	01	Terabyte Computer Hard Drives	5	\$320.00	\$1,600.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0001	72	0610	Santa Rosa	01	01	Terabyte Computer Hard Drives	5	\$320.00	\$1,600.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0002	72	0610	Santa Rosa	01	01	New printer, scanner for Oak Leaf	3	\$1,000.00	\$3,000.00	Anne Belden	643 Analy Village	Anne Belden
0003	72	0610	Santa Rosa	01	01	Editing Computer for high resolution footage	1	\$6,500.00	\$6,500.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0003	72	0610	Petaluma	01	01	Editing Computer for high resolution footage	1	\$6,500.00	\$6,500.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0004	72	0610	Santa Rosa	01	01	Computers for Oak Leaf	6	\$1,000.00	\$6,000.00	Anne Belden	643 Analy Village	Anne Belden
0005	72	0610	Santa Rosa	01	01	Prof. video camera w/ audio input, Media 21	3	\$5,000.00	\$15,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0006	72	0610	Santa Rosa	01	01	Video ENG camera kit with news audio	3	\$2,860.00	\$8,580.00	Mark Nelson	276	Mark Nelson
0006	72	0610	Santa Rosa	01	01	Field Lighting Package	2	\$2,500.00	\$5,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0006	72	0610	Petaluma	01	01	Field Lighting Package	2	\$2,500.00	\$5,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0008	72	0610	Santa Rosa	01	01	Field Monitor	2	\$125.00	\$250.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0008	72	0000	Petaluma	01	01	Field Monitor	2	\$125.00	\$250.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0009	72	0610	Santa Rosa	01	01	Follow Focus Kits	2	\$1,000.00	\$2,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0009	72	0610	Petaluma	01	01	Follow Focus Kits	2	\$1,000.00	\$2,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0011	72	0610	Santa Rosa	01	01	Prime Lens kits	3	\$6,250.00	\$18,750.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0011	72	0610	Petaluma	01	01	Prime Lens Kits	4	\$6,250.00	\$25,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0012	72	0610	Santa Rosa	01	01	Grip & Electric Pkg fullscale on ton standard pkg	5	\$500.00	\$2,500.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0012	72	0610	Petaluma	01	01	Grip & Electric Pkg fullscale on ton standard pkg	5	\$500.00	\$2,500.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0013	72	0610	Santa Rosa	01	01	Redrocket Card	1	\$6,000.00	\$6,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0016	72	0610	Santa Rosa	01	01	Large Monitor	1	\$6,000.00	\$6,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0017	72	0610	Santa Rosa	01	01	Cart and mounting brackets	1	\$1,300.00	\$1,300.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0019	72	0610	Santa Rosa	01	01	Audio Wireless Packages w/ Microphones	3	\$1,333.34	\$4,000.02	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0020	72	0610	Santa Rosa	01	01	Small Source Field Lighting Kit	2	\$2,500.00	\$5,000.00	Brian Antonson	Maggini Project	Brian Antonson

											Room 2922	
0021	72	0610	Petaluma	01	01	Small Source Field Lighting Kit	2	\$2,500.00	\$5,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0022	72	0610	Santa Rosa	01	01	Matte Box & Accessory Kits	2	\$5,000.00	\$10,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0023	72	0610	Santa Rosa	01	01	Camera Motion Package (2 dollies, 1 slider, 1 MoVi)	1	\$30,000.00	\$30,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0024	72	0610	Santa Rosa	01	01	4K Edit Pkg: Redray Player	1	\$2,000.00	\$2,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0026	72	0610	Santa Rosa	01	01	Red Camera Upgrade (v.finder, power, mem. cards)	1	\$13,000.00	\$13,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0027	72	0610	Santa Rosa	01	01	Exterior Lighting Pkg. (HMI d.light kits)	2	\$8,000.00	\$16,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0027	72	0610	Petaluma	01	01	Exterior Lighting Pkg. (HMI d.light kits)	2	\$8,000.00	\$16,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0028	72	0610	Santa Rosa	01	01	Teleprompter Field Kit; 15" glass kit	1	\$2,300.00	\$2,300.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0029	72	0610	Santa Rosa	01	01	Red Lens Kit	5	\$7,000.00	\$35,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0030	72	0610	Santa Rosa	01	01	Meizler Wireless Sync	1	\$24,000.00	\$24,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson

## 2.4d Non-Instructional Equipment and Technology Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	72	0610	Santa Rosa	01	07	Replacement chairs similar to those in Newman Aud.	60	\$400.00	\$24,000.00	Mark Nelson	Burbank 260	Mark Nelson

## 2.4e Safety, Utility, and ADA Impacts

Classroom 260 has antiquated, hard back/bottom chairs that are uncomfortable and, for many students, too small in which to sit. The discomfort is especially noticeable to students who sit for the long periods of time required to watch full-length motion pictures in the film classes taught in that room. Older students, pregnant women and students with bad backs complain that the chairs are just too hard and uncomfortable for sustained periods of sitting.

Larger students and students who have mobility issues also have difficulties with the present chairs. We typically are required by DRD to maintain two desks/chairs to accommodate students with special needs. We also have many "floating, cushioned" chairs that are in the room and many students use them because the fixed seats are not appropriate for their needs.

In addition, the folding desks on some of the chairs are missing, as are some of the actual chairs.

## 2.5a Minor Facilities Requests

Rank	RS	ACTV	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0002	72	0610	Santa Rosa	00	00	Urgent	Burbank	254, 260, 276	\$10,000.00	These rooms need new carpeting.

## 2.5b Analysis of Existing Facilities

### **COMM/SPEECH:**

The CSD's present facilities are not adequate to meet our needs. This is especially true given two new developments that negatively affect our space needs. We now only have three classrooms in Burbank to utilize. In addition, since all of our Comm classes have 30-35 student caps on them, they are too large to fit into two of our three classrooms as the two can only seat 25 students. The one large lecture room has fixed arena-style seating and that means the room is not conducive to our Communication classes as they utilize much group work. This situation means that the majority of our Comm/Speech classes must be scheduled outside of Burbank. Since we do not have first priority on these other classrooms, we are often bounced into less than ideal rooms.

Second, Theater Arts has taken over both 262 and 268. This change has taken away two offices we have been using and most of any storage room we had. However, we did acquire four offices in Maggini. One of our full time faculty was assigned to Maggini 2821, another assigned 2822, and a third assigned 2823. Maggini 2820 was assigned for adjunct usage. While these additions have helped offset the loss of the offices in Burbank, they have also further fractionalized our department. We are now spread over Burbank, Maggini and Analy Village. Also, the Maggini offices do not add any storage room for our department.

The department really needs a location that can house the entire department. Obviously a new building (like the once-proposed Barnett building) would be ideal. However, short of that, it might be time for the department to vacate Burbank. The best option would appear to be a move to the second floor of Maggini, assuming this floor would be dedicated solely to housing the Communication Studies Department. The office spaces seems adequate, the classrooms in Maggini are more conducive to teaching Speech courses and the conference room on the second floor could be converted into the Forensics Team Room. With us out of Burbank it would also alleviate the space problems that Theater Arts is experiencing.

However, assuming we cannot take over the second floor of Maggini and must stay in Burbank, the following is an assessment of our facilities:

Burbank 254 is our best classroom for teaching Speech. However, since it only holds 25 desks it is not adequate for the larger Comm classes. Presently the room has a dual platform computer. This system should be maintained, though upgraded.

Burbank 260 seats up to 55 and is designed for the film classes. It has staged fixed seating which is not ideal for Speech and Comm courses as they often do work in groups. The chairs are very comfortable. The room has been media-enhanced. The media upgrade, however, is using 15-year-old technology that will, in turn, need to be upgraded at some point. The speakers in 260 need upgrading. Presently the room has a dual platform computer. This system should be maintained, though upgraded.

Burbank 276 is the old radio broadcast studio and was not designed to be a standard classroom. It can seat 25 students so, while functional for Speech classes, it is not adequate for the larger Comm courses. The room was mediated with PC only platform in Fall 2013. This platform should be upgraded to a dual platform system so that Keynote can be utilized by students during their presentations.



It is our position that rooms 254, 260 and 276 should be outfitted with dual platform computers. Students need to be trained in how to use presentation software including PowerPoint, Keynote and Prezi. However, Keynote can only be shown on a Mac Platform.

### **MEDIA/PRODUCTION:**

The media facilities need major upgrading. Maggini houses the media production classes. Unfortunately the rooms are not designed for production classes. The rooms, specifically 2920 and 2921, lack the following important elements to teach digital media.:

- \* the rooms are too small. Production classes require room for demonstration of equipment and for students to break off into production groups for production workshops.
- \* the equipment space which houses all the equipment for the class, is not accessible from the classroom itself.
- \* the edit lab 2920 is overbooked. This year we had to downgrade Media 20's access to the lab by 50% to accommodate all of the Computer Science classes that also need access to those computers. Rather than meet in the lab two days a week like last year, Media 20 is in the lab now just one day a week.
- \* the projectors are outdated. HD images require HD projectors to asses proper exposure.
- \* the projectors are poorly placed. In 2920 and 2921 one can use either the projector or the dry erase board, but not both. This situation makes it challenging to teach multimedia where lessons require frequent reference to both images *and* notes.

The short term solution is to teach the digital production classes in the Digital Media Lab (246 Doyle) in Petaluma. That room was designed for digital media. It is a large room with ample space to work in production groups; it has the necessary edit computers; it has two separate breakout rooms to store gear and for voice-over work; it has blackout shades and two projectors with ample dry erase board space. The Digital Media Lab in Petaluma satisfies the facility needs for a digital media class and can serve as a model for future facilities on the Santa Rosa campus.

### **MEDIA/FILM:**

The film classroom, Burbank 260, is in need of repair. In addition, the seats are hard plastic that makes prolonged sitting very uncomfortable. We are constantly getting complaints from students about how uncomfortable they are, especially for four- hour-long classes. In fact, we have received a few petitions from students requesting that the seats be upgraded. These seats are especially problematic for students who have existing back problems. Upgrading the seating is a high priority for the department.

### **JOURNALISM**

All of the Journalism facilities are adequate as a result of the move to the new location in Analy Village. The only possible issue on the horizon is if Facilities tries to reclaim the back room at *The Oak Leaf*, which is where *The Oak Leaf* Advisor's office is located. Facilities originally wanted to build an office within the main room of *The Oak Leaf*. But with 33 Oak Leafers, *The Oak Leaf* needs every inch of space. This room has proved invaluable for the following reasons:

- \* an office that can lock.
- \* equipment storage room for \$30,000 in cameras.
- \* editorial board meeting room with closeable door.
- \* private/quiet room for students to conduct interviews and work.

\* radio broadcast room for radio show one student is doing.

### 3.1 Diversify Funding - Grants/Contracts

The Journalism Program has been awarded two CTEA grants: \$25,000 in 2012/13 and \$15,000 in 2013/14. Before these grants, *The Oak Leaf* had a couple of tape recorders and one camera for about 25 students. The lack of equipment prohibited students from learning valuable multimedia skills in all journalism classes and at *The Oak Leaf*. It also delayed the launch of Jour 55, the new multimedia journalism class. With the first grant, the Journalism Program ordered six new cameras with lenses and accessories, two camcorders, one shoulder-mount camera to share with Jour 55, microphones, audio recorders and other accessories. We also ordered video editing software for *The Oak Leaf* offices. We also ordered 10 iPad tablets for Jour 2, along with other equipment and software.

With the 2013/14 CTEA grant, more than \$12,000 of the \$15,000 went to fund three new shoulder-mount cameras for Jour 55 and one shoulder-mount camera for *The Oak Leaf*. The rest of the money was spent on *The Oak Leaf*, and included more recorders, a green screen kit and accessories for existing *Oak Leaf* equipment.

