Program Review - Overall Report

2024 - 2027

Instructional: Communication Studies

2024 - 2027

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in Communication Studies courses have been about the same from 67.9% to 67.6% in success and increasing from 85.6% to 88.3% in retention over the past 3 years.

The number of students who have declared a major in Communication Studies went from 187 to 186 in 3 years. This represents flat growth for this program. Of these students, about 30% have met with a counselor and developed an educational plan.

The number of students who have completed a degree or certificate in the Communication Studies program went from 39 to 22 in 3 years. This represents decreased growth for this program. In the most recent year (or whatever year is appropriate), students graduated. The expected number of students who should get a degree would be approximately 37 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 15 more students to graduate with a degree or certificate

Please add any relevant documents here.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning,
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Data Review

· New Flex Requirements: RCCD has new flex requirements that will ensure that all fulltime faculty are receiving a minimum of 8 hours of equity training. We hope this training positively impacts our faculty to be more effective in identifying and addressing these equity gaps in their classroom.

· The tenured faculty will stay updated on all programs and resources (e.g., LRC, tutoring, transfer center, academic counseling) that could benefit our students

Regular Course Assessment

Program/Unit Goal

During our last cycle, assessment was not completed in a regular, timely fashion. This can be attributed to a number of factors including transitions in our full-time discipline faculty, the shift in priorities related to the pandemic, and a college-wide change in the process incorporating Canvas. Canvas makes data collection simple, so moving forward, the discipline goal is to increase associate faculty participation, regularly assess all courses, analyze the data together, and recommend changes as needed.

Goal 1 (Assessment) maps to 2030 Goal 2: (Success) Implement Guided Pathways framework.

2025 Objective 2.1 Increase number of degrees completed by 15% annually

2025 Objective 2.2 Increase number of certificates completely by 15% annually

2025 Objective 2.4 Increase number of transfers 15% annually

Nearly all students must take at least one COM course to complete a degree, certificate, or meet transfer requirements, so assessing and improving COM courses can impact the college goals related to increasing attainment. In 2025, when Cal-GETC is implemented, the COM 1 course will be the only course that will fulfill the oral language requirement. As such, we will put extra emphasis on that course, ensuring that all COM faculty engage in practices that help students successfully achieve the course outcomes.

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Equity

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

The responses in these 3 sections represent a summary of the equity related professional development training, outcomes, and needs as reported by both our full time and associate COM faculty.

I've participated in the following professional development equity training courses: "Growing Equity in the Classroom," "Diversity, Inclusion and Belonging," "Unconscious Bias"

I am currently taking a Canvas course with the CSU called "Equity-Minded Pedagogy." The training runs from now (March) until May 10.

I have completed the following: Academic Achievement study; Shifting your idea: Empowering Students Success through Inclusive Support; Do I Have to Do That? Accommodating Students Managing a Dis/Ability

Center for Organizational Responsibility and Advancement (CORA) courses: Racial Microaggressions; Teaching Men of Color in the Community College. Dr. Mayad: Beyond Theory: A Practical Approach to Trauma-Informed Teaching & Learning. Decolonizing the Syllabus and the Classroom. Various DE trainings.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

I have become conscious of unconscious biases now. I've included more student support links in my courses to help bridge equity gaps. I haven't noticed any direct changes yet.

From previous trainings, I have incorporated culturally sensitive course materials, opportunities for students to share cultural experiences and accessible courses for students with disabilities.

From attending these workshops, I have learned to accommodate students with unique situations. Such as extending an assignment, giving them the time to explain their situation to me, holding office hours, or meeting them on campus on my own time to meet with them, understanding some of the hurdles that students have to overcome to attend class, succeed, and pass the class. I know members in my area focus greatly on syllabi language, providing a welcoming environment and presence for the students, learning to be more accommodating to students with unique situations, and being aware of the resources on campus that can help students. I've learned about language and behaviors that can create inclusive welcoming environments and those that can make students feel invisible and/or disrespected. I've intentionally redesigned some elements in my syllabus, assignments, examples, visuals, and I am more thoughtful about my communication in my online and in-person classes. I seek opportunities to create environments where students feel supported and acknowledged with their learning. Some ways include exhibiting sincere validation (talking with students before and after class, messaging them when they do especially well or are f11.4l(w)-3 (a)5.9 (y)-1llg
dibitg ame cc ci0.7 (s).1 (s)0.6 (t11.3 (a)ly)-8.3 .9 (y)-8.2 (s)3.2 ( )d0.6 (in)2. (a)5.9 (n)sr.2 (s)3.2 ( )ng sin.9 (y)-1b-8.8

Equity

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Cal-GETC Curriculum Training

Resource Year
2024 - 2027

What resources do we already have?
Information re: Cal-GETC changes, revised COM Course Outlines of Record, COM Hub on Canvas.

What resources do you need?
Training materials development, classroom space, compensation for associate faculty (The proper category for this request was not available in the pull-down menu. It best fits as "Faculty - Professional Development" using the "Resource Requests-Categories" document.

$ Amount Requested
8,000

Resource Type
ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
COM courses have undergone modifications due to the adoption of Cal-GETC. These changes will need to be made by all instructors to support EMP Goal 7.

This request for my area is Priority #:
1

Is this request
New

Mapping
Instructional: Communication Studies: (.)

- Cal-GETC Training and Alignment: .

Continued funding of Tutorial Services and COM-Relevant Library Databases

Resource Year
2024 - 2027

What resources do we already have?
The college currently supports the services identified.

What resources do you need?
Continued funding for Tutorial Services and
the following library databases: EBSCO ($10,618), Opposing View Points ($4.359), Academic Search Complete ($8,876), Communication and Mass Media Complete ($2,610), and Gale Research Complete ($15,436).

$ Amount Requested
41,899

Resource Type
ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.
These resources support student success in COM course work related to EMP 7. We add this item more as an argument to continue the funding of this key resource rather than asking for something new.

This request for my area is Priority #:
2

Is this request
New

Faculty Professional Development Requests

Reflections and Submission