

Santa Rosa Junior College

Program Resource Planning Process

Communication Studies 2016

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, Rosa Roots Magazine (<https://medium.com/rosa-roots-magazine>) and theoakleafnews.com, as well as the Forensics Program.

1.1d Hours of Office Operation and Service by Location

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

1.2 Program/Unit Context and Environmental Scan

Degree Programs, Transfer Majors, General Education and Basic Skills

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

Transfer requirements in the works:

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

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

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

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

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

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

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

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

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

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

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

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

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

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. Recently the forensics program has begun to draw funds from their foundation accounts to make up the difference in cost between the budget the district provides and the actual cost of running the program. However, these foundation accounts

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
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	\$5,000.00	Funds Needed to travel journalism students to competitions and conferences.
0002	Santa Rosa	01	01	\$5,000.00	Funds needed to travel forensics students to tournaments.
0003	ALL	01	01	\$10,000.00	To expand the Magazine Article Writing class into a Magazine Article Writing and Production class.
0004	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.
0004	ALL	07	06	\$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.

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	12.00	10.00	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. Manager will also assist Journalism Program director with some administrative tasks.
STNC	11.50	10.00	Readers for large lecture Media courses
	0.00	0.00	
STNC	15.00	9.00	The Oak Leaf Production/lab assistant will oversee the Oak Leaf lab; act as a liaison with Information Technology; instruct students in Indesign, Photoshop, Adobe Premier, video editing, website management, podcasting and other multimedia skills; check out equipment and help supervise newspaper production.
	0.00	0.00	

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 hours to include some Journalism Program administrative time. The manager could then serve as a liaison with the printer and web hosting service, help order supplies,

The *Oak Leaf* also needs to hire a second person (or one person for both positions) to take on the role of Oak Leaf Production/Lab Assistant. who will oversee the Oak Leaf lab; act as a liaison with Information Technology; instruct students in Indesign, Photoshop, Adobe Premier, video editing, website management, podcasting and other multimedia skills; check out equipment and help supervise newspaper production.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0000	ALL	01	00	Ad Manager	Ad Manager - request a one year increase to 25 hr/	Student
0001	ALL	01	01		Oak Leaf Production/Lab Assistant	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	1.2000	67.0000	0.4000	33.0000	
Communication Studies Total	9.3400	47.0000	8.1300	53.0000	We have between 16-18 speech/Comm faculty, 3-5 media adjunct and 1-3 new journalism adjunct (hired for 2026-2017 to cover Anne Belden's sabbatical). At petaluma we have two speech contract faulty who teach one hourly class each as well as 1-2 adjunct. In Media, we typically have one adjunct assigned to Petaluma. The rest are all assigned to Santa Rosa.
Journalism	1.6000	100.0000	0.0000	0.0000	
Media Studies	0.9300	22.0000	2.1300	78.0000	
Speech	5.2000	44.0000	6.4000	56.0000	Virtually all Speech classes are taught by contract faculty at Petaluma (though both instructors due teach an overload class).

2.3c Faculty Within Retirement Range

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

There is a good possibility that at least one Speech/Comm faculty will retire in the next three years.

If and when it occurs this position should be replaced immediately as Speech classes are in high demand and our adjunct pool is limited.

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. Interview for media adjunct have not been fruitful. Interviews in the Spring 2015 semester resulted in the hiring of three adjunct journalism instructors, one of which can teach Media 4 classes but is not qualified to teach film courses. These three adjuncts were hired to teach Anne Belden's courses during her 2015-16 sabbatical. We conducted adjunct interviews during the 2013-2014 year. This process resulted in one film instructor being hired. However, 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 (49 in Fall 2015, 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 in 2014-2015 resulted in zero media faculty being hired as all candidates selected to be interviewed withdrew. Three Journalism faculty were hired to cover Anne Belden's sabbatical in 2016-2017 but only one of them has the ability to teach Media 4 classes and none of them are qualified to teach film courses. 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.
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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/Media Instructor

The Journalism program consists of one full time instructor who serves as *The Oak Leaf* Advisor as well as teaching two journalism classes. One hundred percent of Journalism classes are taught by Anne Belden (with the exception of Journalism 55 which is taught by Brian Antonson--a contract Media instructor). None of our Journalism classes is taught by an adjunct instructor. 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. In addition, this hire should also be able to teach some Media courses, specifically Media 4.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	Mass Media/Film	This position would help to assess SLO's in Media 4, 10, 14, 15 and the proposed Media & Culture course.
0002	Santa Rosa	02	01	Speech/Forensics Instructor	This position would help to assess SLO's in numerous Speech and Communication courses such as Speech 1A, 3A, 9, 52A, 52B, 52C, 52D and one or more of the Communication courses (Comm 5, 6, 7, 10)
0003	ALL	02	01	Journalism/Media	This position would help to assess SLO's in Journalism (JOUR 1, 2, 54, 55) and Media 4. Presently Anne Belden is the only faculty (contract or adjunct) in the department thus she is responsible for assessing all Journalism classes.

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Justification for Forensics Computers & Printer:

The forensics program has three computers to service up to 15- 20 students. Two new updated computers are needed to allow students to effectively complete their assignments. The current printers are barely functioning and can't carry the printing load that is required. A central, state of the art printer that all of the computers can link into is preferable to having one low end printer hooked up to each computer.

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. In 2014/2015, Academic Computing donated older computers that were going to be retired to *The Oak Leaf*. *The Oak Leaf* has 17 computers for 38 students. This academic year, the Oak Leaf received ILEM money to purchase eight new computers, however, all went to replace old and non-working computers, so we did not actually increase the student-computer ratio. 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 additional computers to meet newsroom needs. An additional eight computers would bring the total to 25.