As a result of receiving these grants, Jour 55 students can practice the video skills they need to learn on cutting edge equipment. Students who took Jour 55 in Spring 2013 won *The Oak Leaf's* first-ever multimedia awards in broadcast news writing and video story at a state journalism convention and 1st place awards at a Northern California conference in Fall 2013. *Oak Leaf* and Jour. 55 students are creating and posting videos on [theoakleafnews.com](http://theoakleafnews.com). Most importantly, journalism students across the board are gaining access to the equipment they need to learn to create video news and feature stories; skills they need to get jobs in the ever-changing journalism job market.

### 3.2 Cultural Competency

The CSD is committed to hiring instructors who are sensitive to the diversity offered at SRJC. The job announcement brochure specifically states that, "*All areas require a sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.*"

Additionally, Human Resources has a statement included on the hiring brochure that reads, "*Santa Rosa Junior College is an equal opportunity employer. The policy of the College is to encourage applications from ethnic/racial minorities, women, and persons with disabilities. No person shall be denied employment because of race, national origin, religion, color, age, mental or physical disability, gender, or sexual orientation or because of the perception that the person has one or more of those characteristics.*"

Finally, in all interviews, the CSD always includes at least one question about the candidate's ability to deal with a diverse student population. The department also strives to discover how the candidate will present class material to students with different learning styles.

### 3.3 Professional Development

The CSD encourages and provides the necessary time for its classified employee to attend campus workshops/PDA programs.

Continued training on new software programs is necessary and most helpful.

### 3.4 Safety and Emergency Preparedness

Anne Belden will be a co-building leader at Analy Village, sharing the job with Elizabeth Roberts. She is going through the training this Spring.

### 3.5 Sustainable Practices

Over the last several years, the CSD has reduced by over 50% the amount of copying it does at the Copy Center. We encourage our instructors to send out documents to students via email/File Depot or to place documents on their class websites. Also, we try to have some meetings via video conferencing so instructors don't have to drive from one campus to another. Many of our instructors now use moodle, File Depot, email or other online delivery systems to send documents to students.

Further, the department has active recycling, with bins in the department office, the chairperson's office, and classroom 260 Burbank.

## 4.1a Course Student Learning Outcomes Assessment

The grid below shows the progress the department has made in terms of evaluating SLO's.

**Communication:** All Comm classes have had at least one SLO evaluated and continued evaluations are in progress.

**Journalism:** Presently Jour 52A, B, C, D are being evaluated and should be completed by the end of the Spring 2014 semester. Once this is done, then all Jour classes will have had at least one SLO evaluated.

**Media:** All courses except Media 19, 20, 123 have been evaluated. Media 20 is presently partially assessed and should be completely assessed by the end of the Spring 2014 semester.

Media 19 and 123 are new classes that will be offered for the first time in Fall 2014. These classes will be assessed during that semester.

**Speech:** All classes except for Speech 2 have been assessed. Speech 2 has not been offered in many years.

**Major:** The Communication Studies Transfer Major was assessed this year.

<b><u>DISCIPLINE</u></b>	<b><u>SLO DESCRIPTION</u></b>
<b>COMM ST</b>	<b><u>Communication Major for Transfer</u></b>
<b>COMM</b>	
COMM 5	<ol style="list-style-type: none"> <li>1. Employ a systematic method within a group to solve a problem.</li> <li>2. Communicate effectively within groups.</li> <li>3. Observe and explain effective group processes.</li> </ol>
COMM 6	<ol style="list-style-type: none"> <li>1. Listen effectively to others in interpersonal communication settings.</li> <li>2. Describe the elements of verbal and nonverbal communication as they relate to interpersonal communication.</li> <li>3. Identify and implement guidelines for successful resolution of interpersonal conflicts.</li> </ol>
COMM 7	<ol style="list-style-type: none"> <li>1. Identify and analyze essential aspects of personal cultural identity.</li> <li>2. Apply appropriate theories to analyze intercultural communication.</li> <li>3. Communicate more effectively in intercultural communication situations.</li> </ol>
COMM 10	<ol style="list-style-type: none"> <li>1. Identify, analyze and compare key historical events in the development of communication theory.</li> <li>2. Identify and analyze theories that pertain to a variety of communication fields including, but not limited to, group, interpersonal, intercultural and mass communication.</li> <li>3. Utilize a rhetorical theory to explain a communication artifact.</li> </ol>
COMM 98	<ol style="list-style-type: none"> <li>1. Expand acquired classroom knowledge through self-designed study.</li> </ol>

<b><u>DISCIPLINE</u></b>	<b><u>SLO DESCRIPTION</u></b>
<b>JOUR</b>	
JOUR 1	<ol style="list-style-type: none"> <li>1. Apply reporting and writing skills to create a portfolio of news and feature articles.</li> <li>2. Analyze and discuss objectivity, ethics, libel cases and other judgments in news stories and news selection.</li> <li>3. Critically evaluate the role of the news media in American society.</li> </ol>
JOUR 2	<ol style="list-style-type: none"> <li>1. Write different types of news stories on deadline for both print and web publishing.</li> <li>2. Develop story ideas, conduct research and interviews, and write news and feature stories, opinion pieces and entertainment reviews.</li> <li>3. Use different media ( i.e. audio, video) to create multimedia news and feature stories.</li> <li>4. Critically evaluate elements of effective journalism.</li> </ol>
JOUR 52A	<ol style="list-style-type: none"> <li>1. Be a productive team member of a college newspaper staff.</li> <li>2. Explain the newspaper production process from story idea to completed product.</li> </ol>

3. Write typical genre stories in at least one of the following sections: news, feature, opinion, sports or arts and entertainment.
4. Edit stories for publication in print and online.
5. Create one type of multimedia news or feature story.
6. Critique a newspaper after publication.

#### JOUR 52B

1. Be a productive team member of a newspaper staff with increased responsibility from Jour 52A.
2. Explain the newspaper production process from story idea to completed product.
3. Write typical genre stories in at least two of the following sections: news, feature, opinion, sports or arts and entertainment
4. Create story packages for print or online that may include the main article, sidebars, photos, charts and/or illustrations.
5. Edit stories for publication in print and online.
6. Create two types of multimedia news or feature stories.
7. Serve as a section editor or editor-in-chief.
8. Critique a newspaper after publication.

#### JOUR 52C

1. Be a productive team member of a college newspaper staff with increased responsibility from Jour 52B.
2. Facilitate the newspaper production process from story idea through the news gathering and editing process to completed product.
3. Write typical genre stories in three or more of the following sections: news, feature, opinion sports or arts and entertainment.
4. Create story packages for print or online that may include the main article, sidebars, photos, charts and/or illustrations.
5. Edit stories for publication in print and online.
6. Create two types of multimedia news or feature stories.
7. Serve as a section editor or editor-in-chief.
8. Demonstrate leadership abilities to help guide newer staff members in their skills development.
9. Critique a newspaper after publication.

#### JOUR 52D

1. Be a productive editor or section editor on a college newspaper staff.
2. Facilitate the newspaper production process from story idea through the news gathering and editing process to completed product.
3. Write and edit typical genre stories in all of the following sections: news, feature, opinion, sports or arts and entertainment.
4. Create story packages for print or online that may include the main article, sidebars, photos, charts and/or illustrations.
5. Create two types of multimedia news or feature stories.
6. Demonstrate leadership abilities to help guide less experienced journalism students in their skills development.
7. Critique a newspaper after publication.

#### JOUR 54

1. Explain basic editorial and business functions of the U.S. magazine industry and online journalism.
2. Constructively critique magazine articles.
3. Write at least three different types of magazine articles, developed from idea to sources, interviews, research editing and completion.
4. Create a multimedia magazine story.
5. Write effective query letters to attempt to sell story ideas.

JOUR 55

1. Conceive, report, research and produce technically well-executed news and feature stories for the web using combinations of text, images, audio and video.
2. Adapt to new website, audio and video software systems to tell multimedia stories.
3. Identify and explain online journalism ethical, legal and content issues.
4. Analyze online news trends, including social media, and familiarity with a variety of multimedia reporting techniques.
5. Analyze online multimedia stories and evaluate them for content, aesthetics and technical quality.

**DISCIPLINE**

**SLO DESCRIPTION**

**MEDIA**

MEDIA 4

1. Explain the history, structure, and influence of the major American media industries.
2. Critically evaluate the impact of overt and covert media messages on their lives and the culture at large.
3. Demonstrate a general understanding of the legal responsibilities of the mass media.

MEDIA 10

1. Appraise films and filmmakers from a technical, aesthetic, and cultural point-of-view.
2. Contextualize film in relation to historical periods, new technologies, economic and business structures, and other art forms and media.
3. Differentiate among the various phases of motion picture production.

MEDIA 14

1. Differentiate among the various movements in international film history through the 1950s.
2. Evaluate the impact of historical movements, social and cultural trends, and new technologies on the development of motion pictures.

MEDIA 15

1. Differentiate among the various movements in international film history from the 1950s to the present.
2. Evaluate the impact of historical movements, social and cultural trends, and new technologies on the

MEDIA 19

1. Plan, organize, and execute the production of a multi-camera studio production

MEDIA 20

1. Plan, organize, and execute the production of a short digital video project.

MEDIA 21

1. Plan and execute the production of a short digital film worthy of festival exhibition.

MEDIA 22

1. Compose a well-developed and properly formatted screenplay.
2. Evaluate a theatrically produced film script.

MEDIA 123

1. Revise and finish properly formatted screenplay or act or television script.
2. Evaluate the current trends in the marketplace to develop concepts for sale.
3. Market themselves as writers and their scripts.

**DISCIPLINE**

**SLO DESCRIPTION**

**SPEECH**

SPCH 1A

1. Effectively prepare and present public speeches to a live audience using contemporary technology when

appropriate.

2. Demonstrate active listening skills.
3. Critically evaluate various forms of communication.

SPCH 2

1. Analyze literature in preparation for oral interpretation performance
2. Effectively perform literature to a live audience
3. Critically evaluate oral performance of literature

SPCH 3A

1. Analyze the core elements of a proposition and develop relevant arguments for and against the proposition.
2. Engage in formal debates utilizing sound reasoning, clear organization and effective delivery.
3. Critically evaluate the strengths and weaknesses of arguments raised for either side in a debate.

SPCH 9

1. Compose argumentative essays that utilize sound reasoning, clear organization and evidentiary support.
2. Engage in debates that demonstrate knowledge of current debate guidelines and strategies.

SPCH 52A

Upon completion of this course, students will be able to compete in a novice division forensics tournament.

SPCH 52B

Upon completion of this course, students will be able to compete in a junior division event at a forensics tournament.

SPCH 52C

1. Compete in junior and open division forensics tournaments.
2. Mentor novice division students.

SPCH 52D

1. Compete in open division forensics tournaments.
2. Mentor novice and junior level students.
3. Assist in the running of a forensics tournament.

SPCH 60

1. Conceive, research, organize and prepare coherent oral presentations incorporating qualified sources and effective verbal and nonverbal delivery.
2. Prepare for and conduct an interview.
3. Develop effective listening and interpersonal skills for various communication contexts.
4. Develop skills and strategies to work effectively in small groups.

## 4.1b Program Student Learning Outcomes Assessment

All courses required for the major have been assessed. As a result, the Communication Studies Transfer Major was assessed this year. That assessment can be found on the college's SLO Sharepoint site. The assessment indicates that students are being exposed to and mastering the Learning objectives outlined in the major.

