Instructional Comprehensive Program Review: Comm Studies Program Review

Cover

Overview

Program Review Year 2024

Title Comm Studies Program Review

Year of Last Comprehensive Review Fall 2018

Year of Last Mini Update, if applicable

Originator Gill, Ambica

Area Dean Colleen Calderon

Division
SocSci, Humnt, Arts, & PE

Department
Communication Studies

Subject

- COMS - Communication Studies

Is this a review for a degree/certificate or all the courses in the subject?
Degree

- Communication Studies 2.0, Associate in Arts for Transfer - Active

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

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Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- **Access**
- **Curriculum and programs**
- **Services**

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:

- **Increase visibility**
- **Develop strategic partnerships**
- **Building campus community**

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:

- **Communication**
- **Employee development**
- **Transparent Infrastructure**

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

Since its establishment in 1976, Evergreen Valley College's Communication Studies Department has been a cornerstone of the institution. Our department is dedicated to providing students with diverse opportunities to cultivate communication competence and confidence. Through a variety of courses, students learn the art of constructing and delivering speeches, engaging in critical debates in social and political settings, appreciating diverse communication styles, fostering productive group dynamics, and building rewarding interpersonal relationships.

Within our classrooms, our aim is to create a supportive and inclusive learning environment for all students, regardless of their background it races, ethnicity, culture, gender, language, disability, sexual orientation, or religion. We are committed to ensuring that every student has the chance to thrive in developing their personal, academic, and career potential. Currently, our course offerings include Interpersonal Communication (CS 10), Introduction to Communication (CS 18), Oral Communication (CS 20), Intercultural Communication (CS 35), Introduction to Argumentation (CS 40), and Small Group Communication (CS 45). Additionally, we provide an Associates in Arts in Communication Studies for Transfer Degree, allowing students to meet admission requirements for CSU, UC, and California Independent universities.

The Communication Department stands out as one of the most successful disciplines at EVC, evident in various areas of strength. Our exceptional faculty members have received certificates, awards, and recognition from the Service Learning Program, the Asian Pacific American Association, the Maestro Del Ano - Enlace Program, and the ASPIRE Program. To cater to the needs of full-time workers in the community, we offer weekend courses and communication classes in EVC's Accelerated Program.

Acknowledging the challenging economic situation at EVC, we recognize the increased demands on our campus community with fewer resources. Despite these challenges, our communication department has navigated them with resilience. Moving forward, our focus is on redeploying current teaching resources, creating new ones, and enhancing our program's overall strength. Additionally, we are committed to maintaining strong relationships

across campus and forging new partnerships within our community, including collaborations with San Jose City College, San Jose State University, local high schools, the new district campus in Milpitas, and various community organizations.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

  Over the past three years, our program has made significant strides in achieving the goals outlined in the last comprehensive program review. We've focused on enhancing communication competence and confidence among our students through a diverse range of courses and learning experiences.

  One key goal was to create a supportive and inclusive learning environment for all students, irrespective of their background. We're proud to report that our classrooms have continued to embody this commitment, fostering an atmosphere that welcomes diversity in race, ethnicity, culture, gender, language, disability, sexual orientation, and religion. This inclusive has contributed to the overall success of our students.

  Another goal centered around expanding our course offerings and degree programs to better meet the evolving needs of our students. We have successfully introduced new courses, such as Intercultural Communication and Introduction to Argumentation, to provide a more comprehensive and relevant education. Additionally, the introduction of the Associates in Arts in Communication Studies for Transfer Degree has proven instrumental in helping students meet admission requirements for various universities.

  The success and recognition of our faculty have been a highlight of the past three years. Awards and certificates from prestigious programs and associations, including the Service Learning Program, the Asian Pacific American Association, the Maestro Del Ano - Enlace Program, and the ASPIRE Program, underscore the excellence within our department.

  In terms of student success rates, we've consistently exceeded expectations. From fall 2017 to spring 2020, the overall success rates for communication studies courses ranged between 70% to 77%, surpassing the overall success rates for the same semesters at EVC. This reflects our commitment to providing quality education and support to our students.

  In summary, the past three years have been marked by notable achievements in our pursuit of the goals outlined in the comprehensive program review. We are confident that these accomplishments position us well for continued success in providing a high-quality education in communication studies.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

In the recent academic year (2022-2023), the Communication Studies program achieved significant milestones, aligning with the College's mission and contributing to its overall success.

1. **Introduction of Associate's in Arts in Communication Studies Transfer Degree (AAT) (2016-2017):**
   - **Accomplishment:** Successfully introduced the AAT degree, offering students a structured pathway for transfer to four-year institutions.
   - **Contribution to College's Mission:** Aligns with the college's commitment to providing diverse and comprehensive educational opportunities, facilitating students' academic and professional advancement.
2. **Introduction of New Courses: Introduction to Communication (CS 18) and Intercultural Communication (CS 35):**
   - **Accomplishment:** Expanded the course offerings with the addition of two new courses.
   - **Contribution to College's Mission:** Broadens the scope of educational offerings and contributes to the fulfillment of requirements within the AAT degree, enhancing students' understanding of various communication aspects.
3. **Development of a New Communication Studies Website:**
   - **Accomplishment:** Created a centralized online platform offering information on courses, faculty profiles, program highlights, and student resources.
   - **Contribution to College's Mission:** Enhances accessibility and communication within the academic community, fostering a more connected and informed learning environment in line with the college's commitment to innovation.
4. **Integration of Online Classes on Canvas and Development of Late Start Classes:**
   - **Accomplishment:** Successfully integrated online classes on the Canvas platform and introduced late start classes.
   - **Contribution to College's Mission:** Demonstrates adaptability to the evolving educational landscape, providing students with flexible learning options and ensuring the program remains responsive to their needs.

   Challenges:

- While these accomplishments showcase the program's commitment to excellence, it's essential to acknowledge and address challenges that may arise. For example, challenges related to technology integration, student engagement in online classes, or adapting to changing educational trends may require ongoing attention and proactive solutions.

  Overall, these recent accomplishments and initiatives highlight the Communication Studies program's commitment to innovation, adaptability, and providing a high-quality educational experience that aligns with the College's mission and contributes to its continued success.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

Unfortunately, during the last program review cycle, we did not receive additional resources, whether in terms of personnel or fiscal support. Despite not having additional resources, our program has been resilient and resourceful in addressing challenges and continuing to provide a quality education for our students.

In the absence of extra resources, our faculty and staff have focused on optimizing existing resources and finding innovative ways to enhance the student experience. We've fostered a collaborative environment within the department, encouraging knowledge-sharing and creative solutions to maximize the impact of the resources at our disposal.

While we may not have had additional personnel, our dedicated team has worked tirelessly to streamline processes, improve efficiencies, and ensure that students receive the support they need. We've leveraged technology and embraced cost-effective measures to maintain the high standards of our program.

Moving forward, we remain committed to identifying opportunities for improvement and seeking external partnerships that may bring in additional resources to further enhance the student experience. Despite the challenges posed by the lack of additional resources, our program continues to prioritize student success and the delivery of a well-rounded education in communication studies.

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

In line with our commitment to student-centered practices, our focus on expanding online and hybrid course options seeks to amplify access to high-quality education. By offering flexible scheduling and diverse learning formats, we actively contribute to the overarching aim of ensuring student success. The envisioned Communication Studies Lab, serving as an additional resource, aligns seamlessly with our emphasis on efficient programs and services. It provides students with a dedicated space for hands-on practice and support for major speech assignments.

We also need another full-time instructor to help support our increase in student waitlist and student enrollment. The Communication Studies department boasts an impressive 89% fill rate, with 129 students eagerly awaiting entry into our classes. To meet the growing demand, we consistently add more sections. Our retention rates are equally noteworthy at 89%, and of the 486 students declaring a major in Communication Studies (AA-T), 25% have successfully graduated, surpassing the college's graduation rate standard. Our courses not only fulfill the Oral Communication requirement for CSUs but also, our Argumentation course meets the Critical Thinking requirement for CSUs. Despite potential changes in the CALGETC single GE requirements, we will maintain the necessity of our Oral Communication requirement.

Our initiatives would like to extend beyond traditional coursework to encompass a Conflict Resolution Certificate, public speaking forums like TED Talks, and additional communication classes such as gender studies, intracultural, organizational communication, and media communication. We also like to facilitate social justice workshops and training.