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 programming 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:

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, Jibs, Dollie 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 many 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. 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 Mixer and Mic Packages

Mixers are common field tools for audio gathering. But because they are expensive we don't have any for students to use on their location shoots. Classes that would benefit would be: Journalism 55, Media 19, Media 20, Media 21 and CS 50.32.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	01	Laptop computers for Oak Leaf	2	\$1,000.00	\$2,000.00	Anne Belden	643 Analy Village	Anne Belden
0001	Santa Rosa	01	01	Computers	5	\$1,500.00	\$7,500.00	Hal Sanford	Forensic Lab	Hal Sanford
0001	Santa Rosa	01	01	HP laser printer	1	\$400.00	\$400.00	Hal Sanford	Forensics lab	Hal Sanford
0002	Santa Rosa	04	07	Chairs	15	\$125.00	\$1,875.00	Anne Belden	643 Analy Village	Anne Belden
0003	Petaluma	01	01	Camera Jib	1	\$3,000.00	\$3,000.00	Brian Antonson	Doyle Media Lab 246 Doyle	Brian Antonson
0003	Santa Rosa	01	06	Monitor and Cart	1	\$3,000.00	\$3,000.00	Brian Antonson	Maggini Project Room 2901	Brian Antonson
0004	Petaluma	01	06	Monitor and Cart	1	\$3,000.00	\$3,000.00	Brian Antonson	Digital Media Lab 246 Doyle	Brian Antonson
0005	Santa Rosa	01	01	Computers for Oak Leaf	8	\$1,500.00	\$15,000.00	Anne Belden	643 Analy Village	Anne Belden
0006	Santa Rosa	01	01	Lighting Package Studio	2	\$3,500.00	\$7,000.00	Brian Antonson	Media Services TV Studio	Brian Antonson
0006	Santa Rosa	01	06	Teleprompter Studio Kit	2	\$5,000.00	\$10,000.00	Brian Antonson	Media Services TV Studio	Brian Antonson
0008	Santa Rosa	01	01	Teleprompter Field Kit; 15" glass kit	1	\$2,300.00	\$2,300.00	Brian Antonson	Maggini Project Room 2901	Brian Antonson
0009	Santa Rosa	01	01	Camera Accessory: Follow Focus Kits	2	\$1,000.00	\$2,000.00	Brian Antonson	Maggini Project Room 2901	Brian Antonson
0010	Petaluma	01	01	Camera Accessory: Follow Focus Kits	2	\$1,000.00	\$2,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0011	Santa Rosa	01	01	Camera Accessory: Prime Lens kits	3	\$6,250.00	\$18,750.00	Brian Antonson	Maggini Project Room 2901	Brian Antonson
0012	Petaluma	01	01	Camera Accessory: Prime Lens Kits	4	\$6,250.00	\$25,000.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0013	Santa Rosa	01	01	Lighting: Grip & Electric Pkg	5	\$500.00	\$2,500.00	Brian Antonson	Maggini Project Room 2901	Brian Antonson
0014	Petaluma	01	01	Lighting: Grip & Electric Pkg	5	\$500.00	\$2,500.00	Brian Antonson	Doyle Media Lab	Brian Antonson
0015	Santa Rosa	01	01	Lighting: Cart and mounting brackets	1	\$1,300.00	\$1,300.00	Brian Antonson	Maggini Project Room 2901	Brian Antonson
0016	Santa Rosa	01	01	Remote Audio Mixer	1	\$2,000.00	\$2,000.00	Brian Antonson	Maggini Project Room 2901	Brian Antonson
0017	Santa Rosa	01	01	Cameras	5	\$2,000.00	\$10,000.00	Brian Antonson	Maggini Project Room 2901	Brian Antonson
0018	Santa Rosa	01	01	Lighting:Exterior Lighting Pkg. (HMI d.light kits)	2	\$8,000.00	\$16,000.00	Brian Antonson	Maggini Project Room 2901	Brian Antonson
0019	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
0020	Santa Rosa	04	07	Chairs	60	\$400.00	\$24,000.00			Mark Nelson
0031	ALL	00	00		0	\$0.00	\$0.00			
0032	ALL	00	00		0	\$0.00	\$0.00			
0033	ALL	00	00		0	\$0.00	\$0.00			
0034	ALL	00	01		0	\$0.00	\$0.00			

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

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

COMM/SPEECH:

Much of what is discussed below is now irrelevant since the Communication Studies will be vacating Burbank in Spring 2017 as the building is updated and will not be returning. Those in Burbank (Mark, Susan, Hal and Hannah) will be moved into temporary buildings most likely in the vicinity of Analay Village. Presently, we are in discussions with Leigh Sata on making sure the temporary facilities meets our current needs. Given the last few meetings, things seem to be moving in a positive direction. This "temporary relocation" situation will likely last until around 2023-2025 when the department will be moved into the proposed "New Barnett" building. Thus, an analysis of Burbank facilities is omitted. The critique of the facilities in Maggini, where half of the communication faculty have been relocated to, still apply.

The big picture is that 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. Discussions about having the department moved into Maggini is not ideal since no configuration of Maggini would accommodate film courses. Film courses will need to be housed in the new building and the entire department looks forward to the day that all of the programs are together in one location and no longer fragmented all over campus.

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:

With the loss of Burbank 260, we will need to locate another room that can seat 55 plus students and is configured for showing films on a large screen. The large lecture rooms in Lark are probably the best solution.

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 three CTEA grants: \$25,000 in 2012/13, \$15,000 in 2013/14 and \$20,000 in 2015/16. 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.

With the 2015/16 CTEA grant, about \$18,000 went for updated camera equipment (cameras that shoot both photos and video), microphones and audio equipment, audio recorders, headsets and accessories.

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

Communciation: All communication classes have had at least one SLO evaluated and continued evaluations are in progress. They are posted on the Share Point site.

Journalism: All journalism classes have had at least one SLO evaluated. Anne Belden has assessed virtually all SLO's for all Journalism classes during the last few years. They are posted on the Share Point site.

Media: All media classes have had at least one SLO evaluated and continued evaluations are in progress. They are posted on the Share Point site

Speech: All speech classes have had at least one SLO evaluated and continued evaluations are in progress. They are posted on the Share Point site.