## 4.1c Student Learning Outcomes Reporting

Type	Name	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Comm 5	Spring 2010	Fall 2011	N/A	Fall 2012	Spring 2013	N/A
Course	Comm 6	Fall 2009	Fall 2010	N/A	Fall 2012	Fall 2012	N/A
Course	Comm 7	Spring 2010	N/A	N/A	Fall 2013	Fall 2013	N/A
Course	Comm 10	Fall 2009	Spring 2010	N/A	Fall 2011	Fall 2011	Spring 2013
Course	Journalism 1	Spring 2009	Spring 2010	N/A	Spring 2013	Spring 2013	N/A
Course	Journalism 2	Spring 2010	Spring 2011	N/A	Fall 2011	Fall 2011	N/A
Course	Journalism 52A	Fall 2009	Fall 2010	N/A	N/A	N/A	N/A
Course	Journalism 52B	Fall 2009	Fall 2010	N/A	N/A	N/A	N/A
Course	Journalism 52C	Fall 2009	Fall 2010	N/A	N/A	N/A	N/A
Course	Journalism 52D	Fall 2009	Fall 2010	N/A	N/A	N/A	N/A
Course	Journalism 54	Spring 2009	Summer 2010	N/A	Spring 2012	Spring 2012	N/A
Course	Journalism 55	Fall 2009	Fall 2010	N/A	Spring 2014	Fall 2014	N/A
Course	Media 4	Spring 2010	N/A	N/A	Fall 2013	Fall 2013	N/A
Course	Media 10	Spring 2010	Fall 2011	N/A	Fall 2013	Fall 2013	N/A
Course	Media 14	Spring 2010	N/A	N/A	Fall 2013	Fall 2013	N/A
Course	Media 15	Spring 2010	Fall 2011	N/A	Fall 2013	Fall 2013	N/A
Course	Media 19	Spring 2010	Fall 2011	N/A	N/A	N/A	N/A
Course	Media 20	Spring 2010	Fall 2011	N/A	N/A	N/A	N/A
Course	Media 21	Spring 2010	Fall 2011	N/A	N/A	N/A	N/A
Course	Media 22	Spring 2010	Fall 2011	N/A	Spring 2014	Spring 2014	N/A
Course	Media 123	Spring 2010	Fall 2011	N/A	N/A	N/A	N/A
Course	Spch 1A	Fall 2009	Summer 2009	Fall 2008	Spring 2009	Fall 2009	Fall 2010
Course	Spch 2	Spring 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	Spch 3A	Spring 2009	Fall 2009	N/A	Fall 2011	Spring 2012	Fall 2012
Course	Spch 9	Spring 2010	Spring 2011	N/A	Fall 2013	Fall 2013	N/A
Course	Spch 52A	Spring 2010	Spring 2010	Fall 2010	Fall 2010	Fall 2010	N/A
Course	Spch 52B	Spring 2010	Spring 2010	Fall 2010	Spring 2011	Spring 2011	N/A
Course	Spch 52C	Spring 2010	Spring 2010	N/A	Fall 2011	Fall 2011	N/A
Course	Spch 52D	Spring 2010	Spring 2010	N/A	Spring 2012	Spring 2012	N/A
Course	Spch 60	Fall 2008	Fall 2009	N/A	Spring 2014	Spring 2014	N/A



## 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Comm 10			X	X			X	X	X	X	X	X	X	X	X	X
Comm 5			X	X	X		X	X	X	X	X	X	X			X
Comm 6			X	X			X	X	X	X	X	X	X			X
Comm 7			X	X			X	X	X	X	X	X	X	X	X	X
Jour 1			X	X	X		X	X		X	X	X	X	X	X	X
Jour 2			X	X	X		X	X		X	X	X	X			X
Jour 54			X	X	X		X	X		X	X	X	X			X
Media 10			X	X			X	X		X	X	X	X			X
Media 14			X	X			X	X		X	X	X	X			X
Media 15			X	X			X	X		X	X	X	X			X
Media 20		X	X	X	X		X	X				X	X			X
Media 4			X	X			X	X		X	X	X	X			X
Media 77, 78, 79		X	X	X	X	X	X	X	X	X	X	X	X			X
Media 78			X	X	X		X	X				X	X			X
Media 79			X	X	X		X	X				X	X			X
Spch 1A			X	X	X		X	X	X	X	X	X	X	X		X
Spch 2			X	X			X	X	X	X	X	X	X	X		X
Spch 3A			X	X	X		X	X	X	X	X	X	X			X
Spch 57		X	X	X	X		X	X	X	X	X	X	X	X	X	X
Spch 60			X	X	X		X	X	X	X	X	X	X			X
Spch 9			X	X	X		X	X	X	X	X	X	X			X

## 4.2b Narrative (Optional)

### Student Learning Outcomes

SLOs for all courses have been identified and assessment has been ongoing. Presently, we are on track to have all courses assessed by the end of the Fall 2014 semester.

All courses required by the major have been assessed.

The Communication Studies Transfer Major was assessed in Spring 2014.

After an assessment of a course has been completed, the report is placed on the SRJC Sharepoint website. All instructors are then informed and encouraged to read the report. Instructors are free to begin an email discussion about the assessment and to ask questions as well as provide their observations.

In addition, at department meetings we have a normal segment where SLO assessments are shared and discussed.

Instructors are also encouraged to discuss the SLA informally with one another.

## 5.0 Performance Measures

Not applicable.

## 5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The CSD has worked hard to meet the instructional needs of a diverse student population by offering a wide variety of instructional delivery modes.

**DAY PROGRAM:** Most of the CSD day classes are offered on either MW or TTh. We also have a few sections that are taught on Fridays and sometimes on Saturday (though due to class reductions the Saturday classes are much more rare).

**NIGHT PROGRAM:** The department has a robust evening program. We offer both Speech and Media night sections. Every evening, Monday through Thursday, there is a CSD class being offered.

**HOURS:** From Monday through Thursday between the hours of 7:30 am and 10:00 pm there is always a CSD class being offered. We strive to ensure that, regardless of what days or times a student may have available, there is a class being offered that he/she can take.

**ONLINE:** We offer a few of our classes completely online.

**HYBRID:** Some of our Speech classes are offered in a hybrid format. Students learn the theory of the class online but come to the classroom to deliver presentations in person.

**CAMPUS VARIETY:** A wide variety of CSD classes are offered on both the Santa Rosa and Petaluma campuses. We offer Speech (Speech 1A, 3A, 60), Media (Media 4, 10, 15, 20), and Communication (Comm 5, 6, 7, 10) courses on both campuses. We are continuing to try to expand the curriculum at Petaluma, so Jour 1 is scheduled to be offered for the first time there in Fall 2014.

**MAJOR:** Students who desire to complete the Communication Studies Transfer Major can do so exclusively on either the Santa Rosa or Petaluma campuses.

**DEMAND:** Speech classes, particularly Speech 1A, are in very high demand. Presently we are offering over thirty (30) sections of Speech 1A at the Santa Rosa campus and nine (9) sections at Petaluma. Due to hard economic times that necessitated class reductions, we have downsized the number of classes we offer. Predictably, such reductions have had an impact on students; however, we have worked to minimize these impacts. We still offer a wide variety of courses and we still offer Speech 1A courses in great numbers, both critical strategies for allowing students to meet the public speaking requirement for the AA degree and/or meet transfer requirements.

## 5.2a Enrollment Efficiency

Enrollment efficiency for all courses offered by the CSD continues to be very strong. When all four disciplines are combined (Communication, Journalism, Media and Speech) for all locations, the enrollment efficiency percentage has been in the 90s for Fall and Spring

semesters, dating back to Fall 2010. In Fall 2012 and Spring 2013 the efficiency was over 100%. In Fall 2013 the efficiency rate reached 99%.

For Summer, the efficiency rate has been in the mid 90s since Summer 2011. However, during Summer 2012, the efficiency rate jumped to 95%.

A table analysis for each of the four disciplines (Communication, Journalism, Media and Speech) is provided below.

## Santa Rosa Junior College - Program Unit Review Communication Studies - FY 2011-13 (plus current FY Summer and Fall)

### 5.2a Enrollment Efficiency The percentage of seats filled in each Discipline at first census based on class limit (not room size).

#### Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	73.3%	101.4%	104.0%	100.0%	96.3%	110.0%	104.0%	113.3%	100.8%
Journalism	0.0%	75.6%	70.0%	0.0%	87.8%	74.4%	0.0%	98.9%	97.4%
Media Studies	58.8%	108.4%	103.5%	0.0%	104.6%	104.2%	92.2%	104.7%	99.6%
Speech	90.8%	91.7%	95.5%	92.3%	98.0%	96.3%	96.1%	102.3%	102.9%
<b>ALL Disciplines</b>	<b>83.2%</b>	<b>94.9%</b>	<b>96.6%</b>	<b>92.9%</b>	<b>98.7%</b>	<b>97.7%</b>	<b>95.8%</b>	<b>103.6%</b>	<b>101.6%</b>

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	80.0%	81.5%	106.3%	0.0%	98.5%	100.0%	0.0%	96.9%	101.8%
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media Studies	20.0%	99.4%	59.2%	23.3%	71.8%	74.2%	0.0%	75.4%	78.1%
Speech	94.7%	100.7%	99.6%	88.8%	97.1%	102.9%	92.0%	99.7%	104.7%
<b>ALL Disciplines</b>	<b>67.9%</b>	<b>98.0%</b>	<b>83.6%</b>	<b>61.4%</b>	<b>85.8%</b>	<b>89.5%</b>	<b>92.0%</b>	<b>88.8%</b>	<b>92.3%</b>

#### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media Studies	95.0%	96.7%	93.3%	85.6%	92.6%	0.0%	0.0%	0.0%	0.0%
Speech	78.2%	99.3%	115.7%	80.0%	105.0%	0.0%	0.0%	0.0%	0.0%
<b>ALL Disciplines</b>	<b>84.1%</b>	<b>98.3%</b>	<b>108.0%</b>	<b>82.5%</b>	<b>98.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

#### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	75.3%	95.1%	104.8%	100.0%	97.0%	106.5%	104.0%	108.0%	101.1%
Journalism	0.0%	75.6%	70.0%	0.0%	87.8%	74.4%	0.0%	98.9%	97.4%
Media Studies	53.2%	104.1%	85.5%	54.4%	90.5%	91.0%	92.2%	91.9%	89.0%
Speech	89.5%	94.0%	97.9%	89.0%	98.5%	97.6%	95.0%	101.7%	103.3%
<b>ALL Disciplines</b>	<b>79.0%</b>	<b>95.9%</b>	<b>94.2%</b>	<b>80.9%</b>	<b>95.5%</b>	<b>95.5%</b>	<b>95.0%</b>	<b>99.3%</b>	<b>98.8%</b>

#### A) Communication Studies Courses:

At the Santa Rosa campus, Communication courses have an extremely high enrollment efficiency. Every semester from Spring 2012 to Fall 2013 the efficiency rates have exceeded 100%. This is also true for eight (8) of the last ten (10) semesters. It seems obvious that the data support adding back more Communication classes as student demand is clearly present.

Not surprisingly, Fall semester enrolls at a slightly higher level of efficiency compared to Spring.

Summer sessions also are now in the 90 to 100+ percent range.

At Petaluma, Communication courses are now approaching the enrollment efficiency rate seen at the SR campus, as during the past two semesters the efficiency rate has gone from the mid-90s to the 100% range. Again, the numbers now indicate that adding more Communication classes at Petaluma is warranted.

### **B) Journalism Courses:**

Journalism courses at Santa Rosa have shown vast increases. At one time the efficiency rates hovered around 75% but, since Fall 2012, they are now in the 90s. We will be offering Journalism 1 for the first time at the Petaluma campus in Fall 2014.

No summer journalism classes are offered.

