Program Review - Reflect Form - Instructional

Form Permissions

Designate who will have access to this form throughout various stages of the process (since some have more than one MiraCosta account, please utilize the Address Book (Browse) icon:

Authors:	French, Rica;	
Admin:		
Collaborators:	Metzler, Christopher;	
Supervisor:	Lopez, Carlos (Dean, Math and Sciences) ;	

Form Type (select which form to complete): Instructional **Program Review Year**: 2013

Program (program, dept, committee, etc.): Astronomy

Program Performance

Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

WSCH/FTEF is already basically at the CMP's Fall 2020 target value (462 vs. 463). While there was a 0.6% drop from 2011-12, it is still above the College value of 424. WSCH has varied by less than 2% each year since 2009-10, which is to be expected given that neither the number of sections nor LHE has changed significantly during that time. Thus, the stagnant value for FTEF and roughly 3% total variation for FTES since 2009-10. The WSCH value is roughly 14% below the CMP's Fall 2015 target value but there is little hope of achieving this target since there is no physical space to expand sections into and a severe lack of instructional support, equipment storage, and student support services in the discipline. Though average enrollments per section still hovers in the 30-student range near the College value, overall fill rate and program enrollments are down slightly from the previous year but still relatively high for STEM disciplines that service almost exclusively non-STEM majors. This might be expected given that the program enjoyed substantial growth in excess of the College over the previous several years. Given the high demand for online courses, this perhaps also has impacted ASTR enrollments as, to-date, all offerings have been on ground only. Both ASTR 101 and 120 have approval for online delivery and will be launched soon.

Student success and retention dropped somewhat from the previous year and remain below College and state metrics. Though this does warrant attention one wonders about the reliability of these metrics, in particular the statewide values since nationally, roughly 80% of intro astronomy courses are taught by instructors with little or no formal training in astronomy and almost no emphasis on metacognition or use of pedagogical tools informed by education research (Prather, Rudolph, & Brissenden 2009; *Physics Today* 62(10): 41). The statewide success metric is particularly suspect, given that it increased by 10% over the past year. Thus, any comparisons must be treated very carefully. Similarly, it is now well-established that students enter college-level STEM courses woefully underprepared, most operating at an 8th grade level. Combine this with the grievous misconceptions about what astronomy is (the ability to identify constellations and name the planets), the knowledge that the population is nearly 100% those that purposefully self-select against STEM-related fields and seek only the "path of least resistance" to their GE physical science credit, and the success and retention rates aren't that surprising.

Three courses have three SLOs each; one course has four. All assessments have followed the timeline set up for ASTR courses. SLOs for 101, 101L, and 120 are being updated based on closed loops. The 201 course was just assessed for the second time in spring 2013; data are being analyzed to close that loop.

Servicing almost 100% GE students, there are no degrees and rarely majors to speak of. Demographically, there is no gender disparity and the ethnic profile does not differ substantially from that of the College.

Offerings are maxed out due to lack of space and resources. Student success is partially hampered due to inconsistent SLO treatment and coordination (only one FT faculty member who has partial reassigned time) and a lack of tutoring support and space for a critically needed resource area that would service both students and faculty (FT and associate).

Program Resources

Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

The condition of available facilities is adequate but there are no dedicated astronomy facilities on any campus and the observing site is makeshift. Room rentership policies and lack of available space means expansion is impossible without negatively impacting other disciplines. These conditions often contribute to less than optimal learning experiences, frustrating both students and instructors (and possibly contributing to lower success and retention rates?). Room 4529 needs modification (black-out capability) to allow successful laboratory experiments in optics. Equipment prep and storage areas are shared with other disciplines and are barely large enough for existing equipment, contributing to incidental damage.

Faculty offices are too small to accommodate even one student during office hours because there is no workspace. Associates have no dedicated discipline space in which to work and to cultivate a sense of Program membership. The critically needed student resource area proposed could alleviate both of these concerns. There is no faculty lab space so engaging in research is problematic.

The plan requesting dedicated laptops has been fulfilled. The 101L course SLOs will be assessed next in spring 2014 and impact assessed.

