

Santa Rosa Junior College

Program Resource Planning Process

Communication Studies 2015

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. *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 oakleafnews.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.

The Journalism Program seeks to expand its magazine article writing class into a magazine article writing and production class that produces both an online and print magazine. Students would learn how to envision, design and create content for both types of publications. This new program will help

students get internships at both print and web magazines and acceptance on magazine staffs at four-year schools.

2.1a Budget Needs

The Forensics Team and *The Oak Leaf* student travel accounts need to be increased.

At minimum, an additional \$5,000 should be added to the Forensics travel budget. 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. The Forensics Team has been fundraising for many years now which helps offset the district budget a little, but this sort of fundraising cannot generate the funds that have been lost over the years.

Journalism needs an additional \$5,000 for student travel. 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 in numbers 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 for the state competition alone is \$250 *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 minimal travel budget of \$7,000 that is not tied to *The Oak Leaf* advertising revenue.

The burgeoning *Oak Leaf* population also requires more funding for equipment and supplies. Student numbers in Journalism 52A, B, C, and D combined used to be in the twenties; now each semester it is in the thirties with nearly 40 in Spring 2015. This kind of enrollment requires more paper and other supplies, a larger printing budget (as students produce larger newspapers that cost more), more equipment needs (not all students have access to cameras and recorders), and an increase in the travel budget.

See report below on *Oak Leaf* funding:

Proposed Oak Leaf Budget Reshaping

How it works now:

The Oak Leaf has a trust account in which the college “loans” us \$20,000 at the start of the fiscal year and we are supposed to earn that back through ad sales.

The \$20,000 covers the following:

***Oak Leaf* Trust Account (10-00-72-0919-6966)**

2330 — STNC Ad manager: \$3700
4320 — Periodicals and Magazines: \$170.00
4330 — Off-Campus Printing: \$13,488.00
4390 — Supplies: \$510.00
4510 — Graphics: no budget
5220 — Student Travel: \$1,203.00
5300 — Dues and Memberships: \$600.00

Note: A separate Journalism account outside the Trust Account provides some additional funding for the general Journalism Program.

Journalism Account (10-00-72-0000-0602)

4510 — Graphics: \$77.00
4390 — Supplies: \$408.00
5220 — Student Travel: \$4,120.00

Why doesn't *The Oak Leaf* Trust Account work?

- **Annual deficits:** When I became full time in 2006, I inherited a \$4000 deficit from the previous year. Every year since we typically have run a \$4000 deficit. Former Dean Ty Benoit routinely had to pull money from other sources at the end of the year to cover the deficit. This was especially true during the recession.
- **Unpredictable revenue:** Because we're billing advertisers through May each year, we cannot always predict these deficits in advance. Typically, we run more ads in the spring, and the last three issues are most popular, so our earnings are bottom-heavy.
- **Surpluses not accessible:** When we do have a surplus (earn over \$20,000) we cannot access it the next year until our revenue reaches \$20,000, which doesn't happen until the very end of the fiscal year. So in effect, it's very difficult to access any surpluses for well over a year after earning them.
- **Ad revenue doesn't meet loan:** *The Oak Leaf* earns \$800 to \$1500 in ads per issue with an average of \$1000/issue. This amount fluctuates with the economy but has held relatively steady over five STNC ad managers I've employed over the past eight years. Each ad manager, however, seems to need to work harder than the last to maintain the same amount of ads.
- **Additional income:** We also receive \$300/month revenue from AdCamp (the company that provides the green kiosks on campus) and a variable amount of revenue each year from Media Mate (a national ad sales company).
- **Lack of funds:** Hannah Wallstrum, Anita Rich and I spend a great deal of time trying to move money from one account to another in an attempt to cover bills each year. There is never enough money available to cover all of our dues and fees, printing, supplies, and especially student travel. It is only November and *The Oak Leaf* ad manager

account is empty and we have no account to move money from to pay for the website (\$600).

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Why is change needed?

- **Triple enrollment:** When I became Advisor in Fall 2006, **The Oak Leaf** had a staff of about 7 to 10 students who published 8-page and 12-page newspapers. *The Oak Leaf* Fall 2014 staff began with a record 30-plus (now 27) staff and will likely be between 32 and 40 in Spring 2015. Triple the students means triple the supplies and travel budget needed. More students also means more articles and higher page counts.
- **Higher printing costs:** With a staff of 30, most printed newspapers run 16-24 pages, increasing printing costs by about \$2600/year.
- **Increased dues:** Dues for organizations like the Journalism Association of Community Colleges (JACC), which hosts the two annual conferences that *Oak Leaf* students attend, have more than doubled, from \$200 to \$500 each year.
- **Additional costs:** We now have webhosting costs of \$600 a year. Currently we cannot find the money to cover this bill. Most California colleges have purchased news management systems but those costs run \$500 to \$1000/year.
- **Travel costs:** In spring of 2006, before I took over, two students attended the JACC's state conference. For the past two years, I've taken 18 students to the state conference. That number is limited by the number I can legally chaperone, not by desire. The combined *Oak Leaf* and Journalism travel budgets pay for hotel rooms for all, registration for those students who cannot afford it, and a food stipend for attendees. Registration is \$225 per student. Sending 18 students for three nights means paying for six hotel rooms. The conferences alternate between Southern California and Sacramento. During Southern California years, we have to figure out how to get all these students to and from Burbank, further increasing travel costs. In essence, our travel costs exceed our ability to earn more ad revenue.
- **Instructional supplies:** The Oak Leaf Newspaper Production (Journalism 52A/B/C/D) is a 5-unit class and should receive an instructional supplies budget as Forensics and other classes do. Other JACC advisers say that their printing costs are covered by instructional supplies.
- **Lower ad revenue:** In talking with other advisers and in survey results, many noted that ad revenues are declining rapidly.
- **Fairness:** *The Oak Leaf* is the only class on campus that must earn its entire budget to cover educational supplies and costs. My job is huge as it is; I cannot add selling ads to cover deficits to my list of job duties.

What do other schools do?

In a Survey Monkey survey of 21 California community colleges that offer journalism programs, not a single program has to earn all of its expenses. Every adviser said his or her college provides funding as follows:

Responder #	Amount of money college provides	Printing budget covered by college?	# Students in production classes	Advertising revenue earned
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1	\$20,000 to \$25,000	Partial	30	\$25,000*
2	\$10,000 to \$15,000	Yes	7	\$3000
3	Over \$25,000	Yes	65	\$20,000
4	Over \$25,000	Yes	20-25	\$6000
5	\$0 to \$5000	No	12	\$4000
6	Over \$25,000	Yes	50	\$7000
7	\$20,000 to \$25,000	Partial	27-35	\$20,000* (down from \$34K)
8	\$20,000 to \$25,000	Yes	16	\$8000
9	\$5000 to \$10,000	Partial	12-21	\$5000-\$6000
10	\$10,000 to \$15,000	Yes	14-25	\$1500
11	\$0 to \$5000	No	27	\$15,000
12	\$10,000 to \$15,000	Yes	37	\$10,000* (down from \$15-\$20k)
13	Over \$25,000	Yes	21	\$30,000
14	\$5000 to \$10,000	Yes	20	\$4500
15	\$15,000 to \$20,000	Yes	35	None
16	\$20,000 to \$25,000	Partial	16	\$10,000
17	\$5000 to \$10,000	Partial	18	\$7000
18	\$5000 to \$10,000	Yes	20	\$2000 - \$5000
19	\$0 to \$5000	Partial	8	\$4000
20	\$20,000 to \$25,000	Yes	15	\$5000
21	\$5000 to \$10,000	Yes	11	\$9000

* Respondents noted drop in revenue over past few years.

NOTE: Survey results are available online at: <https://www.surveymonkey.com/results/SM-VZ9M7LYV/>

Survey conclusions

1. Only two advisers reported that their college does not pay for printing costs. More than half the colleges (13 of 21) cover all printing costs, while six colleges cover partial printing costs. SRJC does not cover any *Oak Leaf* printing costs.
2. Six schools with comparable-sized news production classes (range 20 to 37 students) receive an average of \$17,500 in college-granted funding each year. Only one of those schools receives less than \$5000, while the other five receive an average of \$20,500.
3. Those same six schools earn an average of \$12,600 in advertising revenue per year. That revenue is in addition to the money their school provides.

What would work better?