### **C) Media Courses:**

Media courses at Santa Rosa consistently exceed 100% enrollment efficiency and, at worst, are in the 90s. All Media 4 classes fill each semester. Media classes are in high demand and more could be added.

Summer classes have risen to over 90%, in fact surpassing 100% in summer 2013 and support the demand for these classes.

At Petaluma the Media courses are slightly below the enrollment efficiency seen at the Santa Rosa campus. This is likely because, at Petaluma, we are offering large lecture film classes which can distort the specific efficiency rates taking place in most typical-sized classes.

### **D) Speech Courses:**

At the SR campus, Speech classes have surpassed the 90% efficiency level since before Fall 2010. In Fall 2012 it went above 102%. The online classes have lower efficiency levels and, if removed from the equation, the FTEF classes would be even higher. We need to add more Speech classes to meet student demand.

Speech classes at Petaluma have also shown a consistently strong enrollment efficiency rate, ranging from the mid 80's to low 100's. Again, this high percentage suggests that more Speech classes can be added to Petaluma.

For summer, both at Santa Rosa and Petaluma, Speech classes have enrollment efficiencies in the 90's dating back to the Summer 2009 semester.

## 5.2b Average Class Size

### I. Student Enrollment Cap Overview

The CSD is made up of four different disciplines: Communication, Journalism, Media, and Speech. Most of these courses have caps of 30 or less as described below:

Speech 1A & 60: 25 student cap  
Speech 3A and 9: 20 student cap  
Journalism 1A, 2, 54, 55: 30 student cap  
Media 4: 30 student cap  
Comm 5, 6, 7: 25-30 student cap

In addition, the vast majority of sections we offer are of these limited cap classes. For example, during Fall 2013 our department offered eighty-six (86) total sections of different classes. Of those eighty-six, sixty-six (66) [77%] were Speech courses, ten (10) were Media 4 (12%), three (3) were Journalism sections (.5%) and six (6) were Comm classes--excluding Comm 10 (1%). As a result, given that these classes make up approximately 90% of our department's course offerings, it stands to reason that our overall class size is going to be below the college goal of thirty-five (35). And this is the case. The average class size for all Communication Studies classes (all locations combined) has been consistently around twenty-seven (27) per class. In Fall 2013 the average class size was 27.6. Also, when looking at our enrollment efficiency rating for all classes (mid 90s to low 100s% range), the numbers strongly suggest that our department is doing a very good job of attracting and retaining students. All four disciplines have high enrollments given the nature of their courses. It is probably best to examine each discipline independently.

### Rational For Caps

As noted above, most of our classes have caps of less than thirty (30). These caps are necessary due to the performance nature of the classes. Students are required to deliver approximately five speeches per semester or write numerous articles for Journalism classes. The caps are necessary to ensure that the required class material can effectively be taught so as to achieve each course's SLOs. More discussion of caps is contained in the analysis sections for each of the four disciplines.

## Santa Rosa Junior College - Program Unit Review Communication Studies - FY 2012-13 (plus current FY Summer and Fall)

**5.2b Average Class Size** The average class size in each Discipline at first census (excludes cancelled classes).

### Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	22.0	35.5	31.2	25.0	32.5	36.7	26.0	38.3	31.0

Journalism	0.0	22.7	21.0	0.0	26.3	22.3	0.0	29.7	28.0
Media Studies	25.0	41.7	39.8	0.0	40.2	37.2	27.7	34.7	35.0
Speech	22.6	23.1	22.8	23.0	24.5	22.9	24.6	25.0	25.0
<b>ALL Disciplines</b>	<b>22.8</b>	<b>26.5</b>	<b>25.8</b>	<b>23.2</b>	<b>27.6</b>	<b>25.8</b>	<b>25.2</b>	<b>27.9</b>	<b>27.0</b>

### **Petaluma Campus** (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	20.0	26.5	28.3	0.0	32.0	27.5	0.0	31.5	28.0
Journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Media Studies	18.0	59.7	50.3	21.0	50.3	51.8	0.0	52.8	54.0
Speech	23.7	25.2	24.9	22.2	24.3	25.7	23.0	24.9	26.0
<b>ALL Disciplines</b>	<b>22.5</b>	<b>31.4</b>	<b>30.0</b>	<b>22.0</b>	<b>31.3</b>	<b>32.1</b>	<b>23.0</b>	<b>31.8</b>	<b>33.0</b>

### **Other Locations** (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Media Studies	28.5	29.0	28.0	25.7	32.4	0.0	0.0	0.0	0.0
Speech	21.5	23.2	26.6	22.0	24.5	0.0	0.0	0.0	0.0
<b>ALL Disciplines</b>	<b>23.8</b>	<b>25.1</b>	<b>27.0</b>	<b>23.6</b>	<b>28.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

### **ALL Locations** (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	21.3	32.5	30.1	25.0	32.3	33.0	26.0	36.0	30.0
Journalism	0.0	22.7	21.0	0.0	26.3	22.3	0.0	29.7	28.0
Media Studies	25.0	42.7	40.4	24.5	40.3	41.4	27.7	39.5	41.0
Speech	22.7	23.5	23.5	22.6	24.5	23.4	24.2	24.9	25.0
<b>ALL Disciplines</b>	<b>22.9</b>	<b>27.3</b>	<b>26.7</b>	<b>23.0</b>	<b>28.4</b>	<b>27.1</b>	<b>24.7</b>	<b>28.8</b>	<b>28.0</b>

## **II. Discipline**

### **A. Communication Courses (COMM 5, 6, 7, 10, 98)**

The Communication courses have enrollment caps of 30-35 students. As can be seen by the table below, enrollments for all Communication classes at all campuses combined have been in the low 30s. During Fall 2013 the average class size was 33. The Santa Rosa campus class size was in excess of 35 students for the Spring 2012 (36.7) and Fall 2012 (38.3) semesters. Petaluma class size for these courses, while lower, is still very solid. Overall, the Communication classes are filling to near or in excess of the cap.

### **B. Journalism Courses (JOUR 1, 2 52, 54, 55)**

All Journalism courses have caps of 30 students. The average class size for Journalism classes was 29.7 in Fall 2012. This number marks the highest average class size that I can find. In Fall 2013 it is only slightly lower at 26.7%. It is worth noting that in Fall 2013 JOUR. 1 had 40 students while during Spring 2013, JOUR 2 has 33 students and Jour 52 (*The Oak Leaf*) has more than 30.

### **C. Media Courses (MEDIA 4, 10, 14, 15, 20, 22)**

The Media 4 classes also have caps of 30. The Media (film) 10, 14, and 15 classes have caps of 55 at the Santa Rosa Campus while having caps ranging from 75 to 150 at Petaluma, where they are offered in the medium and large lecture format. Media 20 and 22 (Filmmaking and Screenwriting), due to the production nature of the courses, are capped at 25.

Overall, the Media courses have hovered around 35-40 students per section. Not surprisingly, given that two of the film classes at Petaluma are offered in the medium and large lecture format, the average enrollment size at Petaluma exceeds that of Santa Rosa by about fifteen (15). However, in terms of the Media 4, 20, and 22 courses the enrollment levels are very similar.

#### D. Speech Courses (SPCH 1A, 2, 3A, 9, 52, 60)

The Speech classes have enrollment caps ranging from 20 (SPCH 2, 3A, 9) to 25 (SPCH 1A, 52, 60). These lower limits are required due to the performance nature of the courses, as students must each deliver 3-5 speeches in these classes, including student speaking time and time spent on oral critiques. One additional student consumes up to 50 minutes of class time over the course of the semester, which directly limits the instructor's lecture time. Overall, the average class size hovers between 23 and 25. There is no appreciable difference between the Speech class sizes at Santa Rosa and Petaluma. Finally, Summer classes are also averaging around 24 per class at first census.

### 5.3 Instructional Productivity

The FTES/FTEF for Communication, Media, Journalism and Speech classes is analyzed below. With the exception of Journalism, both Santa Rosa and Petaluma campuses are compared.

#### Overview

As mentioned in the section on Average Class Size, the vast majority of class sections our department offers involve classes that have cap sizes of 30 or less.

Speech 1A & 60: 25 student cap  
Speech 3A and 9: 20 student cap  
Journalism 1A, 2, 54, 55: 30 student cap  
Media 4: 30 student cap  
Comm 5, 6, 7: 25-30 student cap

These classes make up around 90% of our department's semester class offerings. This is the reason that our department does not (and cannot) achieve the district's goal of 18.7 to 1 productivity level.

Once again it is probably best to examine each discipline independently (analyses follow the table below).

## Santa Rosa Junior College - Program Unit Review Communication Studies - FY 2012-13 (plus current FY Summer and Fall)

**5.3 Instructional Productivity** The ratio of Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) in each Discipline at first census.





	<b>FTES</b>	8.60	13.90	13.30	8.80	14.70	0.00	0.00	0.00	0.00
	<b>FTEF</b>	0.79	1.20	1.00	0.79	1.20	0.00	0.00	0.00	0.00
	<b>Ratio</b>	<b>10.94</b>	<b>11.58</b>	<b>13.30</b>	<b>11.20</b>	<b>12.25</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**ALL Locations** (Combined totals from ALL locations in the District)

<b>Communication Studies</b>		<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
	<b>FTES</b>	6.66	20.41	26.11	2.79	20.69	17.77	2.73	23.14	19.37
	<b>FTEF</b>	0.62	1.20	1.60	0.21	1.21	1.23	0.21	1.77	1.20
	<b>Ratio</b>	<b>10.79</b>	<b>17.01</b>	<b>16.32</b>	<b>13.58</b>	<b>17.08</b>	<b>14.46</b>	<b>13.29</b>	<b>13.06</b>	<b>16.14</b>

<b>Journalism</b>		<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
	<b>FTES</b>	0.00	14.39	13.12	0.00	17.49	16.01	0.00	20.17	24.48
	<b>FTEF</b>	0.00	1.07	1.07	0.00	1.07	1.12	0.00	1.07	1.31
	<b>Ratio</b>	<b>0.00</b>	<b>13.49</b>	<b>12.30</b>	<b>0.00</b>	<b>16.40</b>	<b>14.27</b>	<b>0.00</b>	<b>18.91</b>	<b>18.67</b>

<b>Media Studies</b>		<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
	<b>FTES</b>	13.93	80.13	71.09	9.79	91.94	74.93	8.30	73.27	64.11
	<b>FTEF</b>	1.10	3.80	3.47	0.83	4.40	3.75	0.62	4.06	3.47
	<b>Ratio</b>	<b>12.71</b>	<b>21.09</b>	<b>20.51</b>	<b>11.84</b>	<b>20.91</b>	<b>19.99</b>	<b>13.45</b>	<b>18.03</b>	<b>18.49</b>

<b>Speech</b>		<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
	<b>FTES</b>	55.89	161.70	154.16	50.20	152.44	142.78	47.62	142.35	127.50
	<b>FTEF</b>	4.78	12.50	12.00	4.15	11.94	11.88	4.14	11.78	10.60
	<b>Ratio</b>	<b>11.69</b>	<b>12.94</b>	<b>12.85</b>	<b>12.11</b>	<b>12.77</b>	<b>12.02</b>	<b>11.51</b>	<b>12.08</b>	<b>12.03</b>

**COMMUNICATION CLASSES:**

The FTES/FTEF ratios for all combined Santa Rosa and Petaluma Communication courses (Spring and Fall only) ranged between 17 and 20 during the last several semesters. Santa Rosa-based courses are slightly more efficient than those at Petaluma.

Since reducing the number of Communication classes offered at Santa Rosa, instructor productivity levels have, predictably, increased as students are competing for fewer and fewer seats. Fall 2009 saw a spike in productivity, jumping from the 15 and 14 range in previous semesters to the high 18s and peaking in Fall 2012 at 20.53. Fall semesters have consistently shown better productivity numbers than have Spring.

