**APR Report for 2017-2018  
*2018-2019 Cycle***

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| **Section I: Program Description** |

**IA1. Program (Select your program from the drop down list)**

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| LIB ARTS Liberal Arts w/ Emphasis- Communication AA Degree |

**IA2. Other Program (If your program is not on the above list, write it in here)**

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**IB. Program Lead (Your first and last name)**

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| Heather Silvis |

**IC. Program Mission Statement**

Provide the Program’s Mission Statement.

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| The mission of the AA in Liberal Arts with an Emphasis in Communication is to prepare students to communicate effectively in a variety of situations in future educational and career settings being aware and sensitive to diversity. |

**ID. Program Summary**

Provide a brief summary on the current status of the program being reviewed.

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| The disciplines included in the required courses for the AA in Liberal Arts with an Emphasis in Communication include: Business, Communication, English, Journalism, Philosophy, Spanish and Speech. There are currently no Communication or Journalism courses being offered at Taft College, and most of these courses have already been discontinued/ inactivated or are on the verge of being discontinued by the Chancellor’s office, because they have not been taught since Fall 2017. This leaves the program having only Business, English, Philosophy, Spanish and Speech as offerings towards earning a degree with an emphasis in Communication. The program had 166 declared majors in Spring 2018 and 46 degrees were awarded in Spring 2018. The major counts have increased from 158 to 166 from 2017-2018, and the award counts increased from 43 to 46 from 2017-2018 respectively. The data shows that the major is growing in popularity and the awards have increased, despite the fact that there were no Journalism courses or Communication courses being offered at the time of this evaluation cycle. The program did not have a full-time Speech professor during the 2017-2018 school year, however the program has a full-time faculty in Speech, as of the 2018-2019 school year, but not Journalism. We need a full time instructor to teach the Journalism classes, however it is uncertain whether the Journalism courses would be sustainable due to prior semesters being cancelled for low enrollment.  Not having a “true” degree that focuses on Communication has not affected enrollment or the awarding of degrees within the program, students can opt to take courses outside of Communication/ Journalism courses to fulfill the requirements of the degree. |

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| **Section II: Looking Back—2017-2018** |

**IIA. Present the Results** (Rubric Criterion 3)

Provide a descriptive summary of the outcomes from the 2017-2018 cycle of program review.

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| \*A full-time professor in Speech/ Journalism was not hired during the 2017-2018 cycle of program review, but was hired during the 2018-2019 cycle.  \*Award counts increased from 43 to 46.  \* The success rate of the Speech classes offered (1511 and 1507) was 97%, which has been consistent since 2014.  \*The success rates in Business 1510 decreased from 85% to 75%.  \*The success rates in Journalism 1510 was 50% before it was discontinued and no longer offered.  \*The success rate of Philosophy 1520 is 94%, a decrease from 99% in 2017.  \*The success rates of the Spanish courses offered were all above 86%, though some variation in success rates in Spanish courses was noted.  \*There was no data provided for the success rates for the English courses in the program.  \*89% of all students who took speech courses met, exceeded, or mastered PSLO #1: Prepare and present clear presentation, 85% met, exceeded or mastered PSLO #2: Evaluate, organize and present information, 89% met, exceeded or mastered PSLO #3: Use cultural contexts to create appropriate presentations, and 84% met, exceeded or mastered PSLO #4: Create evidence based arguments. |

**IIB. Probe the Results: I Wonder . . .** (Rubric Criteria 1, 3)

In this section, judge whether the activities you implemented in 2017-2018 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

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| During 2017-2018, we did not reach our goal entirely. We did not hire a full-time professor to teach communication until 2018-2019, and awards did go up by over 5%, as projected. A Journalism professor was also not hired, so there is no professor employed at the college who is qualified to teach any of the Journalism classes. Overall, I wonder whether the program in its current format is sustainable or relevant. In prior reviews of the program, the necessity of Journalism and Communication courses for the degree to remain relevant was explored, but despite the courses no longer being offered, students still are enrolling in the program and graduating with the degrees. I believe the degree needs to be deactivated or overhauled. |

**IIC. Ideate Innovations: What if . . .** (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2018-2019 outcome measures.

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| Hiring a full time professor in Speech/ Communication may affect the outcomes for 2018-2019, but the discontinuation of Journalism programs, current offerings in Communication (COMM 1510) being deactivated, and no plan for additional Communication courses to be implemented within the 2018-2019 year, make this degree pattern irrelevant. Students are able to take General Education courses that fit in all degree patterns (English 1500, English 1600, Business 1510, Philosophy 1520, Spanish 1601, Spanish 1602, Spanish 2001, Spanish 2002, Speech 1511 and Speech 1507) and earn a degree with an emphasis in Communication without ever taking any Journalism or Communication courses, outside of a Speech class that is a required course for most degree patterns. I believe that this degree is widely sought after, because it mostly only requires students to take courses that fall within General Education guidelines and not require them to focus on a specific area of study. Unless the program is changed, students will continue to use this program as a “fall-back” course. |

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| **Section III: Looking Forward—2018-2019** |

**III. List Your 2018-2019 Goals—Be Quantitative!**

List your 2018-2019 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

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| \*The program as it stands is in serious need of review and revision. I see the following as options for the revision of the course:  Option 1: Discontinue program as the Journalism and Communication courses are no longer being offered, and the college does not have the staff to teach these courses.  Option 2: Change the name of the program to AA in Liberal Arts with an Emphasis in General Studies, as it will then meet the guidelines for a General Studies degree, and additional courses that are already on the General Education Requirements can be added to the course offerings, making it a true “fall-back” degree.  Option 3: Keep the program, and make the following courses a requirement: Speech 1511, Speech 1507, Business 1510, Communication 1510. This would require the reactivation of Communication 1510, which the full-time Speech/ Communication professor could teach. This would offer the students 12 units in actual Communication courses, and they could choose the remaining 6 units from the other courses in the degree pattern. (This option would dramatically affect course enrollment and awards, as it would be a true “communication” degree, and not offer the option of taking only General Education courses)  If the program remains as is, students will graduate with the false impression that they have earned an AA in Liberal Studies with an Emphasis in Communication, when there has been little or no emphasis on Communication at all. This is not in line with the other programs offered at Taft College.  \*An ADT in Communication should be explored, and if viable, progress should be made to add courses in Communication to fulfill this program requirement. Special interest should be focused on whether the addition of courses within an ADT in Communication would affect enrollment in other competing courses. (i.e. If a Rhetoric course were offered, would it affect the enrollment in Philosophy 1520, If an Interpersonal course were offered, would it affect the course enrollment in other Lifelong learning classes). |
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**IVA. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

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| The in-service meeting was helpful in discussing requirements and suggestions on following the rubrics.  An in-person meeting with the department chair of Liberal Arts was helpful in developing a plan for the program.  A meeting with the VPI was critical in discussing the future of the program. |

**IVB. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process would you change and why?

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| I would offer a more in-depth training session for first-time program leads, to eliminate any questions or concerns regarding the process. |