- *The Oak Leaf* needs a set amount of funds granted, not loaned, each year. If SRJC covered the printing budget as part of instructional supplies, for example, ad sales and kiosk revenue could cover the rest of the expanding budget.
- Restructure the trust account so that money is available year-round without *The Oak Leaf* having to sell enough ads by the end of the year to get access to it.
- *The Oak Leaf* needs easier access to funds, including a petty cash fund for equipment and supplies like batteries, flash cards and other items that typically take months to order through Media Services.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	01	01	\$4,880.00	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 \$7,000 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.
0001	ALL	07	07	\$10,000.00	Presently, SRJC does not contribute toward printing costs. We request at least partial support at 70%. The Oak Leaf printing budget costs \$13,000, which The Oak Leaf is supposed to earn back through advertising revenue. But ad revenue fluctuates with the economy and the ability of an STNC ad manager to generate income. The Oak Leaf, Journalism 52A/B/C/D, is a newspaper practice class that requires a product (a newspaper) as part of the class. The printing budget should be considered part of the instructional materials for this class. According to a survey, almost every other California community college with a student newspaper pays for the printing budget as part of the program.
0002	Santa Rosa	01	01	\$5,000.00	<p>Until 2004-2005, Forensics student travel had a budget of \$30,145. It has been reduced twice since then and is now at \$18,501. At the same time 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 2014 ranked second in the nation among 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>

0002	ALL	01	01	\$10,000.00	To expand the Magazine Article Writing class into a Magazine Article Writing and Production class, funding is needed for printing and related costs of the first issue of the magazine.
0003	ALL	02	04	\$500.00	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.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Admin Assistant II	25.00	10.00	Department Chair support, point person for Citrix, 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	18.40	10.00	Oversees staffing needs including conducting interviews on a regular basis, holds department meetings, oversees development of SLOs, 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	10.00	9.00	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.

The Oak Leaf needs to expand its ad manager role and/or hire a second person to take on the role of Lab Tech. This position would help oversee and lead students in the creation of online journalistic content as well as help with production supervision. This position would aid students in teaching InDesign, photo editing, audio and video editing, website maintenance and social media marketing.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0000	ALL	00	00			Classified

2.3a Current Contract Faculty Positions

Position	Description
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.
Comm/Speech	Petaluma anchor. Teaches Speech and Communication courses.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Communication Studies	0.8000	30.0000	1.2000	70.0000	For the Spring 2015 semester, ten (10) Communication classes were offered between SR and Petaluma. Eight(8) of those sections (80%) were taught by FT instructors while two (2) sections (20%) were taught by PT instructors.
Journalism	1.3300	100.0000	0.0000	0.0000	Presently, our full-time Journalism instructor is teaching 100 % of the seven Journalism classes held at Santa Rosa. For the first time, in Fall 2014, we began offering one section of Journalism 1 at Petaluma. This section is taught by a regular member of the English Department because we do not have any adjuncts. Hiring attempts of the last few year have not resulted in any hires. 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 2015 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. At Santa Rosa all of the theory (Media 4, Media 10, Media 14, Media 15) courses are taught by adjuncts.
Speech	5.2000	44.0000	6.4000	56.0000	<p>During the Spring 2015 semester, fifty-eight(58) total speech classes were offered between the SR and Petaluma campuses. Of those, twenty-six (26) sections (44%) were taught by FT faculty as part of their contract load while thirty-seven (37) sections (56%) were taught by PT faculty as overloads.. However, it is also instructive to take a look at both campuses.</p> <p>Petaluma: Due to hiring two new adjunct faculty at Petaluma the FT/PT ratio for Speech classes is very good. In Spring 2015 twelve (12) speech classes were offered. Of those, seven (58%) were taught by full time faculty while five (41%) were taught by adjuncts.</p> <p>Santa Rosa: In Spring 2015 forty-six (46) Speech classes were offered. Of those, nineteen (19) were taught by FT faculty as part of their contract load (41%), while twenty-seven (27) were taught by PT faculty or as FT overloads (58%).</p>

2.3c Faculty Within Retirement Range

This is 2014 data. The 2015 data was not available.

Department	50+	55+	Under 50	Grand Total
Communication Studies	2	3	2	7
Petaluma/Communication Studies			3	3

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

Media/Film Instructor for Santa Rosa Campus

The department is in desperate need of a full time media instructor.

We have historically had two full time media instructors at SR. Walt McCallum taught production classes while Ed LaFrance taught the mass media theory classes. However, when Walt McCallum and Ed LaFrance retired within a few years of one another, for a few years neither position was replaced and we relied exclusively on adjuncts. In Spring 2012 we effectively replaced Walt's production position with the hiring of Brian Antonson. We have never replaced Ed LaFrance's position.

Due to lack of available and appropriate lab spaces, Brian teaches production classes at Petaluma as well as classes at Santa Rosa. Due to the growth and addition of production classes, Brian does not teach Film or Mass Media classes. Presently all of the media theory classes are taught by adjuncts on the Santa Rosa campus. We typically offer 6-9 Mass Media sections and 2-3 Film sections. We have had to staff these solely with adjunct instructors. We very much need a second instructor to anchor the Mass Media courses, along with the growing film theory offerings.

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 responsibilities, her availability is limited. In fact, she only taught during Fall 2014 and, due to other jobs, is no longer teaching at SRJC.

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 curricula, 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 (85 in Spring 2015, 61 in Fall 2014, 123 in Spring 2014) 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
- Adjunct interviews conducted in the 2013-2014 year led to only one instructor who could be offered classes, but that was for only one semester as she had another job. That person is no longer teaching at the college.
- All film classes have updated SLOs and assessments are ongoing.

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 2015 were 92, in Fall 2014 they were 109 and in Spring 2014 they were 255.
- 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 four (4) full time Speech instructors at the Santa Rosa campus where forty-four (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 instructors who only teach during the Summer, bringing the total to twenty-three (23) 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 FT/PT 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 FT to PT 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.

One coach simply cannot travel and cover the judging requirements necessary at tournaments. Presently, we are relying on volunteer alumni to help cover judging requirements, but this practice is tenuous and cannot continue.

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	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	Mass Media/Film	Presently we have only one (1) full time Media instructor on the Santa Rosa campus. The vast majority of the Media classes are taught on the SR campus. Brian Antonson, the one full time media instructor, teaches production classes at both SR and Petaluma. All of the media theory classes--mass communication and all of the film classes---are taught by adjuncts. It is vital that we hire a media generalist to anchor the theory classes on the SR campus.
0002	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 Oak Leaf recorders:

Students use audio recorders to tape interviews. Recorders help ensure accuracy, and make it easier for students to interview sources at events, such as sports games and festivals. With nearly 40 *Oak Leaf* students, our supply of less than 10 audio recorders is insufficient. Recorders are often checked out when students need them. Also, some recorders have been lost or broken over the past four years. *The Oak Leaf* could use 25 more recorders to meet the needs of all the students.

Justification for DSLR cameras

Students use dslr cameras to shoot photos and videos. They provide students with the ability to cover an event in many modes. With nearly 40 *Oak Leaf* students, our supply of 7 dslr cameras is insufficient. Cameras are often checked out when students need them. *The Oak Leaf* could use six more recorders to meet the needs of all the students.

Justification for DSLR cameras

Students taking Jour. 55 are learning to use sophisticated shoulder-mount video cameras to shoot more professional news and feature story packages. We need a state-of-the-art camera that is easy-to-use yet more sophisticated than the dslr cameras on which to train students for the equipment they will use in professional newsrooms.

Justification for Oak Leaf computers:

The Oak Leaf staff has tripled in the past few years but, as of the start of Fall 2014, the newsroom had only 10 computers. This past year, Academic Computing donated older computers that were going to be retired to *The Oak Leaf*. *The Oak Leaf* now has 17 computers for 38 students; however, many of these computers are old and need to be replaced with newer and updated models. During production weeks especially, this is especially a problem as students can use only the newer computers to design the paper and edit photos and video. 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 Oak Leaf* could use newer computers to meet newsroom needs, as well as 10 additional computers to bring the total number of computers to 27.

Computer Lab Updates (for Santa Rosa and Petaluma):

The computers in our labs are 6 or 7 years old, which is a very long time for this industry. Fortunately when they were purchased, they were top of the line, so they are aging relatively well. Within 2-4 years these computers will become unable to perform in the way classes need. RAM, processing speed and memory will make them too slow to do any of the editing or programing that we currently do on them. In my field (video production) the industry is moving toward 4K acquisition (high resolution video). We have a few 4K cameras on the campus and in use. That is where in the industry is clearly going. You can buy a 4K GoPro camera for under \$500. Phones are being released with the capability of shooting in 4K. Our labs cannot handle this processing. So, my

estimation is that in 2-4 years we will be in situation where our labs aren't able to sustain the basic activities our classes demand.