<u>COMM STUDIES</u>	<u>SLO DESCRIPTION</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>
<u>DISCIPLINE</u>	<u>Communication Major for Transfer</u>			
COMM				
COMM 5	1. Employ a systematic method within a group to solve a problem. 2. Communicate effectively within groups. 3. Observe and explain effective group processes.			JC (Done)
COMM 6	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
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
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.

MN (Done)

- COMM 98
1. Expand acquired classroom knowledge through self-designed study.

DISCIPLINE

SLO DESCRIPTION

09-10

10-11

11-12

JOUR

- JOUR 1
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.

AB (Done)

- 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. Explain the newspaper production process from story idea 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.	AB (Done)
	2.	Constructively critique magazine articles.	AB (Done)
	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.	AB (Done)

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.	

<u>DISCIPLINE</u>	<u>SLO DESCRIPTION</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>
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 development of motion pictures.

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.
2. Compose a short script with proper formatting.

MEDIA 21

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

MEDIA 22

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

MEDIA 123

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

<u>DISCIPLINE</u>	<u>SLO DESCRIPTION</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>
SPEECH				
SPCH 1A	1. Effectively prepare and present public speeches to a live audience using contemporary technology when			MP (Done)

appropriate.

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

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

SPCH 3A

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

SPCH 9

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

SPCH 52A

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

SPCH 52B

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

SPCH 52C

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

SPCH 52D

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

SPCH 60

1. Conceive, research, organize and prepare coherent oral presentations incorporating qualified sources and effective verbal and nonverbal delivery.
2. Express and identify concepts of intercultural communication.
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 in 2013-2014. 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.

The Journalism Transfer Major began to be assessed this year. There are six Learning Outcomes. SLO's 1, 2, 3, and 5 were assessed during the 2015-16 year. The remaining two SLO's will be assessed over the next two years.

The Journalism Major began to be assessed this year. There are six Learning Outcomes. SLO's 1, 2, 3, and 5 were assessed during the 2015-16 year. The remaining two SLO's will be assessed over the next two years.

In Spring 2016 the Academic Affairs Council and the Academic Senate Subcommittee both reviewed our Communication Major. Both the AAC and the Senate were, in their words "unanimous in praising the vitality" of the program as well as praising us for the work we have done to "ensure student completion and subject matter relevance."

(For samples and forms for six-year plan, go to link below)

.
SLO.www.santarosa.edu (new Drupal address)

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Comm 5	Spring 2013	Spring 2013	Fall 2014
Course	Comm 6	Fall 2013	Fall 2013	Spring 2014
Course	Comm 7	Fall 2015	Fall 2015	N/A
Course	Comm 10	Fall 2013	Fall 2013	Spring 2014
Course	Journalism 1	Fall 2012	Fall 2012	N/A
Course	Journalism 2	Spring 2014	Spring 2014	N/A
Course	Journalism 52A	Spring 2015	Spring 2015	N/A
Course	Journalism 52B	Spring 2015	Spring 2015	N/A
Course	Journalism 52C	Spring 2015	Spring 2015	N/A
Course	Journalism 52D	Spring 2015	Spring 2015	N/A
Course	Journalism 54	Fall 2015	Fall 2015	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	Spring 2013	Spring 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 2014	Fall 2014	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
Certificate/Major	Communication Transfer Major	Spring 2013	N/A	N/A
Certificate/Major	Journalism Transfer Major	Spring 2015	N/A	N/A
Certificate/Major	Journalism Major	Spring 2015	N/A	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
Media 10			X	X				X	X		X	X	X	X		X
Media 123			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
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
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
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.

The Journalism Transfer Major and the Journalism Major began being assessed this year. Those two majors will be completely assessed by the 2017-18 year. They would be completed sooner but Anne Belden will be on a one year sabbatical during the 2016-17 year.

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	X2014	F2014	S2015
Communication Studies	100.0%	96.3%	110.0%	104.0%	113.3%	100.8%	0.0%	101.2%	109.6%	0.0%	102.9%	
Journalism	0.0%	87.8%	74.4%	0.0%	98.9%	97.4%	0.0%	88.9%	102.6%	0.0%	87.8%	
Media Studies	0.0%	104.6%	104.2%	92.2%	104.7%	99.6%	100.0%	95.5%	98.5%	98.3%	95.6%	
Speech	92.3%	98.0%	96.3%	96.1%	102.3%	102.9%	94.6%	99.8%	98.2%	86.0%	98.4%	
ALL Disciplines	92.9%	98.7%	97.7%	95.8%	103.6%	101.6%	95.4%	98.4%	99.5%	87.8%	97.7%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	0.0%	98.5%	100.0%	0.0%	96.9%	101.8%	0.0%	87.6%	106.7%	92.0%	83.6%	
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	76.7%	
Media Studies	23.3%	71.8%	74.2%	0.0%	75.4%	78.1%	0.0%	75.5%	70.2%	25.6%	93.0%	
Speech	88.8%	97.1%	102.9%	92.0%	99.7%	104.7%	76.8%	96.0%	95.9%	85.0%	89.8%	
ALL Disciplines	61.4%	85.8%	89.5%	92.0%	88.8%	92.3%	76.8%	85.9%	85.5%	50.5%	88.7%	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	0.0%	0.0%	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%	0.0%	0.0%	
Media Studies	85.6%	92.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	106.2%	0.0%	72.0%	
Speech	80.0%	105.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	72.0%	
ALL Disciplines	82.5%	98.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	106.2%	0.0%	72.0%	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	100.0%	97.0%	106.5%	104.0%	108.0%	101.1%	0.0%	96.0%	108.5%	92.0%	93.4%	
Journalism	0.0%	87.8%	74.4%	0.0%	98.9%	97.4%	0.0%	88.9%	102.6%	0.0%	85.0%	
Media Studies	54.4%	90.5%	91.0%	92.2%	91.9%	89.0%	100.0%	87.1%	87.0%	43.8%	91.3%	
Speech	89.0%	98.5%	97.6%	95.0%	101.7%	103.3%	90.2%	99.0%	97.7%	85.8%	96.3%	
ALL Disciplines	80.9%	95.5%	95.5%	95.0%	99.3%	98.8%	91.2%	94.8%	95.7%	71.9%	94.1%	