**JOURNALISM CLASSES:**

The FTEF/FTES for Journalism classes show an increase over the last few years in instructor productivity. In Spring 2011 the ratio was only 12.3, while in Fall 2012 that ratio climbed to 18.91. In Fall 2013 the rate was 17.7. No doubt, the increased enrollment in Journalism 52 (*The Oak Leaf*), now at over 30, has helped boost this number.

**MEDIA CLASSES:**

The overall FTES/FTEF ration for Media classes (Santa Rosa and Petaluma combined) normally meets or exceeds the District's goal of 18.7. As we add back more Media 4 classes, we expect to (and do) see a slight dip in the efficiency rate because of the 30 student cap. Due to offering film classes in a medium and large lecture format at Petaluma, the Petaluma ratio typically now exceeds that of Santa Rosa. The Santa Rosa ratio is now just under 17 (Fall

2013), most likely due to the new production classes we are offering which have lower enrollment caps.

#### **SPEECH CLASSES:**

Because all Speech classes have a maximum enrollment cap of 25, the FTES/FTEF ratio does not equal the District's goal of 18.7. The ratio for Speech through the years, regardless of campus or semester (Summer, Fall Spring), hovers around 12.00 with slight fluxuations from semester to semester. Santa Rosa-based Speech classes have a slightly higher ratio than Petaluma. As mentioned in the previous section, Speech classes have an average class size of 24 so there really is no way to increase the enrollment per section. These classes fill very quickly.

### 5.4 Curriculum Currency

As of this writing, all Communication, Journalism, Media and Speech courses have current SLOs.

All classes have been updated within the past five years.

New courses such as Media 19, 21 and 123 are scheduled to be offered beginning Fall 2014.

### 5.5 Successful Program Completion

#### **Communication Studies for Transfer AA Major**

2011-2012 was the first year that students were eligible to graduate with the Communication Studies for Transfer AA major. In 2012 eight students completed the major. In 2013, that number grew to 21.

Classes that fulfill requirements for the Communication Major are offered every semester. There is no sequencing of classes, thus students may take any class any semester. However, if electing to take Speech 9, students must first complete English 1A.

#### **Journalism for Transfer AA Major**

2011-2012 was the first year that students were eligible to graduate with the Journalism vocational AA major. In 2012 one(1) student completed the major. In 2013, three (3) students completed the major.

The Journalism TMC major was approved in Fall 2013. Statistics are not yet available on the number of students who will complete it in Spring 2014.

Most classes required for the Journalism TMC are offered every semester. A few classes are offered only during the Spring or Fall semester. However, there is enough variety that students should easily be able to complete the major in two years.

Presently the CSD does not offer any special services to assist students in completing the Major.

The CSD does not currently offer certificates or licenses. However, a Digital Media Certificate utilizing both Media and Journalism courses is offered.

## 5.6 Student Success

### Retention Rates

The data indicate that the CSD has done a good job of retaining students.

As a whole, the department's overall retention rate for all classes combined has been in excess of 81% since Summer 2011. Typically, our department's retention rates have exceeded those of the college average. For example, in Fall 2013 the department's overall retention rate was 79.6% compared to the District average of 76.3%. In Fall 2012 three (3) of the four (4) disciplines exceeded the District's average retention rate: Communication Studies (87.1%), Media (77.6%) and Speech (79.8%). Only Journalism (67.5%) had a lower rate.

## Santa Rosa Junior College - Program Unit Review Communication Studies - FY 2012-13 (plus current FY Summer and Fall)

**5.6a Retention** The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

### Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	81.4%	87.6%	84.5%	92.0%	88.3%	91.1%	96.2%	87.0%	93.0%
Journalism	0.0%	75.4%	83.3%	0.0%	68.8%	77.8%	0.0%	70.8%	84.8%
Media Studies	94.1%	81.8%	79.5%	0.0%	85.8%	83.5%	66.3%	82.5%	85.5%
Speech	87.7%	81.9%	82.1%	91.5%	89.0%	87.1%	85.5%	83.1%	87.6%
<b>ALL Disciplines</b>	<b>87.8%</b>	<b>82.1%</b>	<b>81.8%</b>	<b>91.6%</b>	<b>87.2%</b>	<b>86.2%</b>	<b>82.6%</b>	<b>82.7%</b>	<b>87.5%</b>

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	78.9%	81.1%	78.3%	0.0%	92.1%	81.5%	0.0%	100.0%	87.5%
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media Studies	94.4%	72.3%	67.1%	90.5%	73.4%	72.8%	0.0%	72.4%	65.6%
Speech	89.1%	76.3%	75.0%	87.3%	77.1%	82.7%	92.0%	79.7%	81.7%
<b>ALL Disciplines</b>	<b>88.6%</b>	<b>75.5%</b>	<b>73.2%</b>	<b>87.8%</b>	<b>77.5%</b>	<b>78.8%</b>	<b>92.0%</b>	<b>79.2%</b>	<b>76.0%</b>

### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media Studies	85.5%	76.7%	66.7%	70.1%	80.0%	0.0%	0.0%	0.0%	0.0%
Speech	67.8%	68.2%	66.9%	61.2%	69.8%	0.0%	0.0%	0.0%	0.0%

ALL Disciplines	74.6%	71.6%	66.9%	65.4%	75.3%	0.0%	0.0%	0.0%	0.0%
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### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	80.6%	85.9%	82.4%	92.0%	89.5%	88.0%	96.2%	90.8%	91.3%
Journalism	0.0%	75.4%	83.3%	0.0%	68.8%	77.8%	0.0%	70.8%	84.8%
Media Studies	90.3%	78.5%	74.9%	74.5%	81.0%	79.7%	66.3%	78.9%	76.8%
Speech	84.8%	79.6%	79.4%	85.0%	84.9%	86.2%	87.1%	82.3%	86.2%
ALL Disciplines	85.4%	79.7%	78.7%	83.5%	83.6%	84.3%	84.4%	81.8%	84.2%

## Success Rate

The data indicate that there is an above average rate of students successfully completing CSD classes. As a whole, for Fall 2013, the CSD posted a 76.2% success rate for all classes combined, compared to a 71.8% success rate for SRJC classes as a whole. This showing is typical of most - though not all - semesters dating back to Summer 2010. The success rates for each discipline have remained fairly constant. For Fall 2012, Comm courses had the highest success rate, 83.0%, followed by Speech at 77.5%, Media at 72.0%, and Journalism at 66.3%.

## Santa Rosa Junior College - Program Unit Review Communication Studies - FY 2012-13 (plus current FY Summer and Fall)

### 5.6b Successful Course Completion

The percentage of students receiving a grade of A,B,C, or CR in each Discipline (duplicated headcount).

#### Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	76.7%	87.6%	83.9%	92.0%	85.9%	88.4%	96.2%	83.8%	90.6%
Journalism	0.0%	72.3%	76.7%	0.0%	67.5%	74.6%	0.0%	67.4%	82.1%
Media Studies	94.1%	75.6%	77.6%	0.0%	83.5%	82.4%	66.3%	79.3%	84.1%
Speech	87.7%	78.2%	80.1%	90.0%	87.1%	85.1%	83.7%	82.0%	85.0%
ALL Disciplines	87.3%	78.2%	79.8%	90.2%	85.2%	84.3%	81.2%	80.8%	85.1%

#### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	78.9%	77.4%	77.1%	0.0%	88.9%	79.6%	0.0%	95.2%	87.5%
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media Studies	88.9%	63.3%	63.2%	90.5%	70.9%	68.9%	0.0%	66.4%	59.6%
Speech	89.1%	72.7%	71.0%	87.3%	70.9%	80.6%	90.2%	76.0%	78.2%
ALL Disciplines	88.0%	70.0%	69.6%	87.8%	73.1%	76.0%	90.2%	74.5%	71.9%

#### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media Studies	81.8%	74.4%	61.1%	68.8%	74.4%	0.0%	0.0%	0.0%	0.0%
Speech	64.4%	66.7%	64.6%	61.2%	68.3%	0.0%	0.0%	0.0%	0.0%
ALL Disciplines	71.1%	69.8%	63.5%	64.8%	71.6%	0.0%	0.0%	0.0%	0.0%

#### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	77.4%	84.8%	81.6%	92.0%	86.9%	85.5%	96.2%	87.1%	89.7%
Journalism	0.0%	72.3%	76.7%	0.0%	67.5%	74.6%	0.0%	67.4%	82.1%
Media Studies	87.9%	72.0%	72.0%	73.5%	78.0%	77.6%	66.3%	74.7%	73.5%
Speech	84.3%	76.1%	77.0%	84.1%	82.3%	84.1%	85.3%	80.7%	83.3%
<b>ALL Disciplines</b>	<b>84.3%</b>	<b>75.6%</b>	<b>76.3%</b>	<b>82.7%</b>	<b>80.9%</b>	<b>82.2%</b>	<b>83.0%</b>	<b>79.2%</b>	<b>81.4%</b>

## Grade Point Average

For Fall 2013 the GPA for CSD courses combined was 2.84. This average is just slightly higher than the average of all SRJC classes (2.23). The following charts break down by discipline: Journalism GPA 3.09; Speech GPA 2.92; Communication GPA 2.90; Media GPA 2.64.

## Santa Rosa Junior College - Program Unit Review Communication Studies - FY 2012-13 (plus current FY Summer and Fall)

**5.6c Grade Point Average** The average GPA in each Discipline (UnitsTotal / GradePoints).

### Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	2.54	3.06	2.92	3.54	3.03	2.90	3.08	3.01	3.1
Journalism	0.00	2.81	2.99	0.00	2.94	3.00	0.00	2.82	3.2
Media Studies	3.50	3.14	3.12	0.00	3.15	3.33	2.97	3.02	3.0
Speech	3.32	2.83	2.93	3.35	3.17	3.13	3.22	3.14	3.1
<b>ALL Disciplines</b>	<b>3.26</b>	<b>2.92</b>	<b>2.97</b>	<b>3.37</b>	<b>3.14</b>	<b>3.15</b>	<b>3.17</b>	<b>3.08</b>	<b>3.1</b>

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	3.00	2.91	2.84	0.00	3.20	3.59	0.00	3.81	2.7
Journalism	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Media Studies	3.06	2.43	2.35	2.90	2.65	2.26	0.00	2.37	2.2
Speech	3.38	2.77	2.79	3.34	2.85	3.26	3.13	3.07	2.9
<b>ALL Disciplines</b>	<b>3.31</b>	<b>2.68</b>	<b>2.67</b>	<b>3.26</b>	<b>2.81</b>	<b>2.85</b>	<b>3.13</b>	<b>2.86</b>	<b>2.6</b>

### Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Journalism	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Media Studies	2.98	2.75	2.51	3.02	2.60	0.00	0.00	0.00	0.0
Speech	2.78	2.88	2.94	2.71	3.17	0.00	0.00	0.00	0.0
<b>ALL Disciplines</b>	<b>2.87</b>	<b>2.82</b>	<b>2.81</b>	<b>2.86</b>	<b>2.83</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0</b>

### ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Communication Studies	2.67	3.02	2.89	3.54	3.08	3.11	3.08	3.26	3.0
Journalism	0.00	2.81	2.99	0.00	2.94	3.00	0.00	2.82	3.2
Media Studies	3.21	2.90	2.87	2.99	2.90	2.91	2.97	2.77	2.6
Speech	3.27	2.82	2.90	3.25	3.11	3.15	3.19	3.12	3.0
<b>ALL Disciplines</b>	<b>3.20</b>	<b>2.86</b>	<b>2.90</b>	<b>3.22</b>	<b>3.03</b>	<b>3.07</b>	<b>3.16</b>	<b>3.02</b>	<b>2.9</b>

# Student Equity Analysis

## **5.6a Retention** The percentage of students receiving a grade of A,B,C,D,CR,P,I in each discipline (gradecount, duplicated headcount).