Justification for Oak Leaf laptops:

The Oak Leaf attends two conferences each year that offer on-the-spot contests. Each college is supposed to bring two laptops for use in the contests. Instructional Computing very generously loaned us to for a recent conference. In addition to the conferences, the laptops would enable students to report from the field, if they do not have their own laptops.

Justification for office chairs for Oak Leaf:The Oak Leaf's student pop

As noted above, the Oak Leaf's student population has grown exponentially. The Spring 2015 population is 38 students. As enrollment grows, we must add chairs. We usually "go shopping" at the Warehouse, where other offices leave their broken chairs. As a result, more than half of the Oak Leaf's chairs are overly used and/or broken. Not a single one matches another. When they get really bad, we return them to the Warehouse and get more used, slightly broken chairs. We would love to make *The Oak Leaf* look and feel more professional with some newer, working office chairs.

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

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. 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, 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. Classes that would benefit from this experience are: Journalism 55, Media 19, Media 20, Media 21 and CS 50.32.

Justification for Teleprompter:

A teleprompter is a very helpful tool, both to teach students how to use, 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 by allowing the on-air talent to be able to address the camera without looking down at cue cards.

Learning how to set up and use a teleprompter is a common skill in many types of media production. Classes that would benefit from a location teleprompter system: Journalism 55, Media 19, Media 20, Media 21 and CS 50.32.

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. Classes that would benefit from this experience are: Journalism 55, Media 19, Media 20, Media 21 and CS 50.32.

Audio Wireless Packages w/ Microphones

Wireless Audio Packages are common field tools for audio gathering. But because they are significantly more expensive than wired systems we only have three sets to be shared between Journalism 55, Media 19, Media 20, Media 21 and CS 50.32. Having several more Wireless packages would give students more access to this audio tool.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	Santa Rosa	04	07	Chairs	60	\$400.00	\$24,000.00			Mark Nelson
0001	Santa Rosa	01	06	Audio Recorders	25	\$100.00	\$2,500.00	Anne Belden	643 Analy Village	Anne Belden
0001	Santa Rosa	01	06	DSLR cameas	6	\$1,000.00	\$6,000.00	Anne Belden	643 Analy Village	Anne Belden
0001	Santa Rosa	01	06	Audio Recorders	25	\$100.00	\$2,500.00	Anne Belden	643 Analy Village	Anne Belden
0002	Santa Rosa	01	01	Computers for Oak Leaf	10	\$1,500.00	\$15,000.00	Anne Belden	643 Analy Village	Anne Belden
0002	Santa Rosa	01	06	State-of-the-art video camera	1	\$4,500.00	\$4,500.00	Anne Belden	643 Analy Village	Anne Belden
0002	Santa Rosa	01	01	Laptop computers for Oak Leaf	2	\$1,000.00	\$2,000.00	Anne Belden	643 Analy Village	Anne Belden
0002	Santa Rosa	00	06	Computer Lab Update	30	\$5,000.00	\$150,000.00	Brian Antonson	Maggini Computer Lab 2920	Brian Antonson
0002	Petaluma	00	06	Computer Lab Update	30	\$5,000.00	\$150,000.00	Brian Antonson	Digital Media Lab 246 Doyle	Brian Antonson
0004	Santa Rosa	01	01	Lighting Package	2	\$2,500.00	\$5,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0005	Petaluma	01	01	Lighting Package	2	\$2,500.00	\$5,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0006	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
0007	Santa Rosa	01	01	Camera Accessory: Follow Focus Kits	2	\$1,000.00	\$2,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0008	Petaluma	01	01	Camera Accessory: Follow Focus Kits	2	\$1,000.00	\$2,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0009	Santa Rosa	01	01	Camera Accessory: Prime Lens kits	3	\$6,250.00	\$18,750.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0010	Petaluma	01	01	Camera Accessory: Prime Lens Kits	4	\$6,250.00	\$25,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0011	Santa Rosa	01	01	Lighting: Grip & Electric Pkg	5	\$500.00	\$2,500.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0012	Petaluma	01	01	Lighting: Grip & Electric Pkg	5	\$500.00	\$2,500.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0013	Santa Rosa	01	01	Lighting: Cart and mounting brackets	1	\$1,300.00	\$1,300.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0014	Santa Rosa	01	01	Audio Wireless Packages w/ Microphones	3	\$1,333.34	\$4,000.02	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0015	Santa Rosa	01	01	Camera Accessory: Matte Box & Accessory Kits	2	\$5,000.00	\$10,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0016	Santa Rosa	01	01	Lighting:Exterior Lighting Pkg. (HMI d.light kits)	2	\$8,000.00	\$16,000.00	Brian Antonson	Maggini Project Room 2922	Brian Antonson
0017	Petaluma	01	01	Lighting:Exterior Lighting Pkg. (HMI d.light kits)	2	\$8,000.00	\$16,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0002	Santa Rosa	00	00	Office chairs for The Oak Leaf	15	\$125.00	\$1,875.00	Anne Belden	643 Analy Village	Anne Belden

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0002	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 Communication classes have 30-35 student caps on them, they are too large to fit into two of our three classrooms, as two can only seat 25 students each. 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 Communication/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 and currently houses four adjuncts. 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 Communication classes. Presently the room has only a PC platform computer. An Apple computer (or dual platform) should be put in this room. Keynote, one of the leading presentation software programs, only runs on Apple. This program should be available to students in all speech classrooms.

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 Communication courses, as they often do work in groups. The chairs are very uncomfortable and are made of hard plastic. Also, many of the chairs have broken. New, comfortable and swivable chairs are needed.

The room has been media-enhanced. The media upgrade, however, is using 15-year-old technology that will, at some point, need to be upgraded. The speakers in 260 need upgrading. Presently the room has only a PC platform computer. An Apple computer (or dual platform) should be put in this room. Keynote, one of the leading presentation software programs, only runs on Apple. This program should be available to students in all speech classrooms.

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 Communication 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 assess 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, along 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

While the current *Oak Leaf* newsroom is adequate spacewise, its location is still not ideal. *The Oak Leaf* is located on a far edge of campus. In a perfect world, student news media should be located in the heart of campus, near Bertolini, Doyle Library, the Bookstore and student government. Pioneer Hall remains a dream/perfect location for a vibrant college campus newsroom that would attract and build the community feeling that SRJC needs.

The only possible Analay Village 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 38 *Oak Leaf* staff, *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 Develop Financial Resources

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 Journalism 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 Journalism 55), microphones, audio recorders and other accessories. We also ordered video editing software for *The Oak Leaf* offices. We ordered 10 iPad tablets for Journalism 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 Journalism 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, Journalism 55 students can practice the video skills they need to learn on cutting edge equipment. Students who took Journalism 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 Journalism 55 students are creating and posting videos on 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 Serve our Diverse Communities

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 Cultivate a Healthy Organization

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 Establish a Culture of Sustainability

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, the lobby of Burbank and classroom 260.

4.1a Course Student Learning Outcomes Assessment

The grid below shows the progress the department has made in terms of evaluating SLOs.

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

Journalism: Presently Journalism 52A, B, C, D are being evaluated and should be completed by the end of the Spring 2014 semester. Once this is done, all Journalism 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 regularly offered in many years.

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

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

<u>DISCIPLINE</u>	<u>SLO DESCRIPTION</u>
JOUR	
JOUR 1	<ol style="list-style-type: none"> 1. Apply reporting and writing skills to create a portfolio of news and feature articles.

2. Analyze and discuss objectivity, ethics, libel cases and other judgments in news stories and news selection.
3. Critically evaluate the role of the news media in American society.

JOUR 2

1. Write different types of news stories on deadline for both print and web publishing.
2. Develop story ideas, conduct research and interviews, and write news and feature stories, opinion pieces and entertainment reviews.
3. Use different media (i.e. audio, video) to create multimedia news and feature stories.
4. Critically evaluate elements of effective journalism.