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 courses'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	X2014	F2014	S2015
Communication Studies	25.0	32.5	36.7	26.0	38.3	31.5	0.0	34.4	34.3	0.0	35.0	
Journalism	0.0	26.3	22.3	0.0	29.7	28.0	0.0	26.7	29.5	0.0	26.3	
Media Studies	0.0	40.2	37.2	27.7	34.7	35.4	30.0	31.2	33.5	29.5	31.7	
Speech	23.0	24.5	22.9	24.6	25.0	25.0	23.5	24.4	24.0	21.5	24.1	
ALL Disciplines	23.2	27.6	25.8	25.2	27.9	27.3	24.3	26.6	26.5	22.5	26.3	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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Communication Studies	0.0	32.0	27.5	0.0	31.5	28.0	0.0	30.7	26.7	23.0	27.6	
Journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	23.0	
Media Studies	21.0	50.3	51.8	0.0	52.8	54.5	0.0	46.8	42.8	23.0	62.0	
Speech	22.2	24.3	25.7	23.0	24.9	26.2	19.2	24.0	23.6	21.3	22.5	
ALL Disciplines	22.0	31.3	32.1	23.0	31.8	33.1	19.2	30.7	28.9	22.0	29.7	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	0.0	0.0	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	0.0	0.0	
Media Studies	25.7	32.4	0.0	0.0	0.0	0.0	0.0	0.0	34.5	0.0	24.0	
Speech	22.0	24.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.0	
ALL Disciplines	23.6	28.1	0.0	0.0	0.0	0.0	0.0	0.0	34.5	0.0	22.5	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	25.0	32.3	33.0	26.0	36.0	30.3	0.0	33.0	31.0	23.0	31.3	
Journalism	0.0	26.3	22.3	0.0	29.7	28.0	0.0	26.7	29.5	0.0	25.5	
Media Studies	24.5	40.3	41.4	27.7	39.5	41.8	30.0	35.6	36.4	26.3	35.7	
Speech	22.6	24.5	23.4	24.2	24.9	25.3	22.5	24.3	23.9	21.4	23.7	
ALL Disciplines	23.0	28.4	27.1	24.7	28.8	28.7	23.1	27.6	27.3	22.3	26.8	

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 Discipline at first census.

Santa Rosa Campus

Communication Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	2.79	13.87	11.90	2.73	16.42	13.40	0.00	18.35	14.61	0.00	18.67	
	FTEF	0.21	0.80	0.60	0.21	0.80	0.80	0.00	1.00	0.80	0.00	1.00	
	Ratio	13.58	17.33	19.83	13.29	20.53	16.75	0.00	18.35	18.27	0.00	18.67	

Journalism		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	0.00	17.49	16.01	0.00	20.17	24.48	0.00	18.31	27.07	0.00	2.82	
	FTEF	0.00	1.07	1.12	0.00	1.07	1.31	0.00	1.07	1.33	0.00	1.07	
	Ratio	0.00	16.40	14.27	0.00	18.91	18.67	0.00	17.17	20.30	0.00	2.64	

Media Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	0.00	47.65	46.76	8.30	45.06	34.59	6.00	47.13	39.61	5.90	40.98	
	FTEF	0.00	2.27	2.40	0.62	2.73	2.13	0.41	2.86	2.26	0.41	2.46	
	Ratio	0.00	21.02	19.48	13.45	16.50	16.22	14.58	16.45	17.49	14.34	16.63	

Speech		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	28.60	109.63	112.95	34.73	110.93	97.37	35.62	120.82	113.79	30.59	124.18	
	FTEF	2.37	8.50	9.00	2.78	8.80	7.80	2.97	9.85	9.41	2.81	10.20	

	Ratio	12.09	12.89	12.55	12.51	12.61	12.48	11.99	12.26	12.09	10.90	12.17	
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Petaluma Campus (Includes Rohnert Park and Sonoma)

Communication Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTEF	0.00	6.83	5.87	0.00	6.72	5.97	0.00	9.81	8.37	2.42	14.72	
	FTEF	0.00	0.41	0.63	0.00	0.97	0.40	0.00	0.60	0.60	0.21	1.00	
	Ratio	0.00	16.59	9.33	0.00	6.92	14.93	0.00	16.36	13.94	11.76	14.72	

Journalism		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.79	
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.27	
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.96	

Media Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTEF	2.09	27.05	28.17	0.00	28.21	29.52	0.00	30.63	28.24	5.67	27.67	
	FTEF	0.21	1.33	1.35	0.00	1.33	1.33	0.00	1.53	1.53	0.46	1.33	
	Ratio	9.97	20.29	20.89	0.00	21.16	22.14	0.00	19.97	18.42	12.25	20.75	

Speech		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTEF	12.80	28.11	29.83	12.88	31.42	30.13	11.50	30.57	29.73	8.20	26.21	
	FTEF	0.99	2.23	2.88	1.36	2.98	2.80	1.36	2.60	2.40	0.78	2.20	
	Ratio	12.87	12.58	10.36	9.47	10.53	10.76	8.45	11.76	12.39	10.55	11.91	

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

Communication Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Journalism		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Media Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTEF	7.70	17.23	0.00	0.00	0.00	0.00	0.00	0.00	7.90	0.00	11.23	
	FTEF	0.62	0.80	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.00	0.47	
	Ratio	12.48	21.60	0.00	0.00	0.00	0.00	0.00	0.00	39.51	0.00	24.06	

Speech		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	8.80	14.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.80	
	FTEF	0.79	1.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.20	
	Ratio	11.20	12.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9.00	

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

Communication Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	2.79	20.69	17.77	2.73	23.14	19.37	0.00	28.16	22.98	2.42	33.39	
	FTEF	0.21	1.21	1.23	0.21	1.77	1.20	0.00	1.60	1.40	0.21	2.00	
	Ratio	13.58	17.08	14.46	13.29	13.06	16.14	0.00	17.60	16.41	11.76	16.69	