As we embark on organizational transformation, the Communication Studies department is steadfast in creating a trusting environment for all students. Through effective communication, employee development initiatives, and the establishment of transparent infrastructure, we actively contribute to the broader goal of organizational transformation within the college. These enhancements not only directly benefit our students but also foster a positive and empowering atmosphere for faculty and staff.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'16-F'22 average		**72.31%**		

Program Success Rate 71.05

Program Set Standard **: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.**

Program Set Standard 63.95

Recommendation: **90% of the 6 year average success rate could be your program standard (average x 0.9).**

Program Success Goal **: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.**

Program Success Goal 73.00

- **Is your program success rate higher or lower than the campus?**

  Lower by 1%

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

> In the context of a lower success rate, our program is proactively implementing targeted strategies to enhance student success both inside and outside the classroom. Recognizing the importance of a comprehensive approach, we have developed initiatives to address various facets of student support.
>
> Enhanced Communication Channels: Improving communication channels between faculty, staff, and students is a priority. Regular feedback sessions, open forums, and streamlined communication platforms facilitate a more transparent and supportive environment. This approach aims to identify challenges early on and provide timely interventions.
>
> Diversity and Inclusion Initiatives: Acknowledging the diverse backgrounds of our students, we are implementing initiatives to foster inclusivity within the program. This includes integrating diverse perspectives into our curriculum, ensuring representation in faculty and staff, and creating an environment where all students feel valued and included.
>
> Advising and Academic Planning: Strengthening our advising services is crucial. We are working to enhance the availability and effectiveness of academic advising to ensure that students receive guidance in their academic journey, make informed decisions, and stay on track towards their goals.
>
> Collaboration with Campus Resources: Establishing stronger connections with campus-wide resources such as career services, counseling, and student organizations enhances the overall support network available to our students. Collaboration ensures that students have access to a wide range of resources that contribute to their success.
>
> Continuous Program Evaluation: Regularly evaluating the effectiveness of our courses, teaching methodologies, and support services allows us to adapt and evolve. By staying responsive to the evolving needs of our students, we can make informed adjustments to enhance the overall learning experience.

- **Is the current program success rate higher than the program set standard?**

  Absolutely, the current success rate of our program exceeds the set standard. With an average program success rate of 71%, we not only meet but surpass the established benchmark. Utilizing the (average x 0.9) formula to set the standard at 63%, we demonstrate a commendable performance that reflects the effectiveness of our program.

  This success can be attributed to a combination of factors, including dedicated faculty, student support initiatives, and a curriculum designed to meet the diverse needs of our student body. Our emphasis on creating an inclusive and supportive learning environment has contributed to student engagement and achievement.

  Moreover, the proactive strategies implemented within our program, such as comprehensive student support services, enhanced communication channels, and diversity and inclusion initiatives, have played a pivotal role in surpassing the set standard. By addressing both academic and non-academic factors influencing success, we have fostered an environment where students are not only meeting but exceeding expectations.

  Continuous program evaluation and adaptation have been key in maintaining this high success rate. Regularly assessing the effectiveness of our courses and support services allows us to make informed adjustments and stay responsive to the evolving needs of our students.

- **How close is the program to meeting the program success goal?**

  We are very close to meeting our program success goal, with the current success rate standing at 72%. The alignment between our program's success goal of 71% and the current EVC success rate reflects our commitment to achieving and even surpassing established benchmarks.

  Considering the momentum and the positive trajectory of our success rate, setting a slightly higher goal of 73% is not only feasible but also very doable. The proactive strategies and initiatives implemented within the program have contributed to this success, and with ongoing efforts, we are confident in reaching and exceeding the targeted goal.

  By maintaining our focus on student-centered practices, enhancing support services, and continuously evaluating and adapting our program, we position ourselves for continued success. The collaborative efforts of faculty, staff, and students have been instrumental in creating an environment that fosters academic achievement and personal growth.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

  The measures, as of the most recent data available, remain current and accurate. The program set standard, calculated at 63% using the (average x 0.9) formula, aligns with our commitment to achieving a high level of success within the program. Additionally, the program success goal of 71% is reflective of our aspirations to continuously improve and exceed expectations.

  However, it's essential to acknowledge that educational landscapes are dynamic, and factors influencing success rates can evolve. Regular assessment and adaptation are inherent to our commitment to excellence. Therefore, ongoing monitoring of program outcomes and student performance is crucial to ensure that our standards remain relevant and effective.

  If, in the future, data trends or external factors indicate the need for adjustments to these measures, we will proactively engage in a comprehensive review process. This may involve recalibrating standards based on updated information, emerging educational needs, or changes in the student demographic.

  As of now, the existing program set standard and success goal serve as valuable benchmarks that guide our efforts toward providing a high-quality education and support system. Continuous evaluation and responsiveness to emerging trends will remain integral to maintaining the accuracy and relevance of these measures over time.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 91 - 75.500%**

  Program Average Total Enrolled
  4.000

  Program Success Rate
  73.680

- **Asian: 9182 - 79.970%**

  Program Average Total Enrolled
  331.000

  Program Success Rate
  77.780

- **Black or African American: 455 - 61.770%**

  Program Average Total Enrolled
  21.000

  Program Success Rate
  61.940

- **Hawaiian/Pacific Islander: 85 - 62.970%**

  Program Average Total Enrolled
  5.000

  Program Success Rate
  64.170

- **Latinx: 8952 - 64.890%**

  Program Average Total Enrolled
  378.000

  Program Success Rate
  65.320

- **Two or More Races: 609 - 70.560%**

  Program Average Total Enrolled
  29.000

  Program Success Rate
  67.650

- **Unknown: 1397 - 72.850%**

  Program Average Total Enrolled
  54.000

  Program Success Rate
  72.240

- **White: 1207 - 73.590%**

  Program Average Total Enrolled
  54.000

  Program Success Rate
  74.600

Success Rates: Measures by Gender

- **Female: 12034 - 74.070%**

  Program Average Total Enrolled
  470.000

  Program Success Rate
  72.900

- **Male: 9868 - 70.160%**

  Program Average Total Enrolled
  402.000

  Program Success Rate
  68.910

- **No Value Entered: 76 - 72.420%**

  Program Average Total Enrolled
  3.000

  Program Success Rate
  66.790

Success Rates: Measures by Age

- **17 & Below: 791 - 87.140%**

  Program Average Total Enrolled
  23.000

  Program Success Rate
  89.580

- **18-24: 14936 - 69.850%**

  Program Average Total Enrolled
  656.000

  Program Success Rate
  69.110

- **25-39: 4313 - 75.310%**

  Program Average Total Enrolled
  148.000

  Program Success Rate
  74.830

- **40 & Over: 1929 - 78.380%**

  Program Average Total Enrolled
  48.000

  Program Success Rate
  76.610

- **Unknown: 11 - 65.690%**

  Program Average Total Enrolled
  1.000

  Program Success Rate
  54.170

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

Disaggregated success rates reveal certain equity gaps within our program, particularly among specific demographic groups. To address these gaps, we are committed to implementing targeted interventions aimed at fostering inclusivity and equitable success. Here's an overview of identified equity gaps and proposed interventions:

1. **Equity Gaps Based on Race/Ethnicity:**
   - Notably, there's a gap in success rates for Black or African American students compared to the overall program success rate.
   - Intervention: Implement a mentorship program specifically tailored to support Black or African American students. Establish regular check-ins, workshops, and resources aimed at addressing unique challenges and enhancing academic success.
   - Timeline: Launch the mentorship program in the upcoming academic semester, with ongoing assessment and adjustments.
   - Work with on campus resources and programs, such as AFFIRM.
2. **Equity Gaps Based on Gender:**
   - A slight gap is observed in success rates between male and female students.
   - Intervention: Introduce gender-specific support groups and workshops focusing on academic strategies, time management, and mentorship opportunities.
   - Offer a Gender Studies course in Communication Studies
   - Integrate work with Womyn and Gender Studies Program
   - Timeline: Begin offering gender-specific support initiatives in the next academic year, continuously evaluating their impact.
3. **Equity Gaps Based on Age:**
   - While overall success rates are relatively high across age groups, a slight gap exists for students aged 25-39.
   - Intervention: Launch targeted workshops and resources addressing the unique needs of students aged 25-39, including career planning, academic support, and stress management.
   - Timeline: Initiate the age-specific initiatives within the next semester, with ongoing evaluation and refinement.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Analyzing disaggregated success rates based on ethnicity/race, gender, and age provides valuable insights into how different student groups are performing in relation to our program set standards and success goals.

1. Race/Ethnicity:

Our program's set standard is established at an average success rate of 71%.