	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
<b>Overall Percentages</b>	80.65% (50/62)	85.86% (170/198)	82.38% (201/244)	92.00% (23/25)	89.53% (171/191)	87.95% (146/166)	96.15% (25/26)	90.78% (197/217)	91.30% (168/184)

## **5.6b Successful Course Completion** The percentage of students receiving a grade of A,B,C,CR,P in each discipline (gradecount, duplicated headcount).

	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
<b>Overall Percentages</b>	77.42% (48/62)	84.85% (168/198)	81.56% (199/244)	92.00% (23/25)	86.91% (166/191)	85.54% (142/166)	96.15% (25/26)	87.10% (189/217)	89.67% (165/184)

## **5.6c Grade Point Average** The average GPA in each discipline (GradePoints / UnitsTotal).

	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
<b>Overall GPA</b>	2.714	3.109	2.979	3.542	3.136	3.131	3.077	3.312	3.017

## 1. Retention Rates

**Ethnicity:** Retention rates vary little by ethnicity. We can look at Fall 2013 as a fairly typical semester. Whites by far made up the largest number of students (152) and had a 91.45% retention rate. Multiple ethnicities were the next largest group (43) with an 86% retention rate. Hispanics comprised the third largest group (39) with a 79% retention rate.

**Gender:** The female retention rate of 90% was eight (8) points higher than their male counterparts, who had a retention rate of 82%.

**Age:** No major differences noted. Ages 0-30, containing the four largest categories, have similar retention rates ranging from 82-90%. Ages 31-35 and 51-60 had the lowest retention rate at 75%. However the low number of students in these age groups (8 and 4) makes the finding meaningless.

**Income Level:** As might be predicted, students who are BOG-eligible tend to have lower retention rates than their counterparts. In Fall 2014 the BOG retention rates dipped below 80%, something that had not happened since at least Summer 2010. However, in some semesters dating back to 2010, the BOG students have a higher retention rate.

**Disability:** In general, students with disabilities have a 10% lower retention rate than their counterparts. However, the low number of disabled students makes it difficult to read too much into the finding. In some semesters since Summer 2010 disabled students have had the better retention rates.

**College Status:** No major difference. As might be predicted, second year students tend to have slightly higher retention rates but again, the rates are very similar.

**Basic Skills:** Basic skills students tend to have slightly lower retention rates overall but the low number of students enrolled per semester makes the data virtually meaningless.

## Santa Rosa Junior College - Program Unit Review

### Discipline COMM - Communication Studies - FY 2012-13

#### 5.6a Retention The percentage of students receiving a grade of A,B,C,D,CR,P,I in each discipline (gradecount, duplicated headcount).

	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
<b>Overall Percentages</b>	80.65% (50/62)	85.86% (170/198)	82.38% (201/244)	92.00% (23/25)	89.53% (171/191)	87.95% (146/166)	96.15% (25/26)	90.78% (197/217)	91.30% (168/184)
<b>Ethnicity</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
White	87.50% (28/32)	87.69% (114/130)	85.09% (137/161)	93.75% (15/16)	89.34% (109/122)	87.13% (88/101)	93.75% (15/16)	91.94% (114/124)	89.66% (104/116)
Asian	50.00% (1/2)	66.67% (2/3)	72.73% (8/11)	66.67% (2/3)	85.71% (6/7)	75.00% (6/8)	100.00% (2/2)	90.00% (9/10)	100.00% (10/10)
Black	62.50% (5/8)	100.00% (4/4)	75.00% (6/8)	100.00% (1/1)	85.71% (6/7)	87.50% (7/8)	0.00% (0/0)	100.00% (9/9)	100.00% (4/4)
Hispanic	87.50% (7/8)	72.00% (18/25)	80.77% (21/26)	100.00% (2/2)	94.74% (18/19)	95.00% (19/20)	100.00% (5/5)	83.33% (25/30)	96.30% (26/27)
Native American	0.00% (0/0)	100.00% (3/3)	100.00% (1/1)	0.00% (0/0)	100.00% (2/2)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)
Pacific Islander	100.00% (1/1)	100.00% (7/7)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	100.00% (2/2)	100.00% (4/4)
Filipino	0.00% (0/0)	100.00% (2/2)	0.00% (0/0)	0.00% (0/0)	100.00% (3/3)	100.00% (2/2)	0.00% (0/0)	100.00% (2/2)	0.00% (0/1)
Multiple Ethnicities	75.00% (6/8)	69.23% (9/13)	65.22% (15/23)	100.00% (2/2)	86.96% (20/23)	85.71% (18/21)	100.00% (2/2)	90.91% (30/33)	94.12% (16/17)
Unknown	66.67% (2/3)	100.00% (11/11)	92.31% (12/13)	100.00% (1/1)	85.71% (6/7)	100.00% (5/5)	100.00% (1/1)	83.33% (5/6)	80.00% (4/5)
<b>Gender</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
Male	70.59% (24/34)	82.80% (77/93)	83.00% (83/100)	83.33% (5/6)	85.90% (67/78)	91.03% (71/78)	83.33% (5/6)	85.23% (75/88)	92.59% (75/81)
Female	92.59% (25/27)	88.35% (91/103)	82.61% (114/138)	94.44% (17/18)	91.89% (102/111)	84.88% (73/86)	100.00% (20/20)	94.49% (120/127)	90.00% (90/100)
Unknown	100.00% (1/1)	100.00% (2/2)	66.67% (4/6)	100.00% (1/1)	100.00% (2/2)	100.00% (2/2)	0.00% (0/0)	100.00% (2/2)	100.00% (3/3)
<b>Age</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
0 to 18	100.00% (6/6)	80.65% (25/31)	80.00% (24/30)	0.00% (0/0)	86.36% (19/22)	83.33% (10/12)	100.00% (3/3)	85.00% (17/20)	92.31% (12/13)
19 to 20	70.83% (17/24)	88.24% (60/68)	79.78% (71/89)	66.67% (2/3)	92.42% (61/66)	93.90% (77/82)	100.00% (7/7)	91.40% (85/93)	93.90% (77/82)
21 to 25	90.91% (10/11)	93.62% (44/47)	82.43% (61/74)	100.00% (7/7)	85.19% (46/54)	76.74% (33/43)	85.71% (6/7)	91.53% (54/59)	87.14% (61/70)
26 to 30	85.71% (6/7)	70.59% (12/17)	95.24% (20/21)	100.00% (8/8)	94.44% (17/18)	91.67% (11/12)	100.00% (4/4)	95.00% (19/20)	85.71% (6/7)
31 to 35	75.00% (3/4)	100.00% (8/8)	84.62% (11/13)	66.67% (2/3)	100.00% (7/7)	85.71% (6/7)	100.00% (3/3)	100.00% (8/8)	100.00% (6/6)
36 to 40	66.67% (2/3)	80.00% (4/5)	100.00% (7/7)	100.00% (1/1)	100.00% (8/8)	100.00% (2/2)	100.00% (1/1)	100.00% (4/4)	100.00% (2/2)
41 to 45	100.00% (1/1)	80.00% (8/10)	83.33% (5/6)	100.00% (1/1)	66.67% (4/6)	100.00% (3/3)	0.00% (0/0)	75.00% (3/4)	100.00% (1/1)
46 to 50	100.00% (1/1)	66.67% (4/6)	50.00% (1/2)	100.00% (1/1)	80.00% (4/5)	100.00% (2/2)	100.00% (1/1)	100.00% (3/3)	100.00% (2/2)
51 to 60	80.00% (4/5)	83.33% (5/6)	100.00% (1/1)	100.00% (1/1)	100.00% (5/5)	100.00% (2/2)	0.00% (0/0)	80.00% (4/5)	100.00% (1/1)
61 plus	0.00% (0/0)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)
<b>Income Level</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
BOG Eligible	81.25% (13/16)	81.08% (30/37)	83.08% (54/65)	84.62% (11/13)	88.73% (63/71)	92.31% (48/52)	90.91% (10/11)	87.32% (62/71)	84.91% (45/53)
All Other Students	80.43% (37/46)	86.96% (140/161)	82.12% (147/179)	100.00% (12/12)	90.00% (108/120)	85.96% (98/114)	100.00% (15/15)	92.47% (135/146)	93.89% (123/131)

Disability Status	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
DSPS Students	100.00% (2/2)	87.50% (7/8)	88.24% (15/17)	100.00% (1/1)	85.71% (6/7)	88.24% (15/17)	100.00% (2/2)	77.27% (17/22)	81.82% (9/11)
All Other Students	80.00% (48/60)	85.79% (163/190)	81.94% (186/227)	91.67% (22/24)	89.67% (165/184)	87.92% (131/149)	95.83% (23/24)	92.31% (180/195)	91.91% (159/173)
College Status	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
1st Gen College	81.25% (13/16)	77.78% (35/45)	73.44% (47/64)	100.00% (7/7)	88.75% (71/80)	89.29% (50/56)	92.86% (13/14)	89.17% (107/120)	91.67% (99/108)
All Other Students	80.43% (37/46)	88.24% (135/153)	85.56% (154/180)	88.89% (16/18)	90.09% (100/111)	87.27% (96/110)	100.00% (12/12)	92.78% (90/97)	90.79% (69/76)
Basic Skills	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Basic Skills Math	100.00% (1/1)	100.00% (10/10)	83.33% (10/12)	0.00% (0/0)	80.00% (4/5)	100.00% (2/2)	0.00% (0/0)	72.73% (8/11)	75.00% (6/8)
Basic Skills Engl	100.00% (1/1)	83.33% (5/6)	75.00% (3/4)	0.00% (0/0)	66.67% (2/3)	60.00% (3/5)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
Basic Skills ESL	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
All Other Students	80.00% (48/60)	85.16% (155/182)	82.46% (188/228)	92.00% (23/25)	90.16% (165/183)	88.68% (141/159)	96.15% (25/26)	91.75% (189/206)	92.05% (162/176)

## 2. Successful Course Completion Rates

**Ethnicity:** For Fall 2013, White students made up the vast majority of students and had the highest completion rate: 89%. Multiple Ethnicities was the second largest population and had a completion rate of 81%. Hispanics, the third largest population, had a completion rate of 74% while Black students, the fourth largest population, had a completion rate of 57%. This 57% completion rate was the lowest for any ethnicity since at least Summer 2010. However, the relatively low number of black students makes drawing conclusions difficult.

**Gender:** Females tend to have slightly higher completion rates than males but nothing significant and, in many semesters, males out-perform females.

**Age:** No major differences noted. The largest age groups -- 0-18, 19-20, 21-25 and 26-30 -- had completion rates between 81-84%. The 0-18 year olds, the third largest age group, had a lower rate.

**Income level:** BOG students tend to have completion rates 7-10% lower than other students.

**Disability:** Students with disabilities tend to have completion rates around 5-10% lower than non-disabled students.

**College Status:** No major differences. As might be predicted, second year students tend to have slightly higher completion rates but again, the rates are very similar.

**Basic Skills:** Basic skills students tend to have lower completion rates (though not significantly lower), but the low number of students enrolled per semester makes the data virtually meaningless.

## Santa Rosa Junior College - Program Unit Review

Discipline COMM - Communication Studies - FY 2012-13



**5.6b Successful Course Completion** The percentage of students receiving a grade of A,B,C,CR,P in each discipline (gradecount, duplicated headcount).