Journalism		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	0.00	17.49	16.01	0.00	20.17	24.48	0.00	18.31	27.07	0.00	3.61	
	FTEF	0.00	1.07	1.12	0.00	1.07	1.31	0.00	1.07	1.33	0.00	1.33	
	Ratio	0.00	16.40	14.27	0.00	18.91	18.67	0.00	17.17	20.30	0.00	2.70	

Media Studies		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	9.79	91.94	74.93	8.30	73.27	64.11	6.00	77.75	75.76	11.57	79.88	
	FTEF	0.83	4.40	3.75	0.62	4.06	3.47	0.41	4.40	4.00	0.87	4.26	
	Ratio	11.84	20.91	19.99	13.45	18.03	18.49	14.58	17.68	18.95	13.23	18.73	

Speech		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	50.20	152.44	142.78	47.62	142.35	127.50	47.11	151.39	143.51	38.79	152.19	
	FTEF	4.15	11.94	11.88	4.14	11.78	10.60	4.33	12.45	11.81	3.58	12.60	
	Ratio	12.11	12.77	12.02	11.51	12.08	12.03	10.88	12.16	12.15	10.83	12.08	

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)	<u>2018</u> (year due)	<u>2019</u> (year due)
COMM 5	11/22/10			x			

COMM 6	11/25/13					X
COMM 7	11/7/11				X	
COMM 10	10/1/12					X
COMM 98	12/12/11				X	
JOUR 1	4/23/13					X
JOUR 2	4/23/13					X
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					X
JOUR 55	4/23/13					X
MEDIA 4	12/3/12					X
MEDIA 10	4/5/10		X			
MEDIA 14	10/17/11				X	
MEDIA 15	10/17/11				X	
MEDIA 20	10/14/13					X
MEDIA 21	10/16/13					X
MEDIA 22	10/17/11				X	
MEDIA 123	11/25/13					X
SPCH 1A	1/26/09	X				
SPCH 2	5/10/10		X			
SPCH 3A	10/1/12					X
SPCH 9	11/8/10		X			
SPCH 52A	2/14/12					X
SPCH 52B	2/14/12					X
SPCH 52C	2/14/12					X
SPCH 52D	2/14/12					X
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	X2014	F2014	S2015
District Totals												
ALL Disciplines	81.7%	73.2%	74.0%	80.9%	72.6%	72.8%	80.1%	72.0%	72.3%	81.3%	71.2%	

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	X2014	F2014	S2015
Communication Studies	92.0%	88.3%	91.1%	96.2%	87.0%	93.0%	0.0%	87.2%	93.4%	0.0%	88.6%	
Journalism	0.0%	68.8%	77.8%	0.0%	70.8%	84.8%	0.0%	67.5%	70.8%	0.0%	75.9%	
Media Studies	0.0%	85.8%	83.5%	66.3%	82.5%	85.5%	78.0%	81.9%	84.0%	81.4%	77.7%	
Speech	91.5%	89.0%	87.1%	85.5%	83.1%	87.6%	88.7%	77.7%	77.3%	91.6%	80.1%	
ALL Disciplines	91.6%	87.2%	86.2%	82.6%	82.7%	87.5%	87.2%	79.2%	79.6%	89.9%	80.3%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	0.0%	92.1%	81.5%	0.0%	100.0%	87.5%	0.0%	87.0%	80.0%	95.5%	84.1%	
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	73.9%	
Media Studies	90.5%	73.4%	72.8%	0.0%	72.4%	65.6%	0.0%	70.0%	75.0%	82.2%	69.4%	
Speech	87.3%	77.1%	82.7%	92.0%	79.7%	81.7%	86.5%	87.9%	82.7%	95.2%	86.2%	
ALL Disciplines	87.8%	77.5%	78.8%	92.0%	79.2%	76.0%	86.5%	80.9%	79.4%	91.4%	80.0%	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	0.0%	0.0%	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%	0.0%	0.0%	
Media Studies	70.1%	80.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	0.0%	86.3%	
Speech	61.2%	69.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	63.6%	
ALL Disciplines	65.4%	75.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	0.0%	81.1%	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	92.0%	89.5%	88.0%	96.2%	90.8%	91.3%	0.0%	87.1%	88.5%	95.5%	86.6%	
Journalism	0.0%	68.8%	77.8%	0.0%	70.8%	84.8%	0.0%	67.5%	70.8%	0.0%	75.5%	
Media Studies	74.5%	81.0%	79.7%	66.3%	78.9%	76.8%	78.0%	77.6%	81.1%	81.7%	76.2%	
Speech	85.0%	84.9%	86.2%	87.1%	82.3%	86.2%	88.2%	79.9%	78.5%	92.4%	80.9%	
ALL Disciplines	83.5%	83.6%	84.3%	84.4%	81.8%	84.2%	87.0%	79.6%	79.7%	90.3%	80.2%	

Success Rate

The data indicate that there is an above average rate of students successfully completing CSD classes. As a whole, for Fall 2014, the CSD posted a 78% success rate for all classes combined, compared to a 71.2% success rate for SRJC classes as a whole. This showing is consistent dating back to Summer 2011. The success rates for each discipline have remained fairly constant. During Fall 2014, Communication courses had the highest success rate, 85.0%, followed by Speech at 78.5%, Media at 74.4%, and Journalism at 70.6%.

When comparing Santa Rosa to Petaluma there is one fairly significant difference. In Journalism, the success rate at Santa Rosa is 74.7%, but at Petaluma, it is only 56.5%. This is something we will be looking into.