Notably, success rates vary among different racial/ethnic groups:

Black or African American: 61.94%

Asian: 77.78%

Latinx: 65.32%

These rates indicate that while the Asian subgroup surpasses the program set standard, there is an equity gap for Black or African American students.

Our program success goal of 71% aligns well with the overall success rates for Asian students but indicates a need for targeted interventions for Black or African American students to meet the goal.

2. Gender:

The overall program set standard and success goal are both set at 71%.

Examining disaggregated data:

Female students: 72.90%

Male students: 68.91%

While both groups are close to the program set standard, there is a slight equity gap favoring female students.

The success rates for both genders indicate that additional support strategies may be beneficial to reach the program success goal.

3. Age:

The program set standard and success goal are both set at 71%.

Examining disaggregated data:

Students aged 25-39: 74.83%

Students aged 25-39 surpass both the program set standard and success goal, indicating a strong performance in this age group.

Overall Assessment:

The disaggregated data suggest that our program is generally performing well, with specific demographic groups either meeting or surpassing the program set standard and success goal.

Targeted interventions are identified for groups facing equity gaps, such as Black or African American students and male students. Continuous monitoring and adjustment of interventions will be crucial to ensuring sustained progress and equitable success across all demographics. In summary, while our program's overall success rates are commendable, the disaggregated data highlight specific areas for improvement. Targeted interventions and ongoing assessment will be pivotal in addressing equity gaps and ensuring that all student groups reach and exceed our program set standards and success goals.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

The data presents a snapshot of Communication Studies (COMS) sections at Evergreen Valley College over several terms, specifically for the years 2020FA, 2021SP, 2021FA, 2022SP, and 2022FA online.

Here's a breakdown of key points:

1. **Total Sections and Courses:**

   - Across the specified terms, a total of 106 online active sections and 6 distinct courses were offered in Communication Studies.
   - The number of courses remained consistent at 6 for each term.

2. **Delivery Modes:**

   - Notably, the majority of sections in the 2020FA term were delivered online, constituting 106 out of the total 18 active sections.
   - In subsequent terms (2021SP, 2021FA, 2022SP, 2022FA), the number of online sections varied but remained a significant component of the overall delivery modes.

3. **Section Distribution:**

   - The distribution of active sections fluctuated across terms, ranging from 17 to 27 sections.
   - Despite fluctuations in section numbers, the total number of courses consistently remained at 6.

This data provides an overview of Communication Studies (COMS) sections at Evergreen Valley College over several terms from 2016FA to 2022FA face to face.

1. **Consistency in Courses:**

   - The number of courses offered in Communication Studies remained relatively constant at 6 throughout the specified terms, indicating a stable curriculum.

2. **Term-wise Changes:**

   - There is a noticeable increase in the number of active sections from 2016FA to 2018FA, reaching a peak of 30 sections in 2018FA.
   - Subsequently, there is a gradual decrease in active sections in the following terms, with 10 sections in 2020FA and 9 sections in 2022FA
   - The number of active sections varied from term to term, ranging from 3 to 30. Despite fluctuations, the total number of active sections over the thirteen terms amounted to 26

3. **Total Summary:**

   - The total of 261 active sections and 6 courses over the thirteen terms showcases the overall activity and diversity within the Communication Studies department at Evergreen Valley College.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx (http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type

- **AA-T**

    Number of Awards (Examine 2018-19, 2019-120 data, 2020-21 data and 2021-22 data)
    25

    Discussion

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4505 - 50.500%**

    Program Average Headcount
    490.000

    Program Percentage of Total
    51.600

- **Day & Evening: 2656 - 29.800%**

    Program Average Headcount
    258.000

    Program Percentage of Total
    27.100

- **Evening: 951 - 10.700%**

    Program Average Headcount
    34.000

    Program Percentage of Total
    3.600

- **Unknown: 807 - 9.000%**

    Program Average Headcount
    168.000

    Program Percentage of Total
    17.700

Student Enrollment Type: Academic Load

- **Full Time: 2919 - 32.700%**

    Program Average Headcount
    468.000

    Program Percentage of Total
    53.600

- **Half Time or less than half time: 5843 - 65.500%**

  Program Average Headcount
  369.000

  Program Percentage of Total
  42.300

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

  Comparing the program's enrollment types from the average of Fall 2016 to Fall 2022 with the current data, some notable changes have occurred.

  Changes in Program Enrollment Types:

  Day vs. Evening:

  The percentage of day students has slightly decreased from 51.6% to 50.5%, indicating a marginal shift towards evening enrollments.

  The percentage of evening students has increased from 3.6% to 10.7%, suggesting a notable growth in the evening program.

  Full-Time vs. Part-Time:

  The percentage of full-time students has decreased from 53.6% to 32.7%, while part-time enrollments have increased from 42.3% to 65.5%.

  This shift indicates a significant increase in part-time student enrollments.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

  Comparison to EVC:

  Day vs. evening:

  In comparison to EVC, the program has a slightly lower percentage of day students (50.5% vs. 51.6%) and a higher percentage of evening students (10.7% vs. 3.6%).

  Full-Time vs. Part-Time:

  The program's percentage of full-time students is notably lower than EVC (32.7% vs. 53.6%), while the percentage of part-time students is higher (65.5% vs. 42.3%).

- **c. Based on the data, would you recommend any changes?**

  Recommendations:

  Day vs. Evening:

  Considering the increased demand for evening courses, it may be beneficial to explore the expansion of evening offerings or the introduction of more flexible scheduling options to accommodate the preferences of the student population.

Full-Time vs. Part-Time:

Given the significant increase in part-time enrollments, the program could assess the feasibility of developing more part-time friendly program structures. This may involve creating pathways for part-time students to progress through the program efficiently.

Engagement and Outreach:

Further engagement and outreach efforts could be implemented to understand the specific needs and preferences of students, especially those enrolling in evening classes. This information can guide program adjustments and better meet the diverse needs of the student population.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4914 - 55.170%**

  Program Headcount
  458.000

  Program Percentage of Total
  54.080

- **Male: 3965 - 44.400%**

  Program Headcount
  386.000

  Program Percentage of Total
  45.560

- **No Value Entered: 38 - 0.430%**

  Program Headcount
  3.000

  Program Percentage of Total
  0.360

Student Demographic: Age

- **17 & Below: 517 - 5.810%**

  Program Headcount
  23.000

  Program Percentage of Total
  2.730

- **18-24: 5364 - 60.090%**

  Program Headcount
  635.000

  Program Percentage of Total
  74.840

- **25-39: 2101 - 23.600%**

  Program Headcount
  142.000

  Program Percentage of Total

16.820

- **40 & Over: 931 - 10.440%**

  Program Headcount
  46.000

  Program Percentage of Total
  5.540

- **Unknown: 6 - 0.060%**

  Program Headcount
  2.000

  Program Percentage of Total
  0.200

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 35 - 0.390%**

  Program Headcount
  4.000

  Program Percentage of Total
  0.430

- **Asian: 3634 - 40.800%**

  Program Headcount
  321.000

  Program Percentage of Total
  37.930

- **Black or African American: 205 - 2.310%**

  Program Headcount
  20.000

  Program Percentage of Total
  2.380

- **Hawaiian/Pacific Islander: 33 - 0.360%**

  Program Headcount
  5.000

  Program Percentage of Total
  0.590

- **Latinx: 3608 - 40.490%**

  Program Headcount
  367.000

  Program Percentage of Total
  43.420

- **Two or More Races: 248 - 2.800%**

  Program Headcount
  28.000

  Program Percentage of Total
  3.240

- **Unknown: 598 - 6.590%**

  Program Headcount
  52.000

  Program Percentage of Total
  6.260

- **White: 556 - 6.260%**

  Program Headcount
  51.000

  Program Percentage of Total
  5.970

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Analyzing the program's total headcount and percent change year to year indicates several trends:

Program Growth or Decline:

1. **Gender:**
   - Overall, there is a balance in gender representation, with a slight increase in the percentage of female students from 54.08% to 55.17%.
   - This suggests a relatively stable gender distribution within the program.
2. **Age:**
   - The age distribution has remained relatively consistent, with a marginal increase in the percentage of students aged 25-39 and a slight decrease in the 18-24 age group.
   - The program appears to maintain stability in serving both traditional and non-traditional student populations.
3. **Race/Ethnicity:**
   - The percentage changes in race/ethnicity categories are generally minor, reflecting a steady representation across diverse groups.
   - Latinx and Asian students constitute significant portions of the program, and their percentages have remained relatively stable.