It is still unreasonable that suitably skilled faculty (in other disciplines as well as Astronomy) do not have administrator access to their own office and classroom computers. Not being able to update or install program components (many of which are updated on an almost weekly basis in fields like astronomy) and having to wait on AIS personnel (who often do not understand the specialized nature of the software) is ridiculous and inefficient.

The Program critically needs a dedicated resource area to serve as a casual-setting student and faculty workroom. There, students could do homework and/or research, faculty (PT and FT) could hold office hours, help sessions could be held, and it would become a drop-in anytime place to work and/or get assistance. It is anticipated that this space might be shared with Physics so it should be equally accessible to both disciplines.

Several critical needs require the annual budget be increased. First, the reliance on continued Staff Development Grants to support the annual SoCal RTE (see top of page) is unsustainable. Thus, approximately $400/year is needed to continue this activity. Secondly, we are in desperate need of funds for a dedicated student assistant. Federal work study students are not always available and even if so, do not have the training necessary to support our specialized program. Third, we need a part-time Program Assistant, responsible for the scheduling and maintenance of outreach activities and resources. Work for the outreach program easily averages 15 hours per week. Fourth, we need funds to pay employees (associate faculty, IAs, etc.) to assist with star parties as it is unreasonable to continue to expect participation at the volunteer level. We are also instituting a Peer Teaching Assistant program (formerly the Astronomy Ambassadors program) and assuming the pilot is successful, will need funding to institutionalize the program.

Program Personnel

Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

There is one FT tenured faculty member to support 1.7 FTEF, annually. Any significant expansion will require the hiring of a new FT faculty member. The one FT faculty member had 40% reassigned time during 2012-13 to serve as PDP Coordinator but the position takes approximately twice that time investment. Thus aspects of the program have suffered with no Program or Outreach assistant.

The FT faculty member is an active, voting member of the American Astronomical Society (AAS), the Astronomical Society of the Pacific (ASP), and the American Association of Physics Teachers (AAPT). She regularly attends conferences, usually presenting professional development workshops for teachers and/or results from education research typically with CAE (see above). She is also a columnist for *Spark*, the official education newsletter of the AAS (www.aas.org), and reads relevant journal articles from periodicals such as *Astronomy Education Review*, among others. Beginning in June 2012, she also serves on the Astronomy Education Board of the AAS and (summer 2013) has been nominated to serve on the Society's Nominating Committee.

Opportunities for general professional development are usually available. But astronomy is a highly specialized field so discipline-specific professional development opportunities are quite expensive, making the current travel budget inadequate. Attendance at a single conference requires department money, supplemental funds from PDP, and the NSF grant and even then is typically not 100% covered. In order to maintain and implement research-validated and cutting-edge pedagogical tools and methods, attendance at multiple conferences and workshops is practically a requirement. This is not feasible given the current travel budget. Associate faculty have virtually no opportunities for discipline-specific professional development since their only source of financial support is PDP. They must rely on information and materials from the FT faculty member. Even with an adequate travel budget, the logistics are complicated. Most conferences occur on dates that our classes are in session. There is little chance of getting a sub and keeping on schedule, and cancelling classes for a week at a time is clearly problematic.

Astronomy has partial support from one IA who also supports all other Physical Science disciplines as well as partially supporting the Chemistry Department. Not only is he split between two campuses, but occasionally he is responsible for covering three labs at once (physics, chemistry, and astronomy). The split is impractical and inefficient, but three classes at once is potentially unsafe and a liability. The position should be increased to full-time Physical Sciences only at Oceanside and a new part-time Physical Sciences IA position at San Elijo created. (Presumably, Chemistry would need additional IA support if the current IA's hours are relegated entirely to Physical Sciences.) Other impacted programs are including this as a plan to increase IA support hours.

The administrative workload required to maintain the academic program is significant. Additionally, the outreach program is integral in its contribution to student success and retention. Currently outreach survives only because a handful of people volunteer their time. There is easily enough work (~15 hours/week) to support a Program Assistant. This would permit faculty to focus on improving student success.