JOUR 52A

1. Be a productive team member of a college newspaper staff.
2. Explain the newspaper production process from story idea to completed product.
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	<ol style="list-style-type: none"> 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.
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<u>DISCIPLINE</u>	<u>SLO DESCRIPTION</u>
SPEECH	
SPCH 1A	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Compete in junior and open division forensics tournaments. 2. Mentor novice division students.
SPCH 52D	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Comm 5	Fall 2012	Spring 2013	N/A
Course	Comm 6	Fall 2012	Fall 2012	N/A
Course	Comm 7	Fall 2013	Fall 2013	N/A
Course	Comm 10	Fall 2011	Fall 2011	Spring 2013
Course	Journalism 1	Spring 2013	Spring 2013	N/A
Course	Journalism 2	Fall 2011	Fall 2011	N/A
Course	Journalism 52A	Spring 2014	Spring 2014	N/A
Course	Journalism 52B	Spring 2014	Spring 2014	N/A
Course	Journalism 52C	Spring 2014	Spring 2014	N/A
Course	Journalism 52D	Spring 2014	Spring 2014	N/A
Course	Journalism 54	Spring 2012	Spring 2012	N/A
Course	Journalism 55	Spring 2014	Fall 2014	N/A
Course	Media 4	Fall 2013	Fall 2013	N/A
Course	Media 10	Fall 2013	Fall 2013	N/A
Course	Media 14	Fall 2013	Fall 2013	N/A
Course	Media 15	Fall 2013	Fall 2013	N/A
Course	Media 19	N/A	N/A	N/A
Course	Media 20	Fall 2013	Fall 2013	N/A
Course	Media 21	N/A	N/A	N/A
Course	Media 22	Spring 2014	Spring 2014	N/A
Course	Media 123	N/A	N/A	N/A
Course	Spch 1A	Fall 2014	Fall 2014	Spring 2015
Course	Spch 2	Fall 2015	Spring 2015	Fall 2015
Course	Spch 3A	Fall 2011	Spring 2012	Fall 2012
Course	Spch 9	Fall 2013	Fall 2013	N/A
Course	Spch 52A	Fall 2010	Fall 2010	N/A
Course	Spch 52B	Spring 2011	Spring 2011	N/A
Course	Spch 52C	Fall 2011	Fall 2011	N/A
Course	Spch 52D	Spring 2012	Spring 2012	N/A
Course	Spch 60	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 52		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 123			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 19		X		X	X				X	X		X		X		X
Media 20		X	X	X	X		X	X				X	X			X
Media 21		X	X	X	X		X	X				X	X			X

Media 22			X	X				X		X		X		X	X	X
Media 4			X	X			X	X		X	X	X	X			X
Media 77		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 52		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, all courses have been assessed.

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 Journalism 1 is scheduled to be offered for the first time there in Fall 2014.

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

JOURNALISM MAJOR FOR TRANSFER: The Journalism major is offered at the Santa Rosa Campus. Journalism 1 is offered in the Fall at Petaluma.

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 mid 90s for Fall and Spring semesters, dating back to Fall 2011. 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. In Summer 2014 that number dropped to 72%, mostly due to a large lecture film class not filling.

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 2013-14 (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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	100.0%	96.3%	110.0%	104.0%	113.3%	100.8%	0.0%	101.2%	109.6%
Journalism	0.0%	87.8%	74.4%	0.0%	98.9%	97.4%	0.0%	88.9%	102.6%
Media Studies	0.0%	104.6%	104.2%	92.2%	104.7%	99.6%	100.0%	95.5%	98.5%
Speech	92.3%	98.0%	96.3%	96.1%	102.3%	102.9%	94.6%	99.8%	98.2%
ALL Disciplines	92.9%	98.7%	97.7%	95.8%	103.6%	101.6%	95.4%	98.4%	99.5%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	0.0%	98.5%	100.0%	0.0%	96.9%	101.8%	0.0%	87.6%	106.7%
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media Studies	23.3%	71.8%	74.2%	0.0%	75.4%	78.1%	0.0%	75.5%	70.2%
Speech	88.8%	97.1%	102.9%	92.0%	99.7%	104.7%	76.8%	96.0%	95.9%
ALL Disciplines	61.4%	85.8%	89.5%	92.0%	88.8%	92.3%	76.8%	85.9%	85.5%

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
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	85.6%	92.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	106.2%
Speech	80.0%	105.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ALL Disciplines	82.5%	98.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	106.2%

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	100.0%	97.0%	106.5%	104.0%	108.0%	101.1%	0.0%	96.0%	108.5%
Journalism	0.0%	87.8%	74.4%	0.0%	98.9%	97.4%	0.0%	88.9%	102.6%
Media Studies	54.4%	90.5%	91.0%	92.2%	91.9%	89.0%	100.0%	87.1%	87.0%
Speech	89.0%	98.5%	97.6%	95.0%	101.7%	103.3%	90.2%	99.0%	97.7%
ALL Disciplines	80.9%	95.5%	95.5%	95.0%	99.3%	98.8%	91.2%	94.8%	95.7%

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 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.

In Fall 2014 we offered Journalism 1 at Petaluma for the first time. The efficiency rate of nearly 77% was encouraging. We will be offering sections of this course every Fall semester assuming qualified instructors are available.

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 95%, 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 Santa Rosa 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 80s to low 100s. 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 90s dating back to the Summer 2011 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 these limited cap classes. For example, during Fall 2014 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 Communication classes--excluding Communication 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 2014 the average class size was 26.8. 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 2013-14 (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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	25.0	32.5	36.7	26.0	38.3	31.5	0.0	34.4	34.0
Journalism	0.0	26.3	22.3	0.0	29.7	28.0	0.0	26.7	29.0
Media Studies	0.0	40.2	37.2	27.7	34.7	35.4	30.0	31.2	33.0
Speech	23.0	24.5	22.9	24.6	25.0	25.0	23.5	24.4	24.0
ALL Disciplines	23.2	27.6	25.8	25.2	27.9	27.3	24.3	26.6	26.0

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	0.0	32.0	27.5	0.0	31.5	28.0	0.0	30.7	26.0
Journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Media Studies	21.0	50.3	51.8	0.0	52.8	54.5	0.0	46.8	42.0
Speech	22.2	24.3	25.7	23.0	24.9	26.2	19.2	24.0	23.0
ALL Disciplines	22.0	31.3	32.1	23.0	31.8	33.1	19.2	30.7	28.0

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
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	25.7	32.4	0.0	0.0	0.0	0.0	0.0	0.0	34.0
Speech	22.0	24.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ALL Disciplines	23.6	28.1	0.0	0.0	0.0	0.0	0.0	0.0	34.0

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	25.0	32.3	33.0	26.0	36.0	30.3	0.0	33.0	31.0
Journalism	0.0	26.3	22.3	0.0	29.7	28.0	0.0	26.7	29.0
Media Studies	24.5	40.3	41.4	27.7	39.5	41.8	30.0	35.6	36.0
Speech	22.6	24.5	23.4	24.2	24.9	25.3	22.5	24.3	23.0
ALL Disciplines	23.0	28.4	27.1	24.7	28.8	28.7	23.1	27.6	27.0

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 above, enrollments for all Communication classes at all campuses combined have been in the low 30s. During Fall 2013 the average class size was 31. 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 25.5 in Fall 2014. It is worth noting that in Fall 2014 Journalism 1 had 40 students while, during Spring 2014, Journalism 2 has 33 students and Journalism 52 (*The Oak Leaf*) had 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 22 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

Communication 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 follows the table below).

Santa Rosa Junior College - Program Unit Review

Communication Studies - FY 2013-14 (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

Santa Rosa Campus

Communication Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTEs	2.79	13.87	11.90	2.73	16.42	13.40	0.00	18.35	14.61
	FTEF	0.21	0.80	0.60	0.21	0.80	0.80	0.00	1.00	0.80
	Ratio	13.58	17.33	19.83	13.29	20.53	16.75	0.00	18.35	18.27

Journalism		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	0.00	17.49	16.01	0.00	20.17	24.48	0.00	18.31	27.07
	FTEF	0.00	1.07	1.12	0.00	1.07	1.31	0.00	1.07	1.33
	Ratio	0.00	16.40	14.27	0.00	18.91	18.67	0.00	17.17	20.30

Media Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	0.00	47.65	46.76	8.30	45.06	34.59	6.00	47.13	39.61
	FTEF	0.00	2.27	2.40	0.62	2.73	2.13	0.41	2.86	2.26
	Ratio	0.00	21.02	19.48	13.45	16.50	16.22	14.58	16.45	17.49

Speech		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	28.60	109.63	112.95	34.73	110.93	97.37	35.62	120.82	113.79
	FTEF	2.37	8.50	9.00	2.78	8.80	7.80	2.97	9.85	9.41
	Ratio	12.09	12.89	12.55	12.51	12.61	12.48	11.99	12.26	12.09

Petaluma Campus (Includes Rohnert Park and Sonoma)

Communication Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	0.00	6.83	5.87	0.00	6.72	5.97	0.00	9.81	8.37
	FTEF	0.00	0.41	0.63	0.00	0.97	0.40	0.00	0.60	0.60
	Ratio	0.00	16.59	9.33	0.00	6.92	14.93	0.00	16.36	13.94

[illegible]