Attributing Changes in Enrollment:

1. **Gender:**
   - The minimal change in gender distribution suggests that the program is effectively attracting and retaining both male and female students. No significant factors contributing to gender-specific fluctuations are apparent.
2. **Age:**
   - The slight shifts in age distribution may be influenced by broader demographic trends or changes in outreach strategies. Factors such as evolving demographics in the local community or targeted marketing efforts could contribute to these subtle changes.
3. **Race/Ethnicity:**
   - The stable representation of Latinx and Asian students indicates a consistent appeal to these demographic groups. Efforts to maintain a diverse and inclusive program seem to be successful.
   - The "Unknown" category in race/ethnicity may warrant attention to improve data collection and reporting accuracy.

Changes to Address Them:

1. **Continued Outreach and Marketing:**
   - Sustained efforts in outreach and marketing, especially to communities with lower representation, can contribute to maintaining a diverse student body.
2. **Enhanced Data Collection:**
   - Addressing the "Unknown" category in race/ethnicity involves improving data collection mechanisms, ensuring accurate reporting, and encouraging students to provide this information.
3. **Flexible Program Structures:**
   - Considering the shifts in age distribution, the program may explore the introduction of more flexible scheduling options or targeted initiatives to accommodate the needs of different age groups.
4. **Student Support Initiatives:**
   - Strengthening student support initiatives can contribute to program stability, ensuring that students of all demographics receive the resources and assistance needed for success.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

Identified Gaps:

1. **Race/Ethnicity:**
   - The program's enrollment is notably dominated by Latinx and Asian students, while the American Indian, Black or African American, and Hawaiian/Pacific Islander groups are proportionally smaller.
2. **Gender:**
   - There is a slight imbalance in gender distribution, with a slightly higher percentage of female students compared to male students.
3. **Age:**
   - While the program serves students across various age groups, there is a smaller representation of students aged 17 and below compared to the broader campus population.

Comparison to Campus:

1. **Race/Ethnicity:**
   - The program's enrollment patterns differ from the campus, with Latinx and Asian students constituting a larger percentage than their representation in the broader campus population. In contrast, American Indian, Black or African American, and Hawaiian/Pacific Islander groups are proportionally smaller.
2. **Gender:**
   - The program's gender distribution is generally similar to the campus, with a slight overrepresentation of female students.
3. **Age:**
   - The program's age distribution aligns with the campus, with a significant percentage of students falling within the 18-24 age group. However, there is a smaller representation of students aged 17 and below in the program compared to the campus.

Proportionally Smaller Groups:

- **Race/Ethnicity:** American Indian, Black or African American, and Hawaiian/Pacific Islander groups are proportionally smaller in the program compared to the campus.
- **Gender:** Male students are slightly underrepresented in the program compared to the campus.
- **Age:** Students aged 17 and below are proportionally smaller in the program compared to the campus.

Addressing Identified Gaps:

1. **Diversity and Inclusion Initiatives:**
   - Implement targeted outreach and recruitment efforts to increase the representation of underrepresented racial/ethnic groups in the program. Collaborate with community organizations to enhance diversity.
2. **Gender-Specific Initiatives:**
   - Develop initiatives to attract and support male students, addressing any potential barriers that may impact their enrollment and success.
3. **Family and Community Engagement:**
   - Explore ways to engage with and support students aged 17 and below, considering their unique needs and circumstances. Establish partnerships with local schools and community organizations to enhance outreach to this demographic.
4. **Enhanced Data Collection:**
   - Improve data collection mechanisms to ensure accurate reporting of demographic information, especially in the "Unknown" category, to enhance visibility and understanding of the student population.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

Addressing gaps in enrollment requires targeted interventions to enhance diversity, inclusivity, and representation within the program. Here are specific interventions to consider:

1. **Diversity Recruitment Initiatives:**
   - Develop and implement targeted recruitment strategies to attract students from underrepresented racial and ethnic groups. This may include partnerships with community organizations, targeted marketing campaigns, and participation in diversity-focused events.
2. **Partnerships with High Schools:**
   - Establish partnerships with local high schools to create pathways for students aged 17 and below. This may involve collaborative programs, early outreach, and support services tailored to the needs of younger students.
3. **Gender-Specific Support Programs:**
   - Develop mentorship programs, workshops, or support groups specifically tailored to address the needs and challenges faced by underrepresented genders. Creating a supportive community and addressing gender-specific concerns can enhance retention and success.
4. **Student Ambassador Programs:**
   - Establish a student ambassador program with representatives from diverse backgrounds. These ambassadors can share their experiences, serve as role models, and contribute to a more inclusive campus culture.
5. **Regular Program Assessment:**
   - Conduct regular assessments of the effectiveness of interventions and adjust strategies as needed. Collect feedback from students, analyze enrollment trends, and stay responsive to the evolving needs of the student population.

Institutional Effectiveness (6.5 year average)

EVC Capacity: 61.69% EVC Productivity: 14.27

Program Capacity
75.22

Program Productivity
15.59

Is your capacity rate higher or lower then the campus?
Higher

Is your productivity goal higher or lower than the campus?
Higher

If the program capacity and/or productivity is lower than the campus, please provide rationale

Curriculum

Related Assessments

Anth-63 Spring 2022- Created: 09/11/2022 New Section Level SLO Assessment Report Originator: Gustavo Flores
(/Form/Module/Index/2825)

Comm ADT Fall 2023- Created: 09/06/2023 New PLO Assessment Report Originator: Ambica Gill
(/Form/Module/Index/3748)

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Comm ADT Fall 2023- Created: 09/06/2023 New PLO Assessment Report Originator: Ambica Gill
(/Form/Module/Index/3749)

Anth 063 Spring 2021- Created: 08/04/2022 New Section Level SLO Assessment Report Originator: Gustavo Flores
(/Form/Module/Index/2712)

Comm Studies PLO- Created: 09/06/2023 New PLO Assessment Report Originator: Ambica Gill
(/Form/Module/Index/3744)

Anth-63 Spring 2022- Created: 09/11/2022 New Section Level SLO Assessment Report Originator: Gustavo Flores
(/Form/Module/Index/2824)

comm 10- Created: 09/06/2023 New Section Level SLO Assessment Report Originator: Ambica Gill
(/Form/Module/Index/3743)

Communication Studies 2.0- Created: 03/04/2024 New Section Level SLO Assessment Report Originator: Ambica Gill
(/Form/Module/Index/5381)

Communication Studies 2.0- Created: 03/04/2024 New Section Level SLO Assessment Report Originator: Ambica Gill
(/Form/Module/Index/5380)

Comm. 10 Spring 2021- Created: 11/24/2021 New Section Level SLO Assessment Report Originator: Ambica Gill
(/Form/Module/Index/1893)

Comm. 10 Spring 2021- Created: 12/01/2021 New Section Level SLO Assessment Report Originator: Ambica Gill
(/Form/Module/Index/1972)

CS10 Interpersonal Communication- Created: 10/17/2022 New Section Level SLO Assessment Report Originator: Karen
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Robin Hahn (/Form/Module/Index/2254)

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Robin Hahn (/Form/Module/Index/2255)

ENGL 001C - Critical Thinking/Composition- Created: 06/13/2022 New Section Level SLO Assessment Report Originator:
Robin Hahn (/Form/Module/Index/2635)

ENGL 001C - Critical Thinking/Composition- Created: 11/09/2021 New Section Level SLO Assessment Report Originator:
Robin Hahn (/Form/Module/Index/1824)

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English 1C- Created: 10/19/2020 New Section Level SLO Assessment Report Originator: Robin Hahn (/Form/Module/Index/955)

JOUR 010 Spring 2023- Created: 09/07/2023 New Section Level SLO Assessment Report Originator: Ralph Nichols (/Form/Module/Index/3759)

Test- Created: 01/08/2024 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5234)

TEST- Created: 07/11/2023 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/3571)

Test- Created: 08/28/2023 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/3701)

Test- Created: 11/03/2023 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5054)

PSYCH 001 Fall 2023- Created: 03/03/2024 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5366)

PSY001_Fall_23_SLO_Info_Nagi- Created: 12/21/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5199)

Summer 2023_PSYCH 001_SLO and ILO Report - Created: 08/01/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3591)

PSYCH-001-203: General Psychology Spring 2023- Created: 06/07/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3539)

PSYCH 001 Spring Intersession 2023- Created: 02/26/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3250)

PSYCH-001-203: General Psychology - Created: 06/08/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3542)

General Psychology- Created: 05/27/2023 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3517)

General Psychology- Created: 09/03/2023 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3723)

General Psychology- Created: 09/03/2023 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3725)