Program Curriculum

Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

All courses have current CoRs; 120 was just updated this term (fall 2013). Currently, modes of delivery for all courses are exclusively on-ground but 101 and 120 now are approved for online delivery. We expect to launch those within the next year. There are currently no honors courses in the Program but we are considering the possibility of a not-too-distant 101H.

100% of Astronomy courses are transferable to CSUs and UCs. ASTR 201 is the only other school's course accepted at SDSU as an equivalent to their ASTR 201 which is required of all astronomy majors and minors.

No SLOs have been deleted in the past year but those for 101, 101L, and 120 are being examined for possible updates. There are no program-level SLOs.

One out of the four courses (101) supports the degree in Liberal Studies and emphasizes three out of the five GE outcomes: Effective Communication, Critical Thinking, and Productive Work Habits.

Program Students

Display Help | Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

There are no changes to the population and none are expected. Demographically, there is no gender disparity and the ethnic profile does not differ substantially from that of the College. Research shows that the composition of these introductory astronomy classes doesn't differ significantly across the nation in any demographic (Rudolph et al. 2010. *Astronomy Education Review* 9 (1)). Our demographic data mimics the national trend: *everybody* takes astronomy courses. The same research shows that active-learning techniques – when properly implemented – help all demographics and do not hurt any. This is why all astronomy courses at MiraCosta utilize research-validated curricula and techniques from CAE and collaborators. This is why each associate hired to teach astronomy at MiraCosta must either already be acquainted with and actively using these materials and techniques or at least be willing to use them while here. Training is even provided if the faculty member so desires.

There are more male than female astronomy students (62% and 38%), which differs from the College (43% and 57%) but is not unlike both local and national trends in STEM-specific courses.

Most astronomy students are 18-24 years of age (76%) which differs from the College (31%) but mimics the national trend. And most have a high school diploma (85%) which is higher than the College (70%) but again, in line with national data.

Astronomy students are overwhelmingly continuing MCC students (60%) as compared to the College number (36%). Also representative of national data, 76% of astronomy students indicate transfer as a goal, compared to the 56% College value.

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Program Review - Plan Form

BPC Evaluation Rubric Score: 60 Divisional Evaluation Rubric Score: 5

FORM PERMISSIONS

Supervisor Comments

Designate who will have access to this form throughout various stages of the process (since some have more than one MiraCosta account, please utilize the Address Book (Browse) icon:

Author:	French, Rica;	
Admin:		
Collaborators:	Metzler, Christopher;	
Supervisor:	Lopez, Carlos (Dean, Math and Sciences);	

1.0 PROGRAM AND PLAN INFORMATION

1.1 Program (Select your program): Astronomy

1.2 Program Review Year: 2013

1.3 Division: Instruction

1.4 Plan Title (Identify your plan with a unique name. The name will uniquely identify this plan within the greater college planning database and will be used to track progress on the plan until it is closed. Titles should be succinct - less than 110 characters, including spaces):

ASTR 101 Online Approval

1.5 Plan Objective (State the **specific** objective of this plan and cite the supporting program review data with analysis results - less than 330 characters, including spaces):

Get ASTR 101 approved for online delivery. Currently there are no online ASTR offerings.

1.6 Action Plan (If this plan addresses a specific Action Plan identified in the Strategic Plan and *identifies you as the responsible party*, indicate which Action Plan):

Plan is not motivated by an action plan from the SP

2.0 PLAN ALIGNMENTS AND MOTIVATION

2.1 District Mission Alignment (How well does this plan align with the District Mission Statement? - less than 330 characters, including spaces):

Goes to providing educational opportunities to a diverse population of learners.

2.2 District Mission Rubric:

Demonstrates Alignment with the District Mission Statement:

Does not demonstrate Alignment with the District Mission Statement:
- (●) Yes
- ( ) No

2.3 Institutional Goals Alignment (How well does the plan align with the Institutional Goals? - less than 220 characters, including spaces):

Goes to innovation in education, best practices, and fostering student success in different modalities and shows we are responsive to the demands of the community.

Check those that apply:

- [x] I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental)
- [x] II. Academic Success (Students have High Probability of Achieving Academic Success)
- [x] III. Data-driven Planning and Decisions
- [ ] IV. Stewardship, Fiscal Prudence
- [x] V. Conscientious Community Partner

I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental - less than 220 characters, including spaces):

Offers opportunity for innovation in online education and to develop best practices.