District Totals

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
ALL Disciplines	81.7%	73.2%	74.0%	80.9%	72.6%	72.8%	80.1%	72.0%	72.3%	81.3%	71.2%	

Santa Rosa Junior College - Program Unit Review

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

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

Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	92.0%	85.9%	88.4%	96.2%	83.8%	90.6%	0.0%	82.6%	91.2%	0.0%	87.4%	
Journalism	0.0%	67.5%	74.6%	0.0%	67.4%	82.1%	0.0%	66.3%	64.2%	0.0%	74.7%	
Media Studies	0.0%	83.5%	82.4%	66.3%	79.3%	84.1%	74.6%	77.5%	81.3%	78.0%	76.9%	
Speech	90.0%	87.1%	85.1%	83.7%	82.0%	85.0%	87.0%	75.1%	75.0%	89.5%	77.4%	
ALL Disciplines	90.2%	85.2%	84.3%	81.2%	80.8%	85.1%	85.2%	76.0%	76.8%	87.6%	78.2%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	0.0%	88.9%	79.6%	0.0%	95.2%	87.5%	0.0%	84.8%	75.0%	95.5%	81.9%	
Journalism	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	56.5%	
Media Studies	90.5%	70.9%	68.9%	0.0%	66.4%	59.6%	0.0%	62.9%	70.4%	82.2%	65.6%	
Speech	87.3%	70.9%	80.6%	90.2%	76.0%	78.2%	82.3%	87.5%	80.9%	95.2%	85.0%	
ALL Disciplines	87.8%	73.1%	76.0%	90.2%	74.5%	71.9%	82.3%	77.7%	76.2%	91.4%	77.1%	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	0.0%	0.0%	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%	0.0%	0.0%	
Media Studies	68.8%	74.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	0.0%	84.9%	
Speech	61.2%	68.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	63.6%	
ALL Disciplines	64.8%	71.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	0.0%	80.0%	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	92.0%	86.9%	85.5%	96.2%	87.1%	89.7%	0.0%	83.3%	85.3%	95.5%	85.0%	
Journalism	0.0%	67.5%	74.6%	0.0%	67.4%	82.1%	0.0%	66.3%	64.2%	0.0%	70.6%	
Media Studies	73.5%	78.0%	77.6%	66.3%	74.7%	73.5%	74.6%	72.1%	77.4%	79.8%	74.4%	

Speech	84.1%	82.3%	84.1%	85.3%	80.7%	83.3%	86.0%	77.7%	76.2%	90.8%	78.5%	
ALL Disciplines	82.7%	80.9%	82.2%	83.0%	79.2%	81.4%	84.6%	76.4%	76.8%	88.7%	78.0%	

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;

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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	X2014	F2014	S2015
ALL Disciplines	2.60	2.63	2.65	2.64	2.64	2.63	2.50	2.62	2.62	2.56	2.62	

Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	3.54	3.03	2.90	3.08	3.01	3.10	0.00	2.94	3.07	0.00	3.12	
Journalism	0.00	2.94	3.00	0.00	2.82	3.24	0.00	3.09	2.86	0.00	2.97	
Media Studies	0.00	3.15	3.33	2.97	3.02	3.02	2.64	2.94	3.17	3.02	3.04	
Speech	3.35	3.17	3.13	3.22	3.14	3.12	3.22	2.83	2.97	3.26	3.00	
ALL Disciplines	3.37	3.14	3.15	3.17	3.08	3.11	3.14	2.88	3.02	3.22	3.02	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	0.00	3.20	3.59	0.00	3.81	2.77	0.00	2.85	2.74	3.38	2.88	
Journalism	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.30	
Media Studies	2.90	2.65	2.26	0.00	2.37	2.22	0.00	2.18	2.80	3.16	2.34	
Speech	3.34	2.85	3.26	3.13	3.07	2.93	2.76	3.28	3.33	3.37	3.35	
ALL Disciplines	3.26	2.81	2.85	3.13	2.86	2.61	2.76	2.76	3.03	3.30	2.84	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	0.00	0.00	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	0.00	0.00	
Media Studies	3.02	2.60	0.00	0.00	0.00	0.00	0.00	0.00	2.44	0.00	3.04	
Speech	2.71	3.17	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.71	
ALL Disciplines	2.86	2.83	0.00	0.00	0.00	0.00	0.00	0.00	2.44	0.00	3.14	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Communication Studies	3.54	3.08	3.11	3.08	3.26	3.00	0.00	2.91	2.95	3.38	3.01	
Journalism	0.00	2.94	3.00	0.00	2.82	3.24	0.00	3.09	2.86	0.00	2.84	
Media Studies	2.99	2.90	2.91	2.97	2.77	2.67	2.64	2.65	2.95	3.09	2.80	
Speech	3.25	3.11	3.15	3.19	3.12	3.07	3.12	2.93	3.05	3.28	3.07	
ALL Disciplines	3.22	3.03	3.07	3.16	3.02	2.96	3.07	2.85	3.00	3.25	2.98	

Student Equity Analysis

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	95.45% (21/22)	86.58% (271/313)	

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	95.45% (21/22)	84.98% (266/313)	

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

	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall GPA	2.714	3.109	2.979	3.542	3.136	3.131	3.077	3.312	3.017	0.000	2.918	

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 meanigless. 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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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	X2014	F2014	S2015
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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)	95.45% (21/22)	86.58% (271/313)	
Ethnicity	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	88.89% (8/9)	88.77% (166/187)	
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)	100.00% (1/1)	75.00% (3/4)	
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)	100.00% (2/2)	90.91% (10/11)	
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)	100.00% (5/5)	83.64% (46/55)	
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)	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)	0.00% (0/0)	0.00% (0/0)	
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)	0.00% (0/0)	0.00% (0/0)	
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)	100.00% (5/5)	81.82% (45/55)	
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)	0.00% (0/0)	0.00% (0/0)	
Gender	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	92.31% (12/13)	85.38% (111/130)	
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)	100.00% (9/9)	87.43% (160/183)	
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)	0.00% (0/0)	0.00% (0/0)	
Age	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	100.00% (2/2)	81.08% (30/37)	
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)	100.00% (3/3)	88.98% (105/118)	
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)	91.67% (11/12)	86.11% (93/108)	
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)	100.00% (2/2)	88.89% (24/27)	
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)	100.00% (1/1)	57.14% (4/7)	
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)	100.00% (2/2)	80.00% (4/5)	
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)	0.00% (0/0)	100.00% (1/1)	

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)	0.00% (0/0)	100.00% (8/8)	
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)	0.00% (0/0)	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)	0.00% (0/0)	100.00% (1/1)	
Income Level	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	100.00% (3/3)	85.56% (77/90)	
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)	94.74% (18/19)	87.00% (194/223)	
Disability Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	100.00% (2/2)	89.47% (17/19)	
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)	95.00% (19/20)	86.39% (254/294)	
College Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	100.00% (4/4)	84.93% (62/73)	
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)	92.86% (13/14)	86.73% (170/196)	
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)	100.00% (4/4)	88.64% (39/44)	
Basic Skills	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	0.00% (0/0)	75.00% (9/12)	
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)	0.00% (0/0)	66.67% (2/3)	
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)	0.00% (0/0)	100.00% (1/1)	
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)	95.45% (21/22)	87.29% (261/299)	

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 (grade count, duplicated headcount).