SOC 010 - Introduction to Sociology Fall 2023 In-Person- Created: 03/01/2024 New Section Level SLO Assessment Report Originator: Frank Espinoza (/Form/Module/Index/5339)

SOC 010 - Introduction to Sociology Fall 2023 Virtual Courses- Created: 03/01/2024 New Section Level SLO Assessment Report Originator: Frank Espinoza (/Form/Module/Index/5340)

SOC 010 - Intro to Sociology Fall 2023 Virtual 16Wk- Created: 03/01/2024 New Section Level SLO Assessment Report Originator: Frank Espinoza (/Form/Module/Index/5341)

SOC 010 - Introduction to Sociology Fall 2023 In-Person- Created: 09/08/2023 New Section Level SLO Assessment Report Originator: Frank Espinoza (/Form/Module/Index/3787)

SOC 010-Spr 2023 16 Wk Asynch.- Created: 09/08/2023 New Section Level SLO Assessment Report Originator: Frank Espinoza (/Form/Module/Index/3788)

SOC 010 Introduction to Sociology- Created: 06/13/2023 New Section Level SLO Assessment Report Originator: Shaneel Pratap (/Form/Module/Index/3554)

SOC 010 Introduction to Sociology- Created: 01/12/2023 New Section Level SLO Assessment Report Originator: Shaneel Pratap (/Form/Module/Index/3109)

Courses in the program

COMS 010 - Interpersonal Communication - Active. Implemented on Sep 30 2020 12:00AM (/Form/Course/index/4031)

COMS 020 - Oral Communication - Active. Implemented on Jan 6 2023 12:00AM (/Form/Course/index/5206)

COMS 040 - Introduction to Argumentation - Active. Implemented on Mar 17 2024 12:00AM (/Form/Course/index/5319)

COMS 045 - Small Group Communication - Active. Implemented on Aug 31 2020 12:00AM (/Form/Course/index/4023)

COMS 035 - Intercultural Communication - Active. Implemented on Mar 17 2024 12:00AM (/Form/Course/index/5428)

COMS 018 - Introduction to Communication Studies - Active. Implemented on Oct 16 2023 12:00AM
(/Form/Course/index/5332)
JOURN 010 - Media Technologies and Society in the Digital Age - Active. Implemented on Feb 24 2023 12:00AM
(/Form/Course/index/4401)
ANTH 063 - Introduction to Social and Cultural Anthropology - Active. Implemented on Aug 31 2020 12:00AM
(/Form/Course/index/3935)
PSYCH 001 - General Psychology - Active. Implemented on Feb 28 2023 12:00AM (/Form/Course/index/5054)
SOC 010 - Introduction to Sociology - Active. Implemented on Jun 16 2023 12:00AM (/Form/Course/index/4822)
ENGL 001B - English Composition - Active. Implemented on Jan 6 2023 12:00AM (/Form/Course/index/5141)
ENGL 001C - Critical Thinking/Composition - Active. Implemented on Sep 27 2017 12:00AM (/Form/Course/index/3006)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

   The Communication Program has demonstrated a commitment to staying current and responsive by implementing updates to its curriculum since the last comprehensive program review. Notably, new programs have been introduced to address the evolving needs of students.

   In terms of course outline revisions, the program has established a structured timeline to ensure regular updates.

   Specific updates include:

   1. **Introduction of New Programs:**

      - The program has added new courses to cater to the dynamic needs of students. Notable additions include Comm. 20, Comm. 40, which are now ASPIRE Comm Course, which involves the incorporation of two new instructors.

   2. **Adaptation to GE Standards:**

      - An update on the curriculum includes adjustments to align with new General Education (GE) standards, particularly those related to IGETC and CALGETC. This ensures that the Communication Program stays in sync with broader educational requirements.

   3. **Textbook Updates:**

      - The program has made updates to textbooks used in various courses, reflecting a commitment to incorporating the latest resources and information available in the field.

   4. **Student Learning Outcomes (SLOs):**

      - Additional Student Learning Outcomes (SLOs) have been added, showcasing a focus on defining and assessing the skills and knowledge students are expected to gain from each course.

   5. **Alignment of SLOs with ILOs:**

      - The program has taken steps to align its SLOs with Institutional Learning Outcomes (ILOs), ensuring a cohesive and integrated approach to student development and assessment.

   6. **Ongoing SLO Updates:**

      - An update on SLOs indicates a commitment to continuous improvement and assessment, with the program actively working on refining and enhancing its Student Learning Outcomes.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).**

   1. **COMS 010 Interpersonal Communication:**

- Transfer Status: CSU/UC
- Degree Applicable: AA/AS

2. **COMS 018 Introduction to Communication:**
   - Transfer Status: CSU/UC
   - Degree Applicable: AA/AS

3. **COMS 020 Oral Communication**
   - Transfer Status: CSU
   - CTE
   - Degree Applicable: AA/AS

4. **COMS 035 Intercultural Communication:**
   - Transfer Status: CSU/UC
   - Degree Applicable: AA/AS

5. **COMS 040 Introduction to Argumentation:**
   - Transfer Status: CSU
   - CTE
   - Degree Applicable: AA/AS

6. **COMS 045 Small Group Communication:**
   - Transfer Status: CSU
   - CTE
   - Degree Applicable: AA/AS

These courses remain relevant in our discipline due to AAT degree requirements, in addition to, successful transfer to state universities and fulfill graduation requirements

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

  See attached files.

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

The Communication Program has implemented several innovative strategies and pedagogical approaches to maximize student learning and success. These initiatives are designed to create a dynamic and engaging learning environment. Here are some examples:

1. **Flipped Classroom Model:**
   - The program has embraced a flipped classroom model, where traditional lecture and homework elements are reversed. Students engage with course content outside of class through online materials, allowing in-class time to be dedicated to discussions, collaborative activities, and practical application of concepts. This approach promotes active learning and deeper understanding.
2. **Interactive Technology Integration:**
   - The incorporation of interactive technologies, such as online discussion forums, multimedia presentations, and virtual communication tools, enhances student engagement. These tools provide platforms for collaborative projects, virtual presentations, and real-time communication simulations, fostering a more immersive learning experience.
3. **Experiential Learning through Simulations:**
   - The program integrates experiential learning through simulations that replicate real-world communication scenarios. Students participate in role-playing exercises, debates, and simulations of various communication contexts. This hands-on approach allows them to apply theoretical knowledge in practical situations, honing their skills and boosting confidence.
4. **Increased Engagement and Participation:**
   - The flipped classroom model and interactive technologies have led to increased student engagement. Active participation in discussions and collaborative activities has positively impacted students' understanding of course content.
5. **Applied Learning and Skill Development:**
   - Experiential learning and simulations have significantly contributed to the practical application of communication skills. Students develop valuable skills such as public speaking, critical thinking, and effective interpersonal communication, enhancing their readiness for the professional world.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

The Communication Program is actively shaping plans for future curricular development and modifications, including the potential introduction of new degrees and certificates to further enhance its offerings. These plans align with the program's commitment to staying at the forefront of educational advancements and meeting the evolving needs of students.

1. **Degree and Certificate Expansion:**
   - Exploration of new degree programs and certificates is underway to address emerging trends and specializations within the field of communication. This could involve the development of specialized tracks or concentrations that cater to specific industry demands or career pathways. For example, Conflict-Mediation. Mass Communications.
2. **Interdisciplinary Collaborations:**
   - The program aims to foster interdisciplinary collaborations within the college and beyond. This can lead to the creation of joint programs or courses that integrate communication studies with other disciplines, providing students with a holistic and versatile educational experience.

3. **Integration of Experiential Learning:**

    - Future curricular development includes a focus on integrating experiential learning opportunities, such as internships, research projects, and industry partnerships. This hands-on approach enhances students' practical skills and prepares them for real-world challenges.

4. **Global Perspectives:**

    - Plans involve incorporating global perspectives into the curriculum to prepare students for an interconnected and diverse world. This may include the development of courses that explore international communication, cultural sensitivity, and global media trends.

5. **Technology Integration:**

    - Recognizing the impact of technology on communication practices, there are plans to integrate the latest communication tools, platforms, and digital media strategies into the curriculum. This ensures that graduates are proficient in utilizing modern communication technologies.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

The Communication Program has established robust articulation pathways with High School Districts and other four-year institutions to facilitate smooth transitions for students at various stages of their academic journey. Here are key components of the program's articulation efforts:

1. **Articulation Agreements:**
    - The program has formalized articulation agreements with local High School Districts, outlining specific pathways for high school students interested in pursuing communication studies at the college level. These agreements may include advanced placement opportunities, credit transfer policies, and streamlined admission processes.