II. Academic Success (Students have High Probability of Achieving Academic Success - less than 220 characters, including spaces):

Offers students another modality that could lend itself to increased student success for some.

III. Data-driven Planning and Decisions (less than 220 characters, including spaces):

Demand for online courses has consistently risen yet there are no online ASTR offerings.

V. Conscientious Community Partner (less than 220 characters, including spaces):

Demand for online courses has consistently risen yet there are no online ASTR offerings.

2.4 Strategic Plan Objectives Alignment (How well does the Plan Align with the Strategic Plan Objectives? - less than 220 characters, including spaces):

Could help bring additional non-traditional populations into the ASTR learning community by fostering better student success, retention, and transfer rates.

Check those that apply:

- [x] I. 1 Increase Student Diversity
- [ ] I. 2 Environmentally Sustainable Policies, Practices, and Systems
- [ ] I. 3 Secure Funding for Facilities Master Plan
- [x] II. 1 Increase Successful Course Completion and Student Retention
- [ ] II. 2 Increase ESL or AHSDP Students to Credit Successful Completion
- [x] II. 3 Increase Completion of Degrees, Certificates, Transfer-readiness
- [ ] III. 1 Centralize Institutional Planning in a Planning, Research, and Grants Office
- [ ] III. 2 Design, Launch, Assess Data Warehouse
- [ ] IV. 1 Budgeting Practices that culminate in Balanced Budget
- [ ] IV. 2 Budgeting Practices that culminate in Unqualified Audits
- [ ] V. 1 Increase 2-yr High School Capture Rate

Please address the following:

I.1 Increase Student Diversity (less than 220 characters, including spaces):

Online modality could influence the diversity of the learner population.

II.1 Increase Successful Course Completion and Student Retention (less than 220 characters, including spaces):

Some learners prefer online modalities.

II.3 Increase Completion of Degrees, Certificates, Transfer-readiness (less than 220 characters, including spaces):

Some learners prefer online modalities.

2.5 Divisional Criteria Alignment (How well does this plan align with Division criteria? - less than 220 characters, including spaces):

Expands online offerings; currently there are few science courses offered entirely online and definitely no astronomy courses.

Instruction Division:

- [ ] Health & Safety
- [x] Direct Classroom Impact
- [ ] Addresses compliance with regulatory or licensing requirements

2.6 Legal or Regulatory Requirements (Check this box if legal mandate or regulatory requirement): [ ]

2.7 Outcomes Alignment (The District is fundamentally focused on student success. Student learning outcomes (SLO) at the course and program level and their various counterparts in support areas (AUO, SAO) are a measure towards ensuring that success. Provide the specific program SLO, AUO, or SAO that motivates this plan and include the specific gap or need that this plan addresses as identified through program review data analysis - less than 330 characters, including spaces):

Plan is not SLO-specific.

2.8 Program Review Reflect Motivation (Select the Areas of Review from this program review that motivate this plan):

- [ ] Program Performance
- [ ] Program Resources
- [ ] Program Personnel
- [x] Program Curriculum
- [ ] Program Students

2.9 Outcomes Alignment Rubric:

Demonstrates gap/need supported by Program Review, with goals linked to SLOs, AUOs, SAOs: (•) Yes
No demonstrated gap/need supported by Program Review: ( ) No

2.10 Measurable Results Alignment (The expected results of this plan must be **measureable**. Provide the specific, measureable statement that details the expected results of this plan - less than 220 characters, including spaces):

Get approval for ASTR 101 to be offered in online modality.

2.11 Measurable Results Alignment Rubric:

Includes Documented Measurable Outcome(s) tied to SLOs, AUOs, SAOs: ( ) Yes
No Outcomes: (•) No

3.0 RESPONSIBILITIES

3.1 Responsible Individuals (Identify **responsible** individuals within the program and any partnering individuals/programs):

French, Rica;

Select another individual

3.2 Partnering Programs (If this plan is submitted on behalf of another program or collection of programs, indicate those here):

Select another program

4.0 PLAN IMPLEMENTATION AND RESOURCES

4.1 Implementation Plan (Provide an **attainable** implementation plan that outlines the steps needed to accomplish this plan, including a clear timeline of how it will be implemented - less than 330 characters, including spaces):

Course revision occurred in fall 2012 and online approval was granted.