Media Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	2.09	27.05	28.17	0.00	28.21	29.52	0.00	30.63	28.24
	FTEF	0.21	1.33	1.35	0.00	1.33	1.33	0.00	1.53	1.53
	Ratio	9.97	20.29	20.89	0.00	21.16	22.14	0.00	19.97	18.42

Speech		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	12.80	28.11	29.83	12.88	31.42	30.13	11.50	30.57	29.73
	FTEF	0.99	2.23	2.88	1.36	2.98	2.80	1.36	2.60	2.40
	Ratio	12.87	12.58	10.36	9.47	10.53	10.76	8.45	11.76	12.39

Other Locations (Includes the PSTC, Windsor, and other locations)[illegible][illegible][illegible]

	FTEF	0.62	0.80	0.00	0.00	0.00	0.00	0.00	0.00	0.20
	Ratio	12.48	21.60	0.00	0.00	0.00	0.00	0.00	0.00	39.51

Speech		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	8.80	14.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	FTEF	0.79	1.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	11.20	12.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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

Communication Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	2.79	20.69	17.77	2.73	23.14	19.37	0.00	28.16	22.98
	FTEF	0.21	1.21	1.23	0.21	1.77	1.20	0.00	1.60	1.40
	Ratio	13.58	17.08	14.46	13.29	13.06	16.14	0.00	17.60	16.41

Journalism		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	0.00	17.49	16.01	0.00	20.17	24.48	0.00	18.31	27.07
	FTEF	0.00	1.07	1.12	0.00	1.07	1.31	0.00	1.07	1.33
	Ratio	0.00	16.40	14.27	0.00	18.91	18.67	0.00	17.17	20.30

Media Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	9.79	91.94	74.93	8.30	73.27	64.11	6.00	77.75	75.76
	FTEF	0.83	4.40	3.75	0.62	4.06	3.47	0.41	4.40	4.00
	Ratio	11.84	20.91	19.99	13.45	18.03	18.49	14.58	17.68	18.95

Speech		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	50.20	152.44	142.78	47.62	142.35	127.50	47.11	151.39	143.51
	FTEF	4.15	11.94	11.88	4.14	11.78	10.60	4.33	12.45	11.81
	Ratio	12.11	12.77	12.02	11.51	12.08	12.03	10.88	12.16	12.15

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. Fall semesters have consistently shown better productivity numbers than have Spring. Santa Rosa classes tend to be approximately 4 percentage points higher than at Petaluma.

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. The Santa Rosa ratio was 16.5 in Fall 2014 while Petaluma was 20.75 in the same semester. The higher ratios in Petaluma are likely the result of two conditions: 1) Petaluma offers

medium/large lecture loads while Santa Rosa does not and 2) more production classes, which have lower caps, are taught at Santa Rosa than at Petaluma.

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

All classes in the Communication Studies department are on a rotation list to be reviewed. The spreadsheet below, provided by the Academic Affairs Curriculum Office, indicates when each course is scheduled to be reviewed. Speech 60 was reviewed this year. Next year Speech 1A will be reviewed.

COURSE	DATE LAST EVALUATED	<u>2014</u> (year due)	<u>2015</u> (year due)	<u>2016</u> (year due)	<u>2017</u> (year due)
COMM 5	11/22/10			X	
COMM 6	11/25/13				
COMM 7	11/7/11				X
COMM 10	10/1/12				
COMM 98	12/12/11				X
JOUR 1	4/23/13				
JOUR 2	4/23/13				
JOUR 52A	2/1/10			X	
JOUR 52B	2/1/10			X	
JOUR 52C	2/1/10			X	
JOUR 52D	5/9/11				X
JOUR 54	4/23/13				
JOUR 55	4/23/13				
MEDIA 4	12/3/12				
MEDIA 10	4/5/10			X	
MEDIA 14	10/17/11				X
MEDIA 15	10/17/11				X
MEDIA 20	10/14/13				
MEDIA 21	10/16/13				
MEDIA 22	10/17/11				X
MEDIA 123	11/25/13				
SPCH 1A	1/26/09		X		
SPCH 2	5/10/10			X	
SPCH 3A	10/1/12				

SPCH 9	11/8/10	X
SPCH 52A	2/14/12	
SPCH 52B	2/14/12	
SPCH 52C	2/14/12	
SPCH 52D	2/14/12	
SPCH 60	11/24/08	X

5.5 Successful Program Completion

Communication Studies for Transfer AA Major

For 2012- 2013 academic year, twenty-one (21) students completed the Communication Studies for Transfer Major. Data for subsequent years is not available.

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 2011- 2012 one (1) student completed the major. In 2012-2013, four (4) students completed the major. Data for subsequent years is not available.

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 and 2015.

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.

Santa Rosa Junior College - Program Unit Review
District Totals - FY 2013-14 (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).

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
District Totals									
ALL Disciplines	81.7%	73.2%	74.0%	80.9%	72.6%	72.8%	80.1%	72.0%	72.3%

As a whole, the department's overall retention rate for all classes combined has been 80% or higher since Summer 2011. Typically, our department's retention rates have exceeded those of the college average. For example, in Fall 2014 the department's overall retention rate was 80.2% compared to the district average of 71.2%. In Summer 2014 the department's overall retention rate was 90.3% compared to the district's average of 81.3%. In Spring 2014 the department's overall retention rate was 79.7% compared to the District's average of 72.3%. In Fall 2014 all four (4) disciplines exceeded the District's average retention rate of 71.2%: Communication Studies (86.6%), Journalism (75.5%), Media (76.2%) and Speech 80.2%)

There does not appear to be any significant difference in retention rates of Santa Rosa and Petaluma.

Santa Rosa Junior College - Program Unit Review

Communication Studies - FY 2013-14 (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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	92.0%	88.3%	91.1%	96.2%	87.0%	93.0%	0.0%	87.2%	93.3%
Journalism	0.0%	68.8%	77.8%	0.0%	70.8%	84.8%	0.0%	67.5%	70.0%
Media Studies	0.0%	85.8%	83.5%	66.3%	82.5%	85.5%	78.0%	81.9%	84.0%
Speech	91.5%	89.0%	87.1%	85.5%	83.1%	87.6%	88.7%	77.7%	77.0%
ALL Disciplines	91.6%	87.2%	86.2%	82.6%	82.7%	87.5%	87.2%	79.2%	79.0%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	0.0%	92.1%	81.5%	0.0%	100.0%	87.5%	0.0%	87.0%	80.0%
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Media Studies	90.5%	73.4%	72.8%	0.0%	72.4%	65.6%	0.0%	70.0%	75.0%
Speech	87.3%	77.1%	82.7%	92.0%	79.7%	81.7%	86.5%	87.9%	82.0%
ALL Disciplines	87.8%	77.5%	78.8%	92.0%	79.2%	76.0%	86.5%	80.9%	79.0%

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
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	70.1%	80.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.0%
Speech	61.2%	69.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ALL Disciplines	65.4%	75.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.0%

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	92.0%	89.5%	88.0%	96.2%	90.8%	91.3%	0.0%	87.1%	88.0%
Journalism	0.0%	68.8%	77.8%	0.0%	70.8%	84.8%	0.0%	67.5%	70.0%

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	92.0%	86.9%	85.5%	96.2%	87.1%	89.7%	0.0%	83.3%	85.0%
Journalism	0.0%	67.5%	74.6%	0.0%	67.4%	82.1%	0.0%	66.3%	64.0%
Media Studies	73.5%	78.0%	77.6%	66.3%	74.7%	73.5%	74.6%	72.1%	77.0%
Speech	84.1%	82.3%	84.1%	85.3%	80.7%	83.3%	86.0%	77.7%	76.0%
ALL Disciplines	82.7%	80.9%	82.2%	83.0%	79.2%	81.4%	84.6%	76.4%	76.0%

Grade Point Average

For Fall 2014 the GPA for CSD courses combined was 2.98. This average is higher than the average of all SRJC classes (2.62). The following charts break down by discipline: Communication GPA 3.01; Journalism GPA 2.84; Media GPA 2.84; Speech GPA 3.07;

Santa Rosa Junior College - Program Unit Review

Communication Studies - FY 2013-14 (plus current FY Summer and Fall)

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

DISTRICT TOTALS

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
ALL Disciplines	2.60	2.63	2.65	2.64	2.64	2.63	2.50	2.62	2.62

Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	3.54	3.03	2.90	3.08	3.01	3.10	0.00	2.94	3.00
Journalism	0.00	2.94	3.00	0.00	2.82	3.24	0.00	3.09	2.84
Media Studies	0.00	3.15	3.33	2.97	3.02	3.02	2.64	2.94	3.00
Speech	3.35	3.17	3.13	3.22	3.14	3.12	3.22	2.83	3.07
ALL Disciplines	3.37	3.14	3.15	3.17	3.08	3.11	3.14	2.88	3.00

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	0.00	3.20	3.59	0.00	3.81	2.77	0.00	2.85	2.90
Journalism	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Media Studies	2.90	2.65	2.26	0.00	2.37	2.22	0.00	2.18	2.84
Speech	3.34	2.85	3.26	3.13	3.07	2.93	2.76	3.28	3.07
ALL Disciplines	3.26	2.81	2.85	3.13	2.86	2.61	2.76	2.76	3.00

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Journalism	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Media Studies	3.02	2.60	0.00	0.00	0.00	0.00	0.00	0.00	2.84
Speech	2.71	3.17	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALL Disciplines	2.86	2.83	0.00	0.00	0.00	0.00	0.00	0.00	2.84

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Communication Studies	3.54	3.08	3.11	3.08	3.26	3.00	0.00	2.91	2.90
Journalism	0.00	2.94	3.00	0.00	2.82	3.24	0.00	3.09	2.84
Media Studies	2.99	2.90	2.91	2.97	2.77	2.67	2.64	2.65	2.84

Speech	3.25	3.11	3.15	3.19	3.12	3.07	3.12	2.93	3
ALL Disciplines	3.22	3.03	3.07	3.16	3.02	2.96	3.07	2.85	3

Student Equity Analysis

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall Percentages	92.00% (23/25)	89.53% (171/191)	87.95% (146/166)	96.15% (25/26)	90.78% (197/217)	91.30% (168/184)	0.00% (0/0)	87.12% (230/264)	88.48% (192/217)

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall Percentages	92.00% (23/25)	86.91% (166/191)	85.54% (142/166)	96.15% (25/26)	87.10% (189/217)	89.67% (165/184)	0.00% (0/0)	83.33% (220/264)	85.25% (185/217)

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

	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Overall GPA	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 2014 as a fairly typical semester. Whites by far made up the largest number of students (187) and had an 89% retention rate. Multiple ethnicities and Hispanic tied for the second largest group. Multiple ethnicities (55) had an 82% retention rate. Hispanics (55) had a 84% retention rate.

Gender: In Fall 2014, the female retention rate of 87% was only two (2) points higher then their male counterparts, who had a retention rate of 85%.

Age: No major differences noted. Ages 0-30, containing the four largest categories, have similar retention rates ranging from 81-89%. Ages 31-35 and 51-60 had the lowest retention rate at 75%.

No other age category contained more than eight (8) students making any findings meaningless.

Income Level: There does not appear to be a significant difference in retention rates among BOG and non-BOG students. For example, in Fall 2014 the BOG retention rate was nearly 86%, while non-BOG retention rate was 87%. Looking over the last few years, fluxuation rates between the two groups is minor.

Disability: The low number of disabled students makes comparison somewhat meaningless. In most semesters, the retention rates of students with a disability are a few percentage points lower than their able-bodied colleagues. But again, the low number of disabled students makes reaching any conclusions meaningless.

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.

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Discipline COMM - Communication Studies - FY 2013-14

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall Percentages	92.00% (23/25)	89.53% (171/191)	87.95% (146/166)	96.15% (25/26)	90.78% (197/217)	91.30% (168/184)	0.00% (0/0)	87.12% (230/264)	88.48% (192/217)
Ethnicity	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
White	93.75% (15/16)	88.52% (108/122)	87.25% (89/102)	93.33% (14/15)	91.06% (112/123)	89.57% (103/115)	0.00% (0/0)	91.19% (145/159)	87.70% (107/122)
Asian	66.67% (2/3)	85.71% (6/7)	75.00% (6/8)	100.00% (2/2)	90.00% (9/10)	90.91% (10/11)	0.00% (0/0)	100.00% (4/4)	90.91% (10/11)
Black	100.00% (1/1)	85.71% (6/7)	87.50% (7/8)	0.00% (0/0)	100.00% (9/9)	100.00% (4/4)	0.00% (0/0)	60.00% (9/15)	100.00% (6/6)
Hispanic	100.00% (2/2)	94.74% (18/19)	95.00% (19/20)	100.00% (5/5)	84.38% (27/32)	96.30% (26/27)	0.00% (0/0)	77.50% (31/40)	82.50% (33/40)
Native American	0.00% (0/0)	100.00% (2/2)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)
Pacific Islander	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	100.00% (2/2)	100.00% (4/4)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)
Filipino	0.00% (0/0)	100.00% (3/3)	100.00% (2/2)	0.00% (0/0)	100.00% (2/2)	0.00% (0/1)	0.00% (0/0)	0.00% (0/0)	100.00% (3/3)
Multiple Ethnicities	100.00% (2/2)	91.30% (21/23)	85.71% (18/21)	100.00% (2/2)	90.63% (29/32)	94.12% (16/17)	0.00% (0/0)	88.89% (40/45)	93.55% (29/31)
Unknown	100.00% (1/1)	85.71% (6/7)	100.00% (4/4)	100.00% (2/2)	100.00% (6/6)	100.00% (5/5)	0.00% (0/0)	100.00% (1/1)	100.00% (2/2)
Gender	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Male	83.33% (5/6)	86.08% (68/79)	91.25% (73/80)	83.33% (5/6)	85.39% (76/89)	92.68% (76/82)	0.00% (0/0)	83.33% (95/114)	87.06% (74/85)
Female	94.74% (18/19)	91.89% (102/111)	84.88% (73/86)	100.00% (20/20)	94.49% (120/127)	90.10% (91/101)	0.00% (0/0)	90.60% (135/149)	89.23% (116/130)
Unknown	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)	100.00% (1/1)	0.00% (0/0)	0.00% (0/1)	100.00% (2/2)
Age	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
0 to 18	0.00% (0/0)	86.36% (19/22)	83.33% (10/12)	100.00% (3/3)	85.00% (17/20)	92.31% (12/13)	0.00% (0/0)	81.82% (27/33)	85.71% (6/7)
19 to 20	66.67% (2/3)	92.42% (61/66)	93.90% (77/82)	100.00% (7/7)	91.40% (85/93)	93.90% (77/82)	0.00% (0/0)	86.92% (93/107)	94.44% (85/90)
21 to 25	100.00% (7/7)	85.19% (46/54)	76.74% (33/43)	85.71% (6/7)	91.53% (54/59)	87.14% (61/70)	0.00% (0/0)	90.67% (68/75)	84.09% (74/88)
26 to 30	100.00% (8/8)	94.44% (17/18)	91.67% (11/12)	100.00% (4/4)	95.00% (19/20)	85.71% (6/7)	0.00% (0/0)	81.82% (18/22)	75.00% (12/16)
31 to 35	66.67% (2/3)	100.00% (7/7)	85.71% (6/7)	100.00% (3/3)	100.00% (8/8)	100.00% (6/6)	0.00% (0/0)	75.00% (6/8)	100.00% (7/7)
36 to 40	100.00% (1/1)	100.00% (8/8)	100.00% (2/2)	100.00% (1/1)	100.00% (4/4)	100.00% (2/2)	0.00% (0/0)	100.00% (4/4)	100.00% (3/3)
41 to 45	100.00% (1/1)	66.67% (4/6)	100.00% (3/3)	0.00% (0/0)	75.00% (3/4)	100.00% (1/1)	0.00% (0/0)	100.00% (5/5)	100.00% (4/4)
46 to 50	100.00% (1/1)	80.00% (4/5)	100.00% (2/2)	100.00% (1/1)	100.00% (3/3)	100.00% (2/2)	0.00% (0/0)	100.00% (5/5)	0.00% (0/1)
51 to 60	100.00% (1/1)	100.00% (5/5)	100.00% (2/2)	0.00% (0/0)	80.00% (4/5)	100.00% (1/1)	0.00% (0/0)	75.00% (3/4)	100.00% (1/1)
61 plus	0.00% (0/0)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)
Income Level	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014