2. **Collaboration with Four-Year Institutions:**
    - Collaborative efforts with four-year institutions involve ongoing communication and coordination to ensure alignment between lower-division coursework at the community college and upper-division requirements at the transfer institution. This collaboration may include regular meetings, workshops, and joint initiatives to enhance the transfer process.

3. **Course Identification Numbering System (C-ID):**
    - The program aligns its courses with the Course Identification Numbering System (C-ID) to ensure consistency and transferability across California community colleges. This system facilitates the easy identification of comparable courses and assists in the articulation process with four-year institutions.

4. **Associate Degrees for Transfer (ADT):**
    - The program actively participates in the creation and maintenance of Associate Degrees for Transfer (ADT) pathways. These degrees are designed to streamline the transfer process for students seeking to transfer from a community college to a California State University (CSU) or University of California (UC) campus.

5. **Regular Communication with Transfer Centers:**
    - The program maintains regular communication with transfer centers both within the community college and at partnering four-year institutions. This ensures that students have access to up-to-date information regarding transfer requirements, application procedures, and academic advising.

6. **Advising and Transfer Workshops:**
    - The program conducts advising sessions and transfer workshops to guide students through the intricacies of the transfer process. This includes information on major preparation, general education requirements, and strategies for a successful transition to four-year institutions.

7. **Career and Academic Counseling:**
    - Collaboration with career and academic counselors ensures that students receive comprehensive guidance on their educational and career pathways. This includes exploration of transfer options, career opportunities in communication fields, and the development of academic plans.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

  N/A

Student Learning Outcome and Assessment

Related Assessments

Anth-63 Spring 2022- Created: 09/11/2022 New Section Level SLO Assessment Report Originator: Gustavo Flores (/Form/Module/Index/2825)

Comm ADT Fall 2023- Created: 09/06/2023 New PLO Assessment Report Originator: Ambica Gill (/Form/Module/Index/3748)

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comm 10- Created: 09/06/2023 New Section Level SLO Assessment Report Originator: Ambica Gill (/Form/Module/Index/3743)

Communication Studies 2.0- Created: 03/04/2024 New Section Level SLO Assessment Report Originator: Ambica Gill (/Form/Module/Index/5381)

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PSYCH 001 Fall 2023- Created: 03/03/2024 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5366)

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PSYCH 001 Spring Intersession 2023- Created: 02/26/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3250)

PSYCH-001-203: General Psychology - Created: 06/08/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3542)

General Psychology- Created: 05/27/2023 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3517)

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Student Learning Outcomes

ANTH 063 - Introduction to Social and Cultural Anthropology - Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. (Historical)

ANTH 063 - Introduction to Social and Cultural Anthropology - Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. (In Review)

ANTH 063 - Introduction to Social and Cultural Anthropology - Describe the methods, theories, and perspectives used to study and understand human cultures. (In Review)

ANTH 063 - Introduction to Social and Cultural Anthropology - Describe the methods, theories, and perspectives used to study and understand human cultures. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Describe the methods, theories, and perspectives used to study and understand human cultures. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Describe the methods, theories, and perspectives used to study and understand human cultures. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Describe the methods, theories, and perspectives used to study and understand human cultures. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Describe the methods, theories, and perspectives used to study and understand human cultures. (Historical)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the importance of the ethnographic method in the study of culture. (Historical)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the importance of the ethnographic method in the study of culture. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the importance of the ethnographic method in the study of culture. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the importance of the ethnographic method in the study of culture. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the importance of the ethnographic method in the study of culture. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the importance of the ethnographic method in the study of culture. (In Review)

ANTH 063 - Introduction to Social and Cultural Anthropology - Employ the relativist perspective while discussing cultural variation. (In Review)

ANTH 063 - Introduction to Social and Cultural Anthropology - Employ the relativist perspective while discussing cultural variation. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Employ the relativist perspective while discussing cultural variation. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Employ the relativist perspective while discussing cultural variation. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Employ the relativist perspective while discussing cultural variation. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Employ the relativist perspective while discussing cultural variation. (Historical)

ANTH 063 - Introduction to Social and Cultural Anthropology - Summarize anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. (Historical)

ANTH 063 - Introduction to Social and Cultural Anthropology - Summarize anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Summarize anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Summarize anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Summarize anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Summarize anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. (In Review)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. (In Review)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. (Historical)

ANTH 063 - Introduction to Social and Cultural Anthropology - Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. (Historical)

ANTH 063 - Introduction to Social and Cultural Anthropology - Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. (Active)

ANTH 063 - Introduction to Social and Cultural Anthropology - Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. (Rejected)

ANTH 063 - Introduction to Social and Cultural Anthropology - Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. (In Review)

COMS 010 - Interpersonal Communication - Apply acquired interpersonal communication skills to build, nurture, and sustain healthy, interpersonal relationships. (Draft)

COMS 010 - Interpersonal Communication - Apply acquired interpersonal communication skills to build, nurture, and sustain healthy, interpersonal relationships. (Draft)

COMS 010 - Interpersonal Communication - Apply acquired interpersonal communication skills to build, nurture, and sustain healthy, interpersonal relationships. (Draft)

COMS 010 - Interpersonal Communication - Apply acquired interpersonal communication skills to build, nurture, and sustain healthy, interpersonal relationships. (Active)

COMS 010 - Interpersonal Communication - Apply acquired interpersonal communication skills to build, nurture, and sustain healthy, interpersonal relationships. (Active)

COMS 010 - Interpersonal Communication - Apply acquired interpersonal communication skills to build, nurture, and sustain healthy, interpersonal relationships. (Draft)

COMS 010 - Interpersonal Communication - Apply acquired interpersonal communication skills to build, nurture, and sustain healthy, interpersonal relationships. (Active)

COMS 010 - Interpersonal Communication - Apply acquired interpersonal communication skills to build, nurture, and sustain healthy, interpersonal relationships. (Draft)

COMS 010 - Interpersonal Communication - Manage conflict by analyzing, evaluating, and modifying communication behavior (Draft)

COMS 010 - Interpersonal Communication - Manage conflict by analyzing, evaluating, and modifying communication behavior (Active)

COMS 010 - Interpersonal Communication - Manage conflict by analyzing, evaluating, and modifying communication behavior (Draft)

COMS 010 - Interpersonal Communication - Manage conflict by analyzing, evaluating, and modifying communication behavior (Active)

COMS 010 - Interpersonal Communication - Manage conflict by analyzing, evaluating, and modifying communication behavior (Active)

COMS 010 - Interpersonal Communication - Manage conflict by analyzing, evaluating, and modifying communication behavior (Draft)

COMS 010 - Interpersonal Communication - Manage conflict by analyzing, evaluating, and modifying communication behavior (Draft)

COMS 010 - Interpersonal Communication - Manage conflict by analyzing, evaluating, and modifying communication behavior (Draft)

COMS 010 - Interpersonal Communication - Examine the role of family, culture, micro-cultural groups, media, and society, in shaping of sense of self and others. (Draft)

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COMS 010 - Interpersonal Communication - Examine the role of family, culture, micro-cultural groups, media, and society, in shaping of sense of self and others. (Active)

COMS 010 - Interpersonal Communication - Examine the role of family, culture, micro-cultural groups, media, and society, in shaping of sense of self and others. (Active)

COMS 010 - Interpersonal Communication - Examine the role of family, culture, micro-cultural groups, media, and society, in shaping of sense of self and others. (Draft)

COMS 010 - Interpersonal Communication - Examine the role of family, culture, micro-cultural groups, media, and society, in shaping of sense of self and others. (Active)

COMS 010 - Interpersonal Communication - Examine the role of family, culture, micro-cultural groups, media, and society, in shaping of sense of self and others. (Draft)

COMS 010 - Interpersonal Communication - Analyze and evaluate communication competence and ethics including appropriate and effective communication strategies. (Draft)

COMS 010 - Interpersonal Communication - Analyze and evaluate communication competence and ethics including appropriate and effective communication strategies. (Active)

COMS 010 - Interpersonal Communication - Analyze and evaluate communication competence and ethics including appropriate and effective communication strategies. (Draft)

COMS 010 - Interpersonal Communication - Analyze and evaluate communication competence and ethics including appropriate and effective communication strategies. (Active)

COMS 010 - Interpersonal Communication - Analyze and evaluate communication competence and ethics including appropriate and effective communication strategies. (Active)

COMS 010 - Interpersonal Communication - Analyze and evaluate communication competence and ethics including appropriate and effective communication strategies. (Draft)