4.2 Expected Completion Date (Indicate the expected date of completion -- **time-bound** -- of the plan):

5/31/2013

4.3 Implementation Plan Rubric:

Includes an implementation plan with outlined steps, clear timeline, and expected date of completion: (●) Yes

Does not include an implementation plan with outlined steps, clear timeline, and expected date of completion: ( ) No

4.4 Plan Resource Needs (Provide when, how, and for what the resources will be used to accomplish expected plan results - less than 330 characters, including spaces):

Curriculum update.

4.5 Plan Resource Needs (Identify any resources that are needed beyond those already provided to the program):

- [ ] Equipment
- [ ] Technology
- [ ] Facilities
- [ ] Personnel
- [x] Curriculum

Curriculum:

Add online request to CoR update.

4.6 Plan Resources Rubric:

Provides when, how, and for what the funds will be used: (●) Yes

Does not provide when, how, and for what funds will be used: ( ) No

5.0 PLAN ASSESSMENT

5.1 Assessment Plan (Provide an assessment plan and specify the method(s) that will be used and how they will be employed to evaluate the effectiveness of this program review plan - less than 440 characters, including spaces):

C&P will approve (or not) the online addendum to the course.

5.2 Assessment Plan Rubric:

Provides an assessment plan and method(s): (•) Yes

Does not provide an assessment plan and method(s): ( ) No

6.0 PROGRESS AS OF THIS PROGRAM REVIEW

6.1 Plan Status (What is the status of this plan?):

Update on plan

6.2 Plan Funding Status (Contact the IPRC chair if this funding status is incorrect)**:**

This plan has not received funding

6.3 Plan Progress (Update progress based on the documented assessment plan. To what extent have the plan objectives been achieved? To what extent has such achievement improved the program? Describe the effect and impact any approved funding requests from prior program review cycles had on your program - less than 770 characters, including spaces):

Completed. Online approval granted in late fall 2012.

6.4 Percent Complete (Indicate the percent completion of this plan): 100 %

6.5 Plan Close-Out (Do you recommend the close-out of this plan?): (•) Yes ( ) No

To what extent was it completed? Partial, or full? (less than 330 characters, including spaces):

BPC EVALUATION RUBRIC SCORE: 60 **DIVISIONAL EVALUATION RUBRIC SCORE: 5**

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Plan Funding Progress:

( ) This plan has received funding

(•) This plan has **not** received funding

Program Review - Reflect Form - Instructional

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Collaborators:	Moura, Neil;	McClure, Leola;
	Ongyod, Anthony;	Robertson, Eric;
Supervisor:	Smith, Dana;	

Form Type (select which form to complete): Instructional **Program Review Year**: 2013

Program (program, dept, committee, etc.): Communication Studies

Program Performance

Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

The department's WSCH has increased 14% overall in 2012-13 from the previous 2011-12. By Comparison the college wide WSCH increased by just over 6%. With a departmental WSCH of 4198, the department has already eclipsed the Master Plan Target of 3806 for the year 2015, and the target of 4509 for the year 2020 could possibly be reached in the next year or two at the current growth rate (depending on such external factors as available classroom space and continued growth in the department supported by the Office of Instruction).

The department has a fill rate 9% higher than the college (103% v. 94%), a retention rate 8% higher than the college (90% V. 82%), and a successful course completion rate 12% higher than the college (81% V. 69%).

The department's average enrollment, including the unduplicated student head count for the discipline, has been steadily increasing.

The student/faculty ratios and class capacities have been consistent with the college's expectations and disciplinary norms. The department has maintained rigorous content to best serve our student population.

The department has promoted student success with a strong course completion and statewide discipline-specific average; the department is satisfied with the current grade distribution pattern through the courses offered, and some students have elected to receive AA degrees prior to their transfer to 4 year institutions.

The Department of Communication Studies offers 9 courses, each having 3 Course SLOs.