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	95.45% (21/22)	84.98% (266/313)	
Ethnicity	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	88.89% (8/9)	87.70% (164/187)	

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)	100.00% (1/1)	75.00% (3/4)	
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)	100.00% (2/2)	90.91% (10/11)	
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)	100.00% (5/5)	78.18% (43/55)	
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)	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)	0.00% (0/0)	0.00% (0/0)	
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)	0.00% (0/0)	0.00% (0/0)	
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)	100.00% (5/5)	81.82% (45/55)	
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)	0.00% (0/0)	0.00% (0/0)	
Gender	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	92.31% (12/13)	83.08% (108/130)	
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)	100.00% (9/9)	86.34% (158/183)	
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)	0.00% (0/0)	0.00% (0/0)	
Age	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	100.00% (2/2)	75.68% (28/37)	
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)	100.00% (3/3)	87.29% (103/118)	
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)	91.67% (11/12)	85.19% (92/108)	
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)	100.00% (2/2)	88.89% (24/27)	
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)	100.00% (1/1)	57.14% (4/7)	
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)	100.00% (2/2)	80.00% (4/5)	
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)	0.00% (0/0)	100.00% (1/1)	
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)	0.00% (0/0)	100.00% (8/8)	
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)	0.00% (0/0)	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)	0.00% (0/0)	100.00% (1/1)	

Income Level	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	100.00% (3/3)	83.33% (75/90)	
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)	94.74% (18/19)	85.65% (191/223)	
Disability Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	100.00% (2/2)	89.47% (17/19)	
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)	95.00% (19/20)	84.69% (249/294)	
College Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	100.00% (4/4)	82.19% (60/73)	
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)	92.86% (13/14)	85.20% (167/196)	
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)	100.00% (4/4)	88.64% (39/44)	
Basic Skills	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
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)	0.00% (0/0)	66.67% (8/12)	
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)	0.00% (0/0)	33.33% (1/3)	
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)	0.00% (0/0)	100.00% (1/1)	
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)	95.45% (21/22)	85.95% (257/299)	

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.

Santa Rosa Junior College - Program Unit Review

Discipline COMM - Communication Studies - FY 2013-14

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Overall GPA	3.542	3.136	3.131	3.077	3.312	3.017	0.000	2.918	3.025	3.381	3.017	
Ethnicity	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
White	3.563	3.106	3.278	2.867	3.446	3.010	0.000	3.141	3.088	3.375	3.109	
Asian	4.000	3.333	2.000	4.000	2.900	3.500	0.000	2.750	3.111	4.000	4.000	
Black	2.000	2.143	2.857	0.000	3.000	2.500	0.000	1.600	3.000	3.000	2.818	
Hispanic	4.000	3.167	3.211	2.800	3.259	3.074	0.000	2.629	2.595	3.600	2.720	
Native American	0.000	2.500	3.000	0.000	2.000	0.000	0.000	0.000	3.000	0.000	3.000	
Pacific Islander	0.000	3.000	0.000	0.000	3.000	2.500	0.000	0.000	3.000	0.000	0.000	
Filipino	0.000	3.333	4.000	0.000	3.500	0.000	0.000	0.000	3.333	0.000	0.000	
Multiple Ethnicities	3.000	3.600	2.895	4.000	3.100	3.000	0.000	2.854	3.207	3.200	2.979	
Unknown	4.000	3.167	2.909	3.500	3.500	3.400	0.000	3.000	4.000	0.000	0.000	
Gender	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Male	3.000	3.143	3.077	2.333	3.038	2.987	0.000	2.825	2.829	3.250	2.782	
Female	3.722	3.124	3.184	3.300	3.487	3.063	0.000	2.986	3.146	3.556	3.185	
Unknown	0.000	4.000	0.000	0.000	4.000	1.000	0.000	0.000	3.000	0.000	0.000	
Age	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015

0 to 18	0.000	3.095	2.818	4.000	3.222	2.917	0.000	2.759	2.571	3.500	2.722	
19 to 20	4.000	3.081	3.218	3.000	3.302	3.127	0.000	2.853	3.067	3.667	2.945	
21 to 25	3.857	2.938	3.000	3.143	3.145	2.831	0.000	2.899	3.038	3.182	3.113	
26 to 30	3.750	3.188	2.969	2.500	3.421	3.000	0.000	3.048	2.615	3.000	3.120	
31 to 35	2.333	3.571	3.286	2.667	3.625	3.333	0.000	3.167	3.143	4.000	2.800	
36 to 40	4.000	3.500	3.500	3.000	3.750	3.000	0.000	4.000	3.000	4.000	3.667	
41 to 45	2.000	3.000	3.333	0.000	4.000	4.000	0.000	3.000	3.500	0.000	4.000	
46 to 50	3.000	4.000	2.500	4.000	4.000	4.000	0.000	3.200	0.000	0.000	3.375	
51 to 60	4.000	4.000	4.000	0.000	3.750	3.000	0.000	3.333	4.000	0.000	4.000	
61 plus	0.000	0.000	0.000	0.000	0.000	0.000	0.000	4.000	0.000	0.000	4.000	
Income Level	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
BOG Eligible	3.167	3.172	3.102	2.818	3.270	2.857	0.000	2.644	2.836	3.333	2.963	
All Other Students	3.917	3.116	3.146	3.267	3.331	3.081	0.000	3.035	3.107	3.389	3.039	
Disability Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
DSPS Students	4.000	3.000	2.933	2.500	3.250	3.222	0.000	3.000	2.545	3.000	3.059	
All Other Students	3.522	3.141	3.153	3.125	3.317	3.006	0.000	2.913	3.053	3.421	3.015	
College Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
1st Gen College	3.500	3.150	3.375	3.500	3.136	2.947	0.000	2.814	3.205	4.000	2.676	
Not 1st Gen	3.833	3.179	3.000	2.923	3.402	3.023	0.000	2.823	3.068	3.462	3.140	
Unknown	3.438	3.101	3.161	3.111	3.250	3.030	0.000	3.255	2.750	2.500	3.049	
Basic Skills	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Basic Skills Math	0.000	3.000	4.000	0.000	2.875	2.286	0.000	2.500	2.571	0.000	2.600	
Basic Skills Engl	0.000	2.667	1.750	0.000	0.000	0.000	0.000	3.000	0.500	0.000	1.500	
Basic Skills ESL	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	4.000	
All Other Students	3.542	3.148	3.158	3.077	3.330	3.048	0.000	2.928	3.052	3.381	3.029	