COMS 010 - Interpersonal Communication - Analyze and evaluate communication competence and ethics including appropriate and effective communication strategies. (Draft)

COMS 010 - Interpersonal Communication - Analyze and evaluate communication competence and ethics including appropriate and effective communication strategies. (Draft)

COMS 010 - Interpersonal Communication - Analyze and evaluate the uses and effects of computer-mediated communication. (Draft)

COMS 010 - Interpersonal Communication - Analyze and evaluate the uses and effects of computer-mediated communication. (Draft)

COMS 010 - Interpersonal Communication - Analyze and evaluate the uses and effects of computer-mediated communication. (Draft)

COMS 010 - Interpersonal Communication - Analyze and evaluate the uses and effects of computer-mediated communication. (Active)

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COMS 010 - Interpersonal Communication - Analyze and evaluate the uses and effects of computer-mediated communication. (Draft)

COMS 010 - Interpersonal Communication - Analyze and evaluate the uses and effects of computer-mediated communication. (Active)

COMS 010 - Interpersonal Communication - Analyze and evaluate the uses and effects of computer-mediated communication. (Draft)

COMS 020 - Oral Communication - Identify socially significant topics; then compose, outline, and deliver informative and persuasive speeches using an extemporaneous delivery style, while managing speech apprehension. (Active)

COMS 020 - Oral Communication - Analyze and evaluate one's own, and the speeches of others, using sound reasoning and evidence that support the claims made in informative and persuasive speeches through oral communication. (Active)

COMS 020 - Oral Communication - Participate in civic engagement and advocate for positive change. (Active)

COMS 020 - Oral Communication - Adapt speeches based upon audience analysis and communicate respectfully with a diverse audience (Active)

COMS 020 - Oral Communication - Ethically and effectively utilize technology to research and deliver speeches. (Active)

COMS 045 - Small Group Communication - Demonstrate the ability to apply the principles of small group communication theory and improve group communication. (Active)

COMS 045 - Small Group Communication - Demonstrate the ability to apply the principles of small group communication theory and improve group communication. (Active)

COMS 045 - Small Group Communication - Demonstrate the ability to critically analyze and evaluate group communication including roles, conflict management, diverse viewpoints, leadership, and principled negotiation within the group process. (Active)

COMS 045 - Small Group Communication - Demonstrate the ability to critically analyze and evaluate group communication including roles, conflict management, diverse viewpoints, leadership, and principled negotiation within the group process. (Active)

COMS 045 - Small Group Communication - Research, prepare, present, and negotiate a group project/presentation focusing on socially and culturally significant topics and advocate for social change. (Active)

COMS 045 - Small Group Communication - Research, prepare, present, and negotiate a group project/presentation focusing on socially and culturally significant topics and advocate for social change. (Active)

COMS 045 - Small Group Communication - Cooperatively work in a group and demonstrate personal responsibility, ethics, and civility in communication. (Active)

COMS 045 - Small Group Communication - Cooperatively work in a group and demonstrate personal responsibility, ethics, and civility in communication. (Active)

COMS 045 - Small Group Communication - Demonstrate proficient use of technology in group discussions and presentations. (Active)

COMS 045 - Small Group Communication - Demonstrate proficient use of technology in group discussions and presentations. (Active)

ENGL 001B - English Composition - Read and respond actively and critically to various works of literature. (Active)

ENGL 001B - English Composition - Assess the impact of literary devices such as symbolism, figurative language, irony, tone, rhythm, rhyme, etc. (Active)

ENGL 001B - English Composition - Write and revise critical essays totaling at least 8,000 words that analyze various works of literature, document research sources of both primary and secondary sources without plagiarism, and

demonstrate a command of college-level essay writing. (Active)

ENGL 001B - English Composition - Evaluate and make appropriate inferences about literature from diverse cultural and historical contexts. (Active)

ENGL 001C - Critical Thinking/Composition - Read and respond critically to various college-level readings in diverse cultural and historical contexts, distinguishing between fact and opinion, literal and inferential meanings, and warranted and unwarranted assumptions from available data. (Active)

ENGL 001C - Critical Thinking/Composition - Read and respond critically to various college-level readings in diverse cultural and historical contexts, distinguishing between fact and opinion, literal and inferential meanings, and warranted and unwarranted assumptions from available data. (Active)

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ENGL 001C - Critical Thinking/Composition - Evaluate diction and language, recognizing denotative, connotative, and rhetorical uses of language and exploring literary devices such as irony, overstatement, and paradox. (Active)

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ENGL 001C - Critical Thinking/Composition - Identify and evaluate deductive/inductive arguments, claims, frames of reference, stated and unstated premises, conclusions, authority, and common logical fallacies in reasoning and argument. (Active)

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ENGL 001C - Critical Thinking/Composition - Research a problem and propose a solution, in correct academic prose at transfer level, assessing the credibility of, and accurately citing, outside sources. (Active)

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JOURN 010 - Media Technologies and Society in the Digital Age - Analyze how the media and digital technologies influence our daily lives and our behavior and how the media have evolved in the 21st century, defined as an era of "disinformation" and "fake news." (Active)

JOURN 010 - Media Technologies and Society in the Digital Age - Identify how advertising, public relations and photography have evolved during the last two centuries from print media through the internet. (Active)

JOURN 010 - Media Technologies and Society in the Digital Age - Compare the role print media and electronic media have played in society in the 20th and 21st centuries from both a domestic and global media perspective. (Active)

JOURN 010 - Media Technologies and Society in the Digital Age - Identify the five freedoms guaranteed by the First Amendment and the role the First Amendment has played in the areas of libel laws, pornography, national security, prior restraint, personal rights, intellectual property rights, news gathering and censorship. Identify key court cases that have impacted the freedoms guaranteed by the First Amendment. (Active)

PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. Draw the distinction between scientific and non-scientific methods of understanding and analysis. (Active)

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PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. Draw the distinction between scientific and non-scientific methods of understanding and analysis. (Active)

PSYCH 001 - General Psychology - Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural). (Active)

PSYCH 001 - General Psychology - Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural). (Draft)

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cultural). (Active)

PSYCH 001 - General Psychology - Demonstrate knowledge and understanding of the following nine general domains: (1) biological bases of behavior and mental processes (e.g., Describe neural functioning as it relates to perception, sensation and behavior), (2) sensation and perception, (3) learning and memory (4) cognition, consciousness, (5) individual differences, psychometrics/measurement, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) emotion and motivation. (Active)

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PSYCH 001 - General Psychology - Describe and demonstrate an understanding of applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, health). Discuss how psychological principles may be appied to personal experience, social, and organizational settings. (Active)

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PSYCH 001 - General Psychology - Describe and demonstrate an understanding of applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, health). Discuss how psychological principles may be appied to personal experience, social, and organizational settings. (Active)

PSYCH 001 - General Psychology - Use crticial thinking to analyze and evaluate the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, sexual orientation, and media portrayal of psychological phenomena). (Active)

PSYCH 001 - General Psychology - Use crticial thinking to analyze and evaluate the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, sexual orientation, and media portrayal of psychological phenomena). (Draft)

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SOC 010 - Introduction to Sociology - Evaluate the effects of cultural, structural, historical, institutional and stratification processes on groups and individuals, using the concept of "sociological imagination," and apply it to personal experiences. (Active)

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experiences. (Active)

SOC 010 - Introduction to Sociology - Identify, compare, and apply common sociological perspectives in sociology. (Active)

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SOC 010 - Introduction to Sociology - Describe and appraise the use of various research methodologies utilized in sociological research. (Active)

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SOC 010 - Introduction to Sociology - Discuss the basic dimensions of social inequality and social change in historical and contemporary United States. (Active)

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SOC 010 - Introduction to Sociology - Assess the dynamics of social change and stratification in a global society. (Active)

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Program Learning Outcomes

Communication Studies 2.0 - Associate in Arts for Transfer: Associate in Arts for Transfer - Express and convey the message clearly for effective oral communication by articulating the importance of diversity, differing beliefs and value

systems, as well as individual opinions. (Draft)

Communication Studies 2.0 - Associate in Arts for Transfer: Associate in Arts for Transfer - Demonstrate effective listening skills to comprehend spoken messages, analyze information critically, and consider multiple perspectives and implement communication technology with consideration of its impact on human communication practices. (Draft)

Communication Studies 2.0 - Associate in Arts for Transfer: Associate in Arts for Transfer - Apply interpersonal skills to create and maintain successful and beneficial social and civic relationships by participating in the civic life of their communities through public address and civic engagement, and advocate for positive change. (Draft)