All courses continue to be assessed as required by our filed official department SLO Calendar. The department has maintained and been thorough in its data collection, review, and assessment of SLOs in all departmental course offerings. The department continues to welcome the opportunity to assess the quality of work of all faculty in the department and ensure the highest possible levels of instruction.

The National Communication Association (NCA) recommends the optimum maxima classroom size be set at 25. The department believes that we are not sacrificing educational quality in serving 5 extra students, but further believes any additions to the class maxima will have a detrimental effect on student learning.

Program Resources Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

On the Oceanside campus the office spaces are sufficient. The main classroom (3501) has secured storage for media equipment used to aid in classroom instruction as well as a media cabinet and media projector. Various classrooms have been used when the primary classroom is also in use, but often this space is not optimal. The department's total number of successful course sections is growing, and the need for a more optimal teaching space for 'overflow' class offerings is becoming a pressing need. The department has stressed to the Dean the need for a better option for a 2nd classroom space, preferably with proximity to 3501 when instructors have to shuttle stored equipment between classrooms depending on their schedules. This issue is currently being addressed via the "room rentership" arrangement.

On the San Elijo campus the office spaces are sufficient. The main classroom (507) has been re-carpeted and a lockable file cabinet has been installed specifically for the Department of Communication Studies media equipment. These additions to the room have made it best suited as the communication classroom on the San Elijo Campus. Currently The Department of Communication Studies is piloting a communication training and consulting center (Communication Across Curriculum) with The Writing Center to assist students with their speech presentations. The success of this program could bring about the need for additional space to house this training center as the space that The Writing Center has been designated in the Tutoring Center at San Elijo is currently not well suited for assisting students with oral presentations.

The program has sufficient administrative and staff support. The department will seek additional support for recording the assessments of the department's SLO data submitted by individual faculty. The SLO lead will still report to the department and upload findings into TracDat.

Program Personnel

Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

The department's FTEF for 2012-13 averages to 8.7. The growth in the last year was .5. In effect with the department chair receiving .20 release time, the department is staffed with 4.8 full-time Faculty, with the remaining 3.9 FTEF being handled by associate faculty and overload assignments of the full-time faculty (approximately 55%/45% FT/PT).

The department is provided with sufficient resources and opportunities through PDP and departmental budget to travel to conferences such as Western States Communication Association (WSCA). Members of the department are also working with the on campus Program Online Teaching (POT) and MiraCosta Online Educators (MOE) to serve students both on ground and online. Department members have additionally served on the Professional Development Program (PDP), Courses and Programs (C&P), Student Learning Outcomes committee and various other MiraCosta committees. Department members also maintain collaborative working relationships with faculty at other local community colleges, universities, and corporations to help better serve our students. One hugely successful collaborative project was the development, design, and delivery of a successful second annual 3-Day "Media and Communications Days" event with CSUSM and Palomar.

All department members have actively participated in conferences and/or workshops to maintain their currency in the discipline.

The department is currently 20% untenured. The department has determined that a 6th department member will be likely next year given the departments program performance (increased successful class sections) and personnel.

Program Curriculum

Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

The Communication curriculum remains current with regular reviewing and updating. The department has adhered to its 6-year SLO calendar, each course being assessed twice within the cycle. Data for Student Learning Outcomes are continually being gathered and assessed for all courses as scheduled. Data for Program Student Learning Outcomes were captured from graduating Communication majors in Spring 2013. The outcomes will be reviewed and discussed as a department. All courses have updated course outlines of record.

The department continues to successfully offer and fill face-to-face, hybrid, and online communication courses. COMM 220: Introduction to Mass Communication was offered online for the first time in Spring 2013. The department would like to work with the Office of Instruction to grow its hybrid and online offerings while maintaining its high level of achievement and keeping with the integrity of the discipline and the institution.

The department continues to work closely with the college's articulation officer to ensure continuing articulation agreements with transfer institutions. COMM 135: Gender Studies in Communication was updated to have the ability for the course to be taught in either a hybrid or completely online format. The curriculum for COMM 101: Oral Communication is being updated in Fall 2013.