	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
<b>Overall Percentages</b>	77.42% (48/62)	84.85% (168/198)	81.56% (199/244)	92.00% (23/25)	86.91% (166/191)	85.54% (142/166)	96.15% (25/26)	87.10% (189/217)	89.67% (165/184)
<b>Ethnicity</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
White	87.50% (28/32)	86.92% (113/130)	83.85% (135/161)	93.75% (15/16)	85.25% (104/122)	83.17% (84/101)	93.75% (15/16)	88.71% (110/124)	87.93% (102/116)
Asian	50.00% (1/2)	66.67% (2/3)	72.73% (8/11)	66.67% (2/3)	85.71% (6/7)	75.00% (6/8)	100.00% (2/2)	90.00% (9/10)	100.00% (10/10)
Black	50.00% (4/8)	100.00% (4/4)	75.00% (6/8)	100.00% (1/1)	85.71% (6/7)	87.50% (7/8)	0.00% (0/0)	100.00% (9/9)	75.00% (3/4)
Hispanic	87.50% (7/8)	68.00% (17/25)	80.77% (21/26)	100.00% (2/2)	94.74% (18/19)	95.00% (19/20)	100.00% (5/5)	76.67% (23/30)	96.30% (26/27)
Native American	0.00% (0/0)	100.00% (3/3)	100.00% (1/1)	0.00% (0/0)	100.00% (2/2)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)
Pacific Islander	100.00% (1/1)	100.00% (7/7)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	100.00% (2/2)	100.00% (4/4)
Filipino	0.00% (0/0)	100.00% (2/2)	0.00% (0/0)	0.00% (0/0)	100.00% (3/3)	100.00% (2/2)	0.00% (0/0)	100.00% (2/2)	0.00% (0/1)
Multiple Ethnicities	62.50% (5/8)	69.23% (9/13)	65.22% (15/23)	100.00% (2/2)	86.96% (20/23)	85.71% (18/21)	100.00% (2/2)	84.85% (28/33)	94.12% (16/17)
Unknown	66.67% (2/3)	100.00% (11/11)	92.31% (12/13)	100.00% (1/1)	85.71% (6/7)	100.00% (5/5)	100.00% (1/1)	83.33% (5/6)	80.00% (4/5)
<b>Gender</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
Male	64.71% (22/34)	82.80% (77/93)	81.00% (81/100)	83.33% (5/6)	82.05% (64/78)	88.46% (69/78)	83.33% (5/6)	81.82% (72/88)	91.36% (74/81)
Female	92.59% (25/27)	86.41% (89/103)	82.61% (114/138)	94.44% (17/18)	90.09% (100/111)	82.56% (71/86)	100.00% (20/20)	90.55% (115/127)	89.00% (89/100)
Unknown	100.00% (1/1)	100.00% (2/2)	66.67% (4/6)	100.00% (1/1)	100.00% (2/2)	100.00% (2/2)	0.00% (0/0)	100.00% (2/2)	66.67% (2/3)
<b>Age</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
0 to 18	100.00% (6/6)	80.65% (25/31)	80.00% (24/30)	0.00% (0/0)	86.36% (19/22)	83.33% (10/12)	100.00% (3/3)	80.00% (16/20)	84.62% (11/13)
19 to 20	70.83% (17/24)	86.76% (59/68)	79.78% (71/89)	66.67% (2/3)	90.91% (60/66)	92.68% (76/82)	100.00% (7/7)	88.17% (82/93)	92.68% (76/82)
21 to 25	81.82% (9/11)	91.49% (43/47)	79.73% (59/74)	100.00% (7/7)	77.78% (42/54)	69.77% (30/43)	85.71% (6/7)	86.44% (51/59)	85.71% (60/70)
26 to 30	85.71% (6/7)	70.59% (12/17)	95.24% (20/21)	100.00% (8/8)	94.44% (17/18)	91.67% (11/12)	100.00% (4/4)	90.00% (18/20)	85.71% (6/7)
31 to 35	50.00% (2/4)	100.00% (8/8)	84.62% (11/13)	66.67% (2/3)	100.00% (7/7)	85.71% (6/7)	100.00% (3/3)	100.00% (8/8)	100.00% (6/6)
36 to 40	66.67% (2/3)	80.00% (4/5)	100.00% (7/7)	100.00% (1/1)	100.00% (8/8)	100.00% (2/2)	100.00% (1/1)	100.00% (4/4)	100.00% (2/2)
41 to 45	100.00% (1/1)	80.00% (8/10)	83.33% (5/6)	100.00% (1/1)	66.67% (4/6)	100.00% (3/3)	0.00% (0/0)	75.00% (3/4)	100.00% (1/1)
46 to 50	100.00% (1/1)	66.67% (4/6)	50.00% (1/2)	100.00% (1/1)	80.00% (4/5)	100.00% (2/2)	100.00% (1/1)	100.00% (3/3)	100.00% (2/2)
51 to 60	80.00% (4/5)	83.33% (5/6)	100.00% (1/1)	100.00% (1/1)	100.00% (5/5)	100.00% (2/2)	0.00% (0/0)	80.00% (4/5)	100.00% (1/1)
61 plus	0.00% (0/0)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)
<b>Income Level</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
BOG Eligible	75.00% (12/16)	81.08% (30/37)	83.08% (54/65)	84.62% (11/13)	88.73% (63/71)	90.38% (47/52)	90.91% (10/11)	85.92% (61/71)	83.02% (44/53)
All Other Students	78.26% (36/46)	85.71% (138/161)	81.01% (145/179)	100.00% (12/12)	85.83% (103/120)	83.33% (95/114)	100.00% (15/15)	87.67% (128/146)	92.37% (121/131)
<b>Disability Status</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
DSPS Students	100.00% (2/2)	87.50% (7/8)	88.24% (15/17)	100.00% (1/1)	71.43% (5/7)	82.35% (14/17)	100.00% (2/2)	72.73% (16/22)	81.82% (9/11)
All Other Students	76.67% (46/60)	84.74% (161/190)	81.06% (184/227)	91.67% (22/24)	87.50% (161/184)	85.91% (128/149)	95.83% (23/24)	88.72% (173/195)	90.17% (156/173)
<b>College Status</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
1st Gen College	81.25% (13/16)	77.78% (35/45)	73.44% (47/64)	100.00% (7/7)	86.25% (69/80)	87.50% (49/56)	92.86% (13/14)	86.67% (104/120)	88.89% (96/108)

All Other Students	76.09% (35/46)	86.93% (133/153)	84.44% (152/180)	88.89% (16/18)	87.39% (97/111)	84.55% (93/110)	100.00% (12/12)	87.63% (85/97)	90.79% (69/76)	C
<b>Basic Skills</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	
Basic Skills Math	100.00% (1/1)	100.00% (10/10)	83.33% (10/12)	0.00% (0/0)	80.00% (4/5)	100.00% (2/2)	0.00% (0/0)	63.64% (7/11)	75.00% (6/8)	C
Basic Skills Engl	100.00% (1/1)	83.33% (5/6)	75.00% (3/4)	0.00% (0/0)	66.67% (2/3)	60.00% (3/5)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	C
Basic Skills ESL	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	C
All Other Students	76.67% (46/60)	84.07% (153/182)	81.58% (186/228)	92.00% (23/25)	87.43% (160/183)	86.16% (137/159)	96.15% (25/26)	88.35% (182/206)	90.34% (159/176)	C

### 3. Grade Point Average

**Ethnicity:** White and Asian students had GPA's that averaged just over 3.0. Hispanic GPAs were lower at 2.7. The most glaring finding is that Black students' GPAs averaged only 1.74. This is the first time Black GPAs have been below 2.0 since Summer 2010. However, the few number of black students makes it hard to read too much into the finding. Still, it is something of which to be aware.

**Gender:** Females tend to have slightly higher GPAs but the gap is not significant.

**Age:** No major differences noted.

**Income level:** No major differences noted.

**Disability:** No major differences noted.

**College Status:** No major differences noted.

**Basic Skills:** Basic skills students tend to have lower GPAs (though not significantly lower), but the low number of students enrolled per semester makes the data virtually meaningless.

## Santa Rosa Junior College - Program Unit Review

### Discipline COMM - Communication Studies - FY 2012-13

#### 5.6c Grade Point Average The average GPA in each discipline (GradePoints / UnitsTotal).

	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	
<b>Overall GPA</b>	2.714	3.109	2.979	3.542	3.136	3.131	3.077	3.312	3.017	
<b>Ethnicity</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	
White	3.100	3.154	3.012	3.563	3.114	3.281	2.938	3.456	3.019	
Asian	2.000	3.500	2.556	4.000	3.333	2.000	4.000	2.900	3.500	
Black	1.571	3.000	2.714	2.000	2.143	2.857	0.000	3.000	2.500	
Hispanic	3.143	3.111	3.048	4.000	3.167	3.211	2.800	3.280	3.074	
Native American	0.000	3.500	4.000	0.000	2.500	3.000	0.000	2.000	0.000	
Pacific Islander	3.000	3.571	2.000	0.000	3.000	0.000	0.000	3.000	2.500	
Filipino	0.000	2.500	0.000	0.000	3.333	4.000	0.000	3.500	0.000	
Multiple Ethnicities	2.167	2.167	2.938	3.000	3.579	2.895	4.000	3.065	3.000	
Unknown	2.000	3.364	3.000	4.000	3.167	2.929	3.000	3.400	3.250	
<b>Gender</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	
Male	2.226	3.100	2.810	3.000	3.130	3.107	2.333	3.026	2.987	
Female	3.333	3.129	3.082	3.706	3.124	3.184	3.300	3.487	3.053	

Unknown	3.000	2.500	3.500	4.000	4.000	2.000	0.000	4.000	2.667
<b>Age</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
0 to 18	3.333	2.893	2.783	0.000	3.095	2.818	4.000	3.222	2.917
19 to 20	2.500	3.032	2.860	4.000	3.081	3.218	3.000	3.302	3.127
21 to 25	2.273	3.023	2.905	3.857	2.938	3.000	3.143	3.145	2.831
26 to 30	3.500	3.167	3.286	3.750	3.188	2.969	2.500	3.421	3.000
31 to 35	2.000	3.500	3.182	2.333	3.571	3.286	2.667	3.625	3.333
36 to 40	2.000	4.000	3.571	4.000	3.500	3.500	3.000	3.750	3.000
41 to 45	3.000	3.571	3.800	2.000	3.000	3.333	0.000	4.000	4.000
46 to 50	4.000	3.000	4.000	3.000	4.000	2.500	4.000	4.000	4.000
51 to 60	3.750	4.000	3.000	4.000	4.000	4.000	0.000	3.750	3.000
61 plus	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
<b>Income Level</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
BOG Eligible	2.733	3.000	2.926	3.167	3.172	3.102	2.818	3.270	2.857
All Other Students	2.707	3.133	2.998	3.917	3.116	3.146	3.267	3.331	3.081
<b>Disability Status</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
DSPS Students	3.500	3.286	2.923	4.000	3.000	2.933	2.500	3.250	3.222
All Other Students	2.685	3.101	2.983	3.522	3.141	3.153	3.125	3.317	3.006
<b>College Status</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
1st Gen College	2.733	3.135	2.860	3.714	3.181	3.077	3.071	3.398	3.029
All Other Students	2.707	3.101	3.017	3.471	3.106	3.160	3.083	3.209	3.000
<b>Basic Skills</b>	<b>X2010</b>	<b>F2010</b>	<b>S2011</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>
Basic Skills Math	3.000	3.250	2.500	0.000	3.000	4.000	0.000	2.875	2.286
Basic Skills Engl	3.000	3.000	3.000	0.000	2.667	1.750	0.000	0.000	0.000
Basic Skills ESL	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
All Other Students	2.704	3.106	3.003	3.542	3.148	3.158	3.077	3.330	3.048

## 5.7 Student Access

# ETHNICITY

### COMMUNICATION

In Communication classes in 2012-13, 61.3% of the students were Northern European, followed by Hispanics at 14.6%, Non-identifiers at 13.2%, Asians at 4.3% and Blacks at 2.8%. Hispanics have increased by around 3% during the last few years. However, overall, these numbers have been fairly steady over the last three years.