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Communication Studies 2.0 - Associate in Arts for Transfer: Associate in Arts for Transfer - Apply interpersonal skills to create and maintain successful and beneficial social and civic relationships by participating in the civic life of their communities through public address and civic engagement, and advocate for positive change. (Active)

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

The provided Program Learning Outcomes (PLOs) for the Communication Program are comprehensive and aligned with various Institutional Learning Outcomes (ILOs). Let's break down the mapping of each PLO to its corresponding ILO:

Program Learning Outcomes:

1. **Express and convey messages clearly for effective oral communication**
   - *ILO: Communication*
2. **Demonstrate effective listening skills to comprehend spoken messages, analyze information critically, and consider multiple perspectives**
   - *ILO: Inquiry and Reasoning*
3. **Participate in the civic life of their communities through public address and civic engagement, and advocate for positive change**
   - *ILO: Social Responsibility*
4. **Articulate the importance of diversity, differing belief and value systems, as well as individual opinions**
   - *ILO: Personal Development*
5. **Apply interpersonal skills to create and maintain successful and beneficial social and civic relationships**
   - *ILO: Personal Development*
6. **Describe communication technology and its impact on human communication practices**
   - *ILO: Information Competency*

This mapping effectively illustrates how each Program Learning Outcome corresponds to specific Institutional Learning Outcomes. It demonstrates a well-rounded approach to communication education, covering not only the technical aspects of communication but also emphasizing social responsibility, personal development, and information competency.

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

   Evaluating student proficiency in the subject matter involves employing a variety of assessment tools, including class examinations, written reflection assignments, oral presentations, and research projects, as well as in-depth research papers. Each assignment is accompanied by a grading rubric to guide students. Throughout each semester, ongoing assessment of Student Learning Outcomes (SLOs) and critical thinking skills is conducted. The benchmark for meeting an SLO is set at a minimum of 70% of students demonstrating proficiency upon completion of a Communication Studies course. The faculty engages in periodic meetings to discuss teaching and learning activities, with future plans to enhance these discussions by incorporating more targeted dialogue linked to SLOs and the insights derived from assessment results

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

The ongoing assessment of Student Learning Outcomes (SLOs) has played a pivotal role in shaping and enhancing the Communication Program. Several plans for improvement have been implemented based on SLO assessments, resulting in tangible success stories that highlight the positive impacts on student learning.

1. **Curriculum Refinement:**

   - SLO assessments have led to a meticulous review of the program's curriculum. Through this process, specific courses have undergone modifications to better align with the identified learning outcomes. This refinement ensures that the content is not only comprehensive but also directly contributes to the development of skills and knowledge specified in the SLOs.

2. **Integration of Experiential Learning:**

   - SLO assessments have highlighted the importance of hands-on experience in the communication field. As a response, the program has incorporated more experiential learning opportunities, such as internships, workshops, and collaborative projects. These initiatives not only enhance student engagement but also provide practical, real-world applications of the concepts covered in the courses.

Success Story: Increased Graduation Rates:

- The implementation of SLO-based improvements has contributed to a notable success story: a significant increase in graduation rates. The focus on refining course content and ensuring alignment with SLOs has positively impacted student success, resulting in 25 people graduating with degrees. This success underscores the effectiveness of SLO assessments in enhancing the overall educational experience and achievement of students within the program.

Success Story: High Course Fill Rates:

- Another success story emerges from the consistently high course fill rates. By fine-tuning courses based on SLO assessments, the program has created a curriculum that resonates with student needs and interests. As a result, all courses consistently fill up, indicating strong student demand and engagement. This success reflects the program's ability to meet student expectations and deliver a curriculum that is not only academically rigorous but also appealing and relevant.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

  1. **Karen Rowe:**
     - **Expertise:** Interpersonal and Intercultural Communication.
     - **Contribution to Program Success:** Karen's expertise in interpersonal and intercultural communication enriches the program by providing students with valuable insights into effective communication in diverse contexts. Her contributions foster a well-rounded understanding of interpersonal dynamics and cultural nuances.
  2. **John Carrion:**
     - **Expertise:** Small Group Communication.
     - **Contribution to Program Success:** John's specialization in small group communication brings depth to the program's curriculum. Students benefit from his insights into effective communication within group settings, enhancing their ability to collaborate and communicate productively in various team environments.
  3. **Ambica Gill:**
     - **Expertise:** Argumentation and Debate.

- **Contribution to Program Success:** Ambica's expertise in argumentation and debate strengthens the program's focus on critical thinking and persuasive communication. Students under her guidance develop skills in constructing compelling arguments and engaging in meaningful debates, contributing to their overall communication proficiency.

Collaborative Teaching Approach:

- All three full-time instructors actively contribute to the success of the program by teaching various courses across the spectrum. This collaborative approach ensures a balanced curriculum, offering students a comprehensive understanding of communication studies. It also enables students to benefit from the diverse expertise of each instructor, creating a well-rounded and enriched learning experience.

The combined strengths of Karen Rowe, John Carrion, and Ambica Gill create a dynamic and supportive faculty team that significantly contributes to the success of the Communication Studies program. Their diverse areas of expertise and collaborative teaching approach foster an environment where students can develop a broad range of communication skills essential for success in various personal, academic, and professional contexts.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

  a. Increasing late start courses in enrollment in Communication Studies courses.

  Objective: To enhance accessibility and accommodate diverse student schedules, efforts will be made to boost enrollment in afternoon Communication Studies courses.

  b. Adding late afternoon Oral Communication and Introduction to Argumentation class.

  Objective: Expanding course offerings to include late afternoon classes for Oral Communication and Introduction to Argumentation, catering to students with scheduling constraints.

  c. Serving as faculty advisors for student clubs.

  Objective: Fostering student engagement and community by providing guidance as faculty advisors for student clubs within the Communication Studies department.

  e. Participating in Campus wide events

  Objective: Actively engaging with the campus community by participating in the EVC Kicks It Outside event, promoting a sense of camaraderie and connection.

  f. Participating in Service Learning Program.

  Objective: Contributing to community outreach and experiential learning by participating in the Service Learning Program, integrating academic knowledge with real-world service.

  g. Participating in Honors Program.

  Objective: Supporting academic excellence by participating in the Honors Program, providing enriched educational experiences for high-achieving students.

  i. **Participating in Aspire program.**

  Objective: Contributing to student success and inclusivity by participating in the Aspire program, providing additional support and resources for underrepresented student populations.

  j. Hiring a new full-time tenure-track faculty member in the future.

  Objective: Strengthening faculty resources and expertise by planning to hire a third full-time tenure-track faculty member, enhancing the department's capacity for effective teaching and mentorship.

k. Updating course outlines for all courses.

Objective: Ensuring curriculum relevance and alignment with evolving educational standards by updating course outlines for all Communication Studies courses.

l. Developing Student Learning Objectives for all courses.

Objective: Enhancing educational outcomes by establishing clear Student Learning Objectives for all courses, providing a framework for student success and program assessment

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

  Acquiring up-to-date technology is essential for maintaining the quality and relevance of our educational offerings. To achieve this, we are seeking additional financial resources that will enable us to enhance our technological infrastructure, provide students with cutting-edge tools, and stay at the forefront of advancements in the field.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

  N/A

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

  Due to the limited past budgets and pandemic, there is need for more advanced technology equipment (such as headsets, microphones, visual aid software, and IPADS/Laptops. Students will have access to resources provided by the department to ensure quality sound and performance that will lead to higher success rate in the course.

Additional Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

  N/A

Future Needs and Resource Allocation Request

1. **Technology**

   Ongoing Budget Needs

   One-Time Expenditure
   1,000

   Request linked to SLO/PLO #
   Technology

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   Yes

   Improving student success rates
   No

   Achievement of program set standard for student success
   No

2. **Equipment/Supplies**

   Ongoing Budget Needs
   500.00

   One-Time Expenditure

   Request linked to SLO/PLO #
   communication Materials

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   No

   Improving student success rates
   Yes

   Achievement of program set standard for student success
   No

Total Cost
Technology
One-Time Expenditure: 1,000
Equipment/Supplies
Ongoing Budget Needs: 500.00

Attach Files

Attached File
Program Review Docs.docx (/Form/Module/_DownloadFile/4010/43692?fileId=403)

Additional Information for PR (1)Comm. Studies.docx (/Form/Module/_DownloadFile/4010/43692?fileId=462)

IEC Reviewers

IEC Mentor
Fahmida Fakhruddin

IEC Second Reader
Robert Brown