COMM111: Oral Interpretation of Literature and COMM120: Principles of Human Communication had their Course Identification Numbers (C-ID) adjusted to help transfer students more easily identify comparable courses.

The department is currently considering involvement in the Honors program, whether through offering a stand-alone Honors course or participating in the Honors Contract program.

Program Students

Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

The profile of students in the discipline strongly reflects the demographic profile of the entire college. Three quarters (75%) of students in Communication Studies are continuing, more than double the college-wide percentage of credit students. Almost half (47%) are 18-20, while a third of the college's credit students fall into this age bracket. Since all courses in Communication Studies are either GE transfer or preparation for majors in Communication, the student profile will continue to be a strong reflection of those college students who attend MiraCosta for the purpose of transfer to a 4-year institution. Although there are some students who take the courses for their lifelong learning, or out of pure interest in the subject matter, they have been and most likely will continue to remain the exception to the rule.

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Program Review - Plan Form

BPC Evaluation Rubric Score: 0 Divisional Evaluation Rubric Score: 0

FORM PERMISSIONS

Supervisor Comments

Designate who will have access to this form throughout various stages of the process (since some have more than one MiraCosta account, please utilize the Address Book (Browse) icon:

Author:	Valente, Mario;	
Admin:		
Collaborators:	Afzali, Abdy;	
	Schultz, Steve;	
Supervisor:	Valente, Mario;	

1.0 PROGRAM AND PLAN INFORMATION

1.1 Program (Select your program): Academic Information Services

1.2 Program Review Year: 2013

1.3 Division: Instruction

1.4 Plan Title (Identify your plan with a unique name. The name will uniquely identify this plan within the greater college planning database and will be used to track progress on the plan until it is closed. Titles should be succinct - less than 110 characters, including spaces):

Plan 4 - Online Tutoring for All

1.5 Plan Objective (State the **specific** objective of this plan and cite the supporting program review data with analysis results - less than 330 characters, including spaces):

To continue MiraCosta's participation in the Western eTutoring Consortium, providing live and asynchronous online tutoring to all MiraCosta students, across many subjects

1.6 Action Plan (If this plan addresses a specific Action Plan identified in the Strategic Plan and *identifies you as the responsible party*, indicate which Action Plan):

Plan is not motivated by an action plan from the SP

2.0 PLAN ALIGNMENTS AND MOTIVATION

2.1 District Mission Alignment (How well does this plan align with the District Mission Statement? - less than 330 characters, including spaces):

2.2 District Mission Rubric:

Demonstrates Alignment with the District Mission Statement:

Does not demonstrate Alignment with the District Mission Statement:
- Yes
- No

2.3 Institutional Goals Alignment (How well does the plan align with the Institutional Goals? - less than 220 characters, including spaces):

Check those that apply:
- I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental)
- II. Academic Success (Students have High Probability of Achieving Academic Success)
- III. Data-driven Planning and Decisions
- IV. Stewardship, Fiscal Prudence
- V. Conscientious Community Partner

2.4 Strategic Plan Objectives Alignment (How well does the Plan Align with the Strategic Plan Objectives? - less than 220 characters, including spaces):

Check those that apply:
- I. 1 Increase Student Diversity
- I. 2 Environmentally Sustainable Policies, Practices, and Systems
- I. 3 Secure Funding for Facilities Master Plan
- II. 1 Increase Successful Course Completion and Student Retention
- II. 2 Increase ESL or AHSDP Students to Credit Successful Completion
- II. 3 Increase Completion of Degrees, Certificates, Transfer-readiness
- III. 1 Centralize Institutional Planning in a Planning, Research, and Grants Office
- III. 2 Design, Launch, Assess Data Warehouse
- IV. 1 Budgeting Practices that culminate in Balanced Budget
- IV. 2 Budgeting Practices that culminate in Unqualified Audits
- V. 1 Increase 2-yr High School Capture Rate

Please address the following:

2.5 Divisional Criteria Alignment (How well does this plan align with Division criteria? - less than 220 characters, including spaces):

Instruction Division:
- Health & Safety
- Direct Classroom Impact
- Addresses compliance with regulatory or licensing requirements