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 illiciting ideas from others.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
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0001	ALL	02	01	Change the way that The Oak Leaf is funded.	Make The Oak Leaf more analogous to how most other college newspapers are funded.	Fall 2017	Commitment by the administration to guarantee funding to The Oak Leaf. Financial specifics are being developed by Anne Belden, Oak Leaf Advisor.
0002	ALL	02	01	To maintain a nationally competitive forensics program.	Have students attend local, state and national forensics tournaments. Win local, state and national awards at both the individual student and team levels.	Fall 2017	Doing well but resources are becoming a major impediment to future success. Nationally ranked in the National Parliamentary Debate Association's two-year and four-year rankings. Students winning major awards. However, due to lack of increased funding after major cuts during the recession, fewer deserving students are being allowed to attend tournaments. This hinders both the student's educational opportunities and the program's competitive ability.
0003	ALL	01	01	Continued success for both continuing and transfer students	Award scholarships to deserving students	Each spring semester	The department continues to award the following scholarships: John Warren Memorial Debate, Theodore Hawkins Mass Communications, Blunche Hurd Communications, Kay Jordan Memorial Speech, John Lynch Memorial Journalism and John Mattern Memorial Debate scholarships.
0004	ALL	01	05	Make a civic connection between the department and the community	Continue to host a dynamic and engaging yearly film festival	Every spring semester	Current Film festivals are a major success and popular with the public. Four different time slots typically sell out at the annual event in May. Film makers from around the world send films to be reviewed and shown. Many of the film makers will appear for Q&A's after the films are shown.
0005	ALL	01	01	Provide a forum for students on the forensics team to showcase their events to the public and to students in the basic communication and speech classes.	Produce a "Speech Night" forum once in the fall and spring semesters.	Fall and Spring semesters	Speech Nights continue to be a popular educational forum. During spring 2016 the auditorium sold out. Also, in Spring 2016 the event was video linked to the Petaluma campus. It drew so many people that it had to be moved to a larger viewing room.
0006	ALL	02	05	Allow the department to interact with the community	Have a regular and strong presence at Day Under the Oaks	Every spring semester	Forensics and the Oak Leaf typically have booths set up and engage with the larger community.
0007	ALL	01	01	Build dynamic communications club	Attract students to the club. Make club visible.	Every semester	AC Panella just began to develop the communications club at the Petaluma campus. Promotion of the club and student recruitment have begun. They had their first booth at Days Under the Oaks in Spring 2016.
0008	ALL	01	01	Be an active participant in the Northern California Forensics Association.	Host an annual forensics tournament	Every fall semester	The forensics team continues to host an annual forensics tournament every fall semester. This two-day tournament is attended by 2-year and 4-year colleges. It provides an excellent opportunity for students in our basic speech, argumentation

							and interpretation classes to observe some of the best competitors in the state.
0009	ALL	01	01	Maintain updated curriculum	Review and if necessary revise courses every six years	Every year	All courses have been reviewed with in a six-year cycle.
0010	Santa Rosa	01	07	Unify the Communicaton Studies in one location	Move the entire department at Santa Rosa into the "new" Barnett building	2022	Talk with Leigh Sata and others about our needs in the new Barnett. Attend planning meetings.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Schedule development: The course offerings were analyzed looking at the number of closed sections, hits after classes closed, and enrollment efficiency. Based on that data we came to the following conclusions: More Speech 1A and Media 4 classes are needed. However, due to the district's decision to reduce course offerings, we were not able to add sections for the Fall 2016 semester. We are hoping this will change soon. We also identified a need to add more Comm classes. We added a second Comm 10 in the fall and both filled quickly. We also concluded that Media 13 was not enrolling effectively at Petaluma and made the decision to offer the class once per year on that campus. We converted it to a Media 22 class which we believe will better meet student demand.
ALL	There is a need to add more Journalism classes and to hire adjunct to teach these courses. Anne Belden is the only Journalism instructor which puts us on tenuous ground when she leaves on sabbatical, has family issues requiring her to miss days or just gets ill.
ALL	2.3e. Our department really has a need for a hybrid Media-Journalism instructor as well as a second Co-director of Forensics.
ALL	Our facilities requests are in limbo given that Burbank is being remodeled over the next two years. In the short run, we need temporary space that matches what we are losing in Burbank. In the long run, we want to see the Communication Studies program united in the new Barnett building.
ALL	

6.2b PRPP Editor Feedback - Optional

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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. Note from the Dean: The entire planning and publication of the student newspaper must be discussed. A shorter printrun and expanded advertising of the online version may be a more costefficient solution. The education of future journalists must include some graphic design/layout skills and multimedia and video skills.
0002	Santa Rosa	04	07	To move those in Burbank to temporary facilities beginning in the Spring 2017 semester.	Allow instruction to take place without any major interruptions to students or faculty.		Temporary offices and classrooms. The infrastructure to support these offices and classrooms, including desks, chairs, media equipment computers, etc.
0003	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).