BOG Eligible	84.62% (11/13)	88.73% (63/71)	92.31% (48/52)	90.91% (10/11)	87.32% (62/71)	84.91% (45/53)	0.00% (0/0)	78.05% (64/82)	86.96% (60/69)
All Other Students	100.00% (12/12)	90.00% (108/120)	85.96% (98/114)	100.00% (15/15)	92.47% (135/146)	93.89% (123/131)	0.00% (0/0)	91.21% (166/182)	89.19% (132/148)
Disability Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
DSPS Students	100.00% (1/1)	85.71% (6/7)	88.24% (15/17)	100.00% (2/2)	77.27% (17/22)	81.82% (9/11)	0.00% (0/0)	77.78% (14/18)	81.82% (9/11)
All Other Students	91.67% (22/24)	89.67% (165/184)	87.92% (131/149)	95.83% (23/24)	92.31% (180/195)	91.91% (159/173)	0.00% (0/0)	87.80% (216/246)	88.83% (183/206)
College Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
1st Gen College	100.00% (2/2)	80.00% (20/25)	88.89% (16/18)	100.00% (4/4)	84.00% (21/25)	81.82% (18/22)	0.00% (0/0)	80.00% (40/50)	88.37% (38/43)
Not 1st Gen	85.71% (6/7)	92.96% (66/71)	88.46% (46/52)	92.31% (12/13)	91.51% (97/106)	91.30% (84/92)	0.00% (0/0)	85.99% (135/157)	91.13% (113/124)
Unknown	93.75% (15/16)	89.47% (85/95)	87.50% (84/96)	100.00% (9/9)	91.86% (79/86)	94.29% (66/70)	0.00% (0/0)	96.49% (55/57)	82.00% (41/50)
Basic Skills	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Basic Skills Math	0.00% (0/0)	80.00% (4/5)	100.00% (2/2)	0.00% (0/0)	72.73% (8/11)	75.00% (6/8)	0.00% (0/0)	71.43% (5/7)	62.50% (5/8)
Basic Skills Engl	0.00% (0/0)	66.67% (2/3)	60.00% (3/5)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	80.00% (4/5)	50.00% (1/2)
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	92.00% (23/25)	90.16% (165/183)	88.68% (141/159)	96.15% (25/26)	91.75% (189/206)	92.05% (162/176)	0.00% (0/0)	87.70% (221/252)	89.42% (186/208)

2. Successful Course Completion Rates

Ethnicity: For Fall 2014, Whites made up the vast majority of students and had the highest completion rate: 89%. Multiple Ethnicities and Hispanics tied for the second largest group. Multiple ethnicities had a success rate of 82% while the success rate for Hispanics was 78%. Black students, the fourth largest population, had a completion rate of 90%.

Gender: Females tend to have slightly higher completion rates than males but nothing significant. In many semesters, males have higher completion rates than females.

Age: No major differences noted. The largest age group, 19-20, had a success rate of 87%; the second largest age group, 21-25, was 85%, the third largest group, 0-18, was 76%; while the fourth largest group, 26-30, was 89%. It is probably expected that the 0-18 age group is slightly lower than the three other groups considering they are younger and, most likely, still attending high school.

Income Level: BOG students tend to have completion rates 3-10% lower than other students depending on the semester.

Disability: Students with disabilities tend to have completion rates around 5-10% lower than non-disabled students. However, in Fall 2014 disabled students had a slightly higher success rate 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 slightly lower completion rates though the low number of students enrolled per semester makes the data virtually meaningless.

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall Percentages	92.00% (23/25)	86.91% (166/191)	85.54% (142/166)	96.15% (25/26)	87.10% (189/217)	89.67% (165/184)	0.00% (0/0)	83.33% (220/264)	85.25% (185/217)
Ethnicity	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
White	93.75% (15/16)	84.43% (103/122)	83.33% (85/102)	93.33% (14/15)	87.80% (108/123)	87.83% (101/115)	0.00% (0/0)	88.68% (141/159)	85.25% (104/122)
Asian	66.67% (2/3)	85.71% (6/7)	75.00% (6/8)	100.00% (2/2)	90.00% (9/10)	90.91% (10/11)	0.00% (0/0)	100.00% (4/4)	90.91% (10/11)
Black	100.00% (1/1)	85.71% (6/7)	87.50% (7/8)	0.00% (0/0)	100.00% (9/9)	75.00% (3/4)	0.00% (0/0)	53.33% (8/15)	100.00% (6/6)
Hispanic	100.00% (2/2)	94.74% (18/19)	95.00% (19/20)	100.00% (5/5)	78.13% (25/32)	96.30% (26/27)	0.00% (0/0)	72.50% (29/40)	77.50% (31/40)
Native American	0.00% (0/0)	100.00% (2/2)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)
Pacific Islander	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	100.00% (2/2)	100.00% (4/4)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)
Filipino	0.00% (0/0)	100.00% (3/3)	100.00% (2/2)	0.00% (0/0)	100.00% (2/2)	0.00% (0/1)	0.00% (0/0)	0.00% (0/0)	100.00% (3/3)
Multiple Ethnicities	100.00% (2/2)	91.30% (21/23)	85.71% (18/21)	100.00% (2/2)	84.38% (27/32)	94.12% (16/17)	0.00% (0/0)	82.22% (37/45)	87.10% (27/31)
Unknown	100.00% (1/1)	85.71% (6/7)	100.00% (4/4)	100.00% (2/2)	100.00% (6/6)	100.00% (5/5)	0.00% (0/0)	100.00% (1/1)	100.00% (2/2)
Gender	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Male	83.33% (5/6)	82.28% (65/79)	88.75% (71/80)	83.33% (5/6)	82.02% (73/89)	91.46% (75/82)	0.00% (0/0)	78.95% (90/114)	81.18% (69/85)
Female	94.74% (18/19)	90.09% (100/111)	82.56% (71/86)	100.00% (20/20)	90.55% (115/127)	89.11% (90/101)	0.00% (0/0)	87.25% (130/149)	87.69% (114/130)
Unknown	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)	0.00% (0/1)	0.00% (0/0)	0.00% (0/1)	100.00% (2/2)
Age	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
0 to 18	0.00% (0/0)	86.36% (19/22)	83.33% (10/12)	100.00% (3/3)	80.00% (16/20)	84.62% (11/13)	0.00% (0/0)	72.73% (24/33)	85.71% (6/7)
19 to 20	66.67% (2/3)	90.91% (60/66)	92.68% (76/82)	100.00% (7/7)	88.17% (82/93)	92.68% (76/82)	0.00% (0/0)	84.11% (90/107)	92.22% (83/90)
21 to 25	100.00% (7/7)	77.78% (42/54)	69.77% (30/43)	85.71% (6/7)	86.44% (51/59)	85.71% (60/70)	0.00% (0/0)	85.33% (64/75)	80.68% (71/88)
26 to 30	100.00% (8/8)	94.44% (17/18)	91.67% (11/12)	100.00% (4/4)	90.00% (18/20)	85.71% (6/7)	0.00% (0/0)	81.82% (18/22)	68.75% (11/16)
31 to 35	66.67% (2/3)	100.00% (7/7)	85.71% (6/7)	100.00% (3/3)	100.00% (8/8)	100.00% (6/6)	0.00% (0/0)	75.00% (6/8)	100.00% (7/7)
36 to 40	100.00% (1/1)	100.00% (8/8)	100.00% (2/2)	100.00% (1/1)	100.00% (4/4)	100.00% (2/2)	0.00% (0/0)	100.00% (4/4)	66.67% (2/3)
41 to 45	100.00% (1/1)	66.67% (4/6)	100.00% (3/3)	0.00% (0/0)	75.00% (3/4)	100.00% (1/1)	0.00% (0/0)	100.00% (5/5)	100.00% (4/4)
46 to 50	100.00% (1/1)	80.00% (4/5)	100.00% (2/2)	100.00% (1/1)	100.00% (3/3)	100.00% (2/2)	0.00% (0/0)	100.00% (5/5)	0.00% (0/1)
51 to 60	100.00% (1/1)	100.00% (5/5)	100.00% (2/2)	0.00% (0/0)	80.00% (4/5)	100.00% (1/1)	0.00% (0/0)	75.00% (3/4)	100.00% (1/1)
61 plus	0.00% (0/0)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)	0.00% (0/1)	0.00% (0/0)	0.00% (0/0)	100.00% (1/1)	0.00% (0/0)
Income Level	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
BOG Eligible	84.62% (11/13)	88.73% (63/71)	90.38% (47/52)	90.91% (10/11)	85.92% (61/71)	83.02% (44/53)	0.00% (0/0)	73.17% (60/82)	79.71% (55/69)
All Other Students	100.00% (12/12)	85.83% (103/120)	83.33% (95/114)	100.00% (15/15)	87.67% (128/146)	92.37% (121/131)	0.00% (0/0)	87.91% (160/182)	87.84% (130/148)
Disability Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014