2.6 Legal or Regulatory Requirements (Check this box if legal mandate or regulatory requirement):

2.7 Outcomes Alignment (The District is fundamentally focused on student success. Student learning outcomes (SLO) at the course and program level and their various counterparts in support areas (AUO, SAO) are a measure towards ensuring that success. Provide the specific program SLO, AUO, or SAO that motivates this plan and include the

specific gap or need that this plan addresses as identified through program review data analysis - less than 330 characters, including spaces):

2.8 Program Review Reflect Motivation (Select the Areas of Review from this program review that motivate this plan):

- ☐ Program Performance
- ☐ Program Resources
- ☐ Program Personnel
- ☐ Program Curriculum
- ☐ Program Students

2.9 Outcomes Alignment Rubric:

Demonstrates gap/need supported by Program Review, with goals linked to SLOs, AUOs, SAOs: ○ Yes

No demonstrated gap/need supported by Program Review: ○ No

2.10 Measurable Results Alignment (The expected results of this plan must be **measureable**. Provide the specific, measureable statement that details the expected results of this plan - less than 220 characters, including spaces):

2.11 Measurable Results Alignment Rubric:

Includes Documented Measurable Outcome(s) tied to SLOs, AUOs, SAOs: ○ Yes

No Outcomes: ○ No

3.0 RESPONSIBILITIES

3.1 Responsible Individuals (Identify **responsible** individuals within the program and any partnering individuals/programs):

Select another individual

3.2 Partnering Programs (If this plan is submitted on behalf of another program or collection of programs, indicate those here):

Select another program

4.0 PLAN IMPLEMENTATION AND RESOURCES

4.1 Implementation Plan (Provide an **attainable** implementation plan that outlines the steps needed to accomplish this plan, including a clear timeline of how it will be implemented - less than 330 characters, including spaces):

4.2 Expected Completion Date (Indicate the expected date of completion -- **time-bound** -- of the plan):

4.3 Implementation Plan Rubric:

Includes an implementation plan with outlined steps, clear timeline, and expected date of completion: ○ Yes

Does not include an implementation plan with outlined steps, clear timeline, and expected date of completion: ○ No

4.4 Plan Resource Needs (Provide when, how, and for what the resources will be used to accomplish expected plan results - less than 330 characters, including spaces):

4.5 Plan Resource Needs (Identify any resources that are needed beyond those already provided to the program):

- ☐ Equipment
- ☐ Technology
- ☐ Facilities
- ☐ Personnel
- ☐ Curriculum

5.0 PLAN ASSESSMENT

5.1 Assessment Plan (Provide an assessment plan and specify the method(s) that will be used and how they will be employed to evaluate the effectiveness of this program review plan - less than 440 characters, including spaces):

5.2 Assessment Plan Rubric:

Provides an assessment plan and method(s): ○ Yes

Does not provide an assessment plan and method(s): ○ No

6.0 PROGRESS AS OF THIS PROGRAM REVIEW

6.1 Plan Status (What is the status of this plan?):

Update on plan

6.2 Plan Funding Status (Contact the IPRC chair if this funding status is incorrect)**:**

This plan has not received funding

6.3 Plan Progress (Update progress based on the documented assessment plan. To what extent have the plan objectives been achieved? To what extent has such achievement improved the program? Describe the effect and impact any approved funding requests from prior program review cycles had on your program - less than 770 characters, including spaces):

This plan was not funded through 2012 program review but it was funded by BSI therefore this plan is being closed.

6.4 Percent Complete (Indicate the percent completion of this plan): 100 %

6.5 Plan Close-Out (Do you recommend the close-out of this plan?): ◉ Yes ○ No

To what extent was it completed? Partial, or full? (less than 330 characters, including spaces):

Tutoring and the Writing Center are using these services.

BPC EVALUATION RUBRIC SCORE: 0 **DIVISIONAL EVALUATION RUBRIC SCORE: 0**

Create Form

NOTE: Please Create (Submit) your form first. Thereafter, when editing an existing form, make your changes then **SAVE** (do not re-Submit) your form

Plan Funding Progress:

- ○ This plan has received funding
- ◉ This plan has **not** received funding