### JOURNALISM

In Journalism classes in 2012-13, 57.8% of the students were Northern European, followed by Hispanics at 16.1%, Non-identifiers at 15.6%, Blacks at 5.0% and Asians at 3.9%. Once again, Hispanics have increased by around 5% during the past few years.

### MEDIA

In Media classes in 2012-13, 67% of the students were Northern European, followed by Non-identifiers at 15%, Hispanics at 9.4%, Asians at 3.3% and Blacks at 2.2%. In this area, there has been very little change over the last few years.

### SPEECH

In Speech classes in 2012-13, 57.3% of the students were Northern European, followed by Hispanics at 17%, Asians at 4.4%, and Blacks at 2.8%. Once again we see about a 3% increase in the Hispanic population.

# GENDER

## COMMUNICATION

In Communication classes in 2012-13, the male/female ratio was 39% male to 56.6% female, with 1.4% unknown. Since the 2009-10 year, the female population has risen by around 4% while the male population has decreased by just over 4%.

## JOURNALISM

In Journalism classes in 2012-13, the male/female ratio was 64.4% male, 33.3% female and 2.2% unknown. Since the 2009-2010 year we have seen the male/female ratios shift fairly significantly. In 2009-10 females comprised 49% of Journalism students compared to the 33.3% today, while the male population increased from 49.5% to 64.4%.

## MEDIA

In Media classes in 2012-13, the male/female ratio was 59.6% male, 39.6% female and 0.8% unknown. This ratio of approximately 60% male and 40% female has been consistent going back to the 2009-2010 year. Media Studies by far has the greatest disparity between males and females, leaning heavily towards males. It is unclear why more males than females take Media classes. This is perhaps an area of conversation that would be appropriate for the CSD to discuss in general, and the Media area specifically.

## SPEECH

In Speech classes in 2012-13, the male/female ratio was 44.5% male, 54.3% female, with 1.2% unknown. This ratio has been pretty consistent going back to the 2009-10 year.

## 5.8 Curriculum Offered Within Reasonable Time Frame

The CSD offers all of its classes on a regular basis. Most classes are offered every semester while a few are rotated. Presently, only Speech 2 is not offered at least once a semester but, instead, we plan to offer it once every four semesters.

## COMMUNICATION STUDIES TRANSFER MAJOR

As of Fall 2013, students are now able to complete the major while taking classes only at Petaluma. In order to accomplish this goal, Comm 10 and Speech 3A have been added to the Petaluma curriculum.

### The Communication Studies TMC looks as follows:

**Core Class:** Speech 1A. Speech 1A is offered every semester at both Santa Rosa and Petaluma as well as being offered every semester as an online course.

**Area A:** *Two of the following must be taken:* Speech 3A, Speech 9, Comm 5, Comm 6. Speech 3A is offered every semester at Santa Rosa and during the Spring semester at Petaluma.

Speech 9 is offered every semester at Santa Rosa and online, but not at Petaluma.  
Comm 5 is offered every semester at Santa Rosa and during the Fall semester at Petaluma.  
Comm 6 is offered every semester at Santa Rosa and during the Spring semester at Petaluma.

**Area B:** *Any two (can't use a class taken in Area A):* Comm 5, 6, 7, 10; Media 4, 10, 77, 78, Speech 2, 3A, 9, 57, 60.

Comm 7 is offered on both campuses every semester.

Comm 10 is offered every semester at Santa Rosa and during the Fall semester at Petaluma.

Media 4 is offered every semester at Santa Rosa and Petaluma and online.

Media 77 (now Media 20) is offered every semester at Santa Rosa and Petaluma.

Speech 57A (Speech 52A beginning Fall 2012) is offered every semester at Santa Rosa but not Petaluma.

**Area C:** *Any class (not taken in Area A or B):* Jour 2, 52A; Media 4, 10, 20, 41, 77, 78, 79A, 79B; Comm 5, 6, 7, 10; Speech 2, 3A, 9, 57A, 57B, 60.

Jour 2 is offered during Spring semester at Santa Rosa but not at Petaluma.

Journalism 52A is offered every semester at Santa Rosa but not Petaluma.

Speech 57B is offered every semester at Santa Rosa but not Petaluma.

Speech 60 is offered every semester at Santa Rosa and Petaluma and online.

Media 79A temporarily not offered.

Media 79B temporarily not offered.

Media 41 has been split into two new courses:

Media 14 (Early Film History) is offered at Petaluma in the Fall and Santa Rosa in the Spring.

Media 15 (Modern Film History) is offered at Santa Rosa in the Fall and Petaluma in the Spring.

Media 42 has been renumbered and renamed (Media 10: Film Appreciation) and is offered every semester at Santa Rosa and Petaluma.

As is evident when looking at the course expectations above, students can easily complete the Communication Studies Transfer Major in two years. While being more limiting, students can complete the Major by only taking classes at Petaluma as well as by taking only Santa Rosa-based classes.

## **JOURNALIM TRANSFER MAJOR**

### **The Journalism TMC looks as follows:**

#### **Core Class** *(Complete 11 units):*

Jour 1A: Offered every semester.

Jour 52A: Offered every semester.

Media 4: Offered every semester.

#### **Area A** *(Complete 3 units):*

Art 59

Jour 2: Offered Spring semester.

Jour 52C: Offered every semester.

Jour 55: Offered Spring semester.

#### **Area B** *(Complete 6 units):*

Art 19

Comm 10: Offered every semester at Santa Rosa and during Fall semester at Petaluma.

Econ 1: Offered every semester.

Econ 2: Offered every semester.

Engl 5: Offered every semester.

Phil 3: Offered every semester.

Phil 4: Offered Spring semester.

Pols 1: Offered every semester.

Pols 2: Offered Fall semester.

Spch 3A: Offered every semester.

As is evident when looking at the course expectations above, students can easily complete the Journalism Transfer Major in two years.

## 5.9a Curriculum Responsiveness

In the area of Speech, the CSD meets the demands of transfer students quite well. It offers numerous Speech 1As and Speech 60s that every student who desires an AA degree or transfer to the CSU system must take. In addition, the CSD offers Speech 3A and Speech 9 classes that meet the Critical Thinking requirement for the AA degree, as well as CSU and IGETC transfer requirements.

The Journalism courses meet the needs of those wishing to go into the field of newspaper and magazine writing, but the job market favors journalism students with multimedia skills. The Journalism program introduced Journalism 55: Multimedia Reporting in Spring 2013 to better meet the needs of students transferring, seeking internships and entering the job market. A Journalism/ Digital Major and Certificate program is in the works.

There is currently a Certificate in Digital Media with an emphasis in film. We are slowly working on the TMC for Radio-TV-Film. There is a required radio/audio production course that we don't offer and we're investigating whether a course that is offered in the Music Department will suffice.

Beginning Fall 2014, we will be introducing three (3) new Media courses:

Media 19: Multi-Camera Studio Production

Media 21: Intermediate Digital Filmmaking

Media 123: Intermediate Screenwriting

## 5.9b Alignment with High Schools (Tech-Prep ONLY)

Not applicable.

## 5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Yes, both the Communication Studies Transfer Major and the Journalism Transfer Major have at least 50% overlap with required courses at transfer destinations.

## 5.11a Labor Market Demand (Occupational Programs ONLY)

By 2022, according to California LMI data there will be an increase of over 9.4% in job opportunities for communication teachers, media and communication worker jobs expected to grow by 9% with an hourly mean salary of \$28.

## 5.11b Academic Standards

During the six year evaluation cycle for each course, we typically meet to discuss any changes to that course. We discuss what is working, what different instructors have done for assignments, discuss new evaluation methods etc.

One of our full time Speech instructors has recently held PDA workshops on new ideas for teaching Speech and attendance has been solid. She presents her own ideas as well as eliciting ideas from others.

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Petaluma	01	01	To have the Communication TMC also be offered completely on the Petaluma campus.	Find instructors capable of teaching the required courses for completion of the major.	Fall 2013	Accomplished.
0002	Santa Rosa	01	01	To find a location for The Oak Leaf that would accomodate a growing program.	Work with the administration to find the most suitable and practical location. The space needs to accommodate 30+ students, contain a private office for the Faculty Advisor and have rooms for computers as well as rooms where design layouts can take place.	Fall 2013	Accomplished.



## 6.2a Program/Unit Conclusions

Location	Focus Areas & Questions
ALL	Schedule development: The course offerings were analyzed looking at the number of closed sections and hits after classes closed and, following that, we came to the following conclusion: More Speech 1A, Speech 60 and Media 4 classes are needed. As a result, we were able to add more sections of each of these courses back into the Fall 2013 schedule. We also see a need for additional Comm courses. We will be attempting to offer more sections in Fall 2014.

## 6.2b PRPP Editor Feedback - Optional

The CSD is to be commended for doing an excellent and timely job on SLO assessments with a 100% completion rate. The programs within the department are vital and growing. The Digital Journalism program has been approved by BACC and it is now going through the college curriculum approval process. This new program will meet the the needs of journalists who are competeing in an increasingly web-based job market.

The CS D is also to be commended for welcoming and supporting a talented, new full time instructor in the Fall 2012 to teach Media/Digital Filmmaking. With this addition, the CSD will continue its pattern of excellence that began decades ago. Combined with the hiring of a full-time Media instructor five years ago for the Petaluma campus and the creation of the Petaluma Film Alliance, the Media Studies program is headed for great success.

The Journalism Program is partly funded equipment-wise thanks to a successful CTEA grant awarded in the 2012/13 school year, but still has major equipment needs for both the Journalism 55 and *The Oak Leaf* staff. This need will continue to partially be met by an additional CTEA award for the 2013/14 academic year. *The Oak Leaf* staff and journalism student population in general continues to grow and multimedia journalism equipment needscontinue to increase. In the meantime, adequate facilities for a state-of-the-art journalism program remains a major issue. It was hoped that *The Oak Leaf* would be moved from its current home in Analy Village but this has not occurred. A central location closer to students needs to be found. However, after a series of meetings, it appears that expanded space will have to be found temporarily in the vacated assistive technology lab that DRD has been using.

The Journalism Program recently had a vocational major approved but needs additional funding to better equip a required class: Jour 55 - Multimedia Journalism. Equipment and software need to be updated.

The Petaluma Filmfest/Cinema Series and the Forensics Program continue to be two excellent programs developed and managed by SRJC faculty - both full and part time. These programs have definitely enriched the learning experience for SRJC students and created national and international recognition for SRJC itself. The Petaluma full time Media instructor will continue to oversee the Filmfest/Cinema Series. A new full time position for Forensics/Speech was approved for hire in 2013/14 and a long-time adjunct and forensics coach secured the position.

The Communication Studies Department has excellent faculty and, as classes are restored to the schedule, the department will continue to grow and flourish.

The Dean's Office thanks all the faculty and staff of the program for their dedication and hard work.

### 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0002	ALL	02	01	To truly become a department with a breadth of offerings both online/hybrid and FTEF, so that students may be fully prepared for their eventual transfer goals in Communication Studies.	Our efforts will include schedule building, online development, resurrection of inactive courses, etc.	Fall 2013	Our goal should be achieved with either the implementation of the Spring 2014 or Fall 2014 schedule. New courses or online accommodations will be put through CRC as soon as possible and reasonable (ongoing).