DSPS Students	100.00% (1/1)	71.43% (5/7)	82.35% (14/17)	100.00% (2/2)	72.73% (16/22)	81.82% (9/11)	0.00% (0/0)	77.78% (14/18)	72.73% (8/11)
All Other Students	91.67% (22/24)	87.50% (161/184)	85.91% (128/149)	95.83% (23/24)	88.72% (173/195)	90.17% (156/173)	0.00% (0/0)	83.74% (206/246)	85.92% (177/206)
College Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
1st Gen College	100.00% (2/2)	80.00% (20/25)	88.89% (16/18)	100.00% (4/4)	80.00% (20/25)	77.27% (17/22)	0.00% (0/0)	78.00% (39/50)	86.05% (37/43)
Not 1st Gen	85.71% (6/7)	88.73% (63/71)	84.62% (44/52)	92.31% (12/13)	87.74% (93/106)	89.13% (82/92)	0.00% (0/0)	81.53% (128/157)	88.71% (110/124)
Unknown	93.75% (15/16)	87.37% (83/95)	85.42% (82/96)	100.00% (9/9)	88.37% (76/86)	94.29% (66/70)	0.00% (0/0)	92.98% (53/57)	76.00% (38/50)
Basic Skills	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Basic Skills Math	0.00% (0/0)	80.00% (4/5)	100.00% (2/2)	0.00% (0/0)	63.64% (7/11)	75.00% (6/8)	0.00% (0/0)	71.43% (5/7)	62.50% (5/8)
Basic Skills Engl	0.00% (0/0)	66.67% (2/3)	60.00% (3/5)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	80.00% (4/5)	0.00% (0/2)
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	92.00% (23/25)	87.43% (160/183)	86.16% (137/159)	96.15% (25/26)	88.35% (182/206)	90.34% (159/176)	0.00% (0/0)	83.73% (211/252)	86.54% (180/208)

3. Grade Point Average

Ethnicity: White and Asian students tend to have the highest GPA's at between 3.0-4.0. Hispanic and black GPAs tend to be a tad lower. In Fall 2014 the black GPA increased to 2.8 from a record low of 1.6 in Fall 2013.

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

Age: No major differences noted. The 0-18 range tends to have the lowest GPA but, since most of these students are likely still in high school, that is not surprising.

Income level: No major differences noted.

Disability: No major differences noted.

College Status: No major differences noted.

Basic Skills: Basic skills English students tend to have a significantly lower GPA (1.5 in Fall 2014) compared to their basic skills math colleagues (2.6 in fall 2014) and all other students (3.02 in 2014). This finding is consistent across the last few years.

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall GPA	3.542	3.136	3.131	3.077	3.312	3.017	0.000	2.918	3.025
Ethnicity	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
White	3.563	3.106	3.278	2.867	3.446	3.010	0.000	3.141	3.088
Asian	4.000	3.333	2.000	4.000	2.900	3.500	0.000	2.750	3.111

Black	2.000	2.143	2.857	0.000	3.000	2.500	0.000	1.600	3.000
Hispanic	4.000	3.167	3.211	2.800	3.259	3.074	0.000	2.629	2.595
Native American	0.000	2.500	3.000	0.000	2.000	0.000	0.000	0.000	3.000
Pacific Islander	0.000	3.000	0.000	0.000	3.000	2.500	0.000	0.000	3.000
Filipino	0.000	3.333	4.000	0.000	3.500	0.000	0.000	0.000	3.333
Multiple Ethnicities	3.000	3.600	2.895	4.000	3.100	3.000	0.000	2.854	3.207
Unknown	4.000	3.167	2.909	3.500	3.500	3.400	0.000	3.000	4.000
Gender	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Male	3.000	3.143	3.077	2.333	3.038	2.987	0.000	2.825	2.829
Female	3.722	3.124	3.184	3.300	3.487	3.063	0.000	2.986	3.146
Unknown	0.000	4.000	0.000	0.000	4.000	1.000	0.000	0.000	3.000
Age	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
0 to 18	0.000	3.095	2.818	4.000	3.222	2.917	0.000	2.759	2.571
19 to 20	4.000	3.081	3.218	3.000	3.302	3.127	0.000	2.853	3.067
21 to 25	3.857	2.938	3.000	3.143	3.145	2.831	0.000	2.899	3.038
26 to 30	3.750	3.188	2.969	2.500	3.421	3.000	0.000	3.048	2.615
31 to 35	2.333	3.571	3.286	2.667	3.625	3.333	0.000	3.167	3.143
36 to 40	4.000	3.500	3.500	3.000	3.750	3.000	0.000	4.000	3.000
41 to 45	2.000	3.000	3.333	0.000	4.000	4.000	0.000	3.000	3.500
46 to 50	3.000	4.000	2.500	4.000	4.000	4.000	0.000	3.200	0.000
51 to 60	4.000	4.000	4.000	0.000	3.750	3.000	0.000	3.333	4.000
61 plus	0.000	0.000	0.000	0.000	0.000	0.000	0.000	4.000	0.000
Income Level	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
BOG Eligible	3.167	3.172	3.102	2.818	3.270	2.857	0.000	2.644	2.836
All Other Students	3.917	3.116	3.146	3.267	3.331	3.081	0.000	3.035	3.107
Disability Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
DSPS Students	4.000	3.000	2.933	2.500	3.250	3.222	0.000	3.000	2.545
All Other Students	3.522	3.141	3.153	3.125	3.317	3.006	0.000	2.913	3.053
College Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
1st Gen College	3.500	3.150	3.375	3.500	3.136	2.947	0.000	2.814	3.205
Not 1st Gen	3.833	3.179	3.000	2.923	3.402	3.023	0.000	2.823	3.068
Unknown	3.438	3.101	3.161	3.111	3.250	3.030	0.000	3.255	2.750
Basic Skills	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Basic Skills Math	0.000	3.000	4.000	0.000	2.875	2.286	0.000	2.500	2.571
Basic Skills Engl	0.000	2.667	1.750	0.000	0.000	0.000	0.000	3.000	0.500
Basic Skills ESL	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
All Other Students	3.542	3.148	3.158	3.077	3.330	3.048	0.000	2.928	3.052

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 to 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 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

All of the classes necessary to complete the Communication Studies Transfer Major are offered at both the Santa Rosa and Petaluma campuses.

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 Petaluma.

Comm 6 is offered every semester at Santa Rosa and Petaluma.

Area B: *Any two (can't use a class taken in Area A):* Comm 5, 6, 7, 10; Media 4, 10, 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.

Speech 2 is offered during the fall at Santa Rosa, not offered at Petaluma.

Speech 52A, B, C, D are offered every semester at Santa Rosa but not Petaluma.

Area C: *Any class (not taken in Area A or B):* Journalism 2, 52A; Media 4, 10, 20, 41, 77, 78, 79A, 79B; Communication 5, 6, 7, 10, 98; Speech 2, 3A, 9, 57A, 57B, 60.

Communication 98 is offered on both campuses every semester.

Journalism 1 is offered at Santa Rosa both semesters and during the Fall semester at Petaluma.

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

JOURNALISM TRANSFER MAJOR

Only Journalism 1A is offered at both Santa Rosa and Petaluma. Journalism 55 is only offered in the Fall at Petaluma. It is not offered at Santa Rosa starting Fall 2015. All other Journalism classes are only offered at Santa Rosa.

The Journalism TMC looks as follows:

Core Class (*Complete 11 units*):

Journalism 1A: Offered every semester at Santa Rosa and during the fall at Petaluma.

Journalism 52A: Offered every semester.

Media 4: Offered every semester.

Area A (*Complete 3 units*):

Art 59

Journalism 2: Offered Spring semester.

Journalism 52C: Offered every semester.

Journalism 55: Offered Spring semester in 2015 but will be offered in the fall at Petaluma only beginning Fall 2015. The facilities are simply inadequate at Santa Rosa.

Area B (*Complete 6 units*):

Art 19

Communication 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.

Speech 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.

For the 2014-2015 academic year we introduced 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, with 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	ALL	02	01	To develop a Media TMC	Meetings beginning Spring 2015. Development of curriculum that would be consistent with the state criteria.	Fall 2015	Meetings to begin late Spring 2015. Will continue to finalize major in fall 2015.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
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 2015 schedule. We also see a need for additional Communication courses. We will be attempting to offer more sections in Fall 2015.

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 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
0001	ALL	02	01	Change the way that The Oak Leaf is funded.	Make The Oak Leaf more analagous to how most other college newspapers are funded.	Spring 2016	Committment by the administration to gurantee funding to The Oak Leaf. Financial specifics are being developed by Anne Belden, Oak Leaf Advisor.
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 2015 or Fall 2015 schedule. New courses or online accommodations will be put through CRC as soon as possible and reasonable (ongoing).