

**Instructions:** The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:papemary@fhda.edu).

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

	<b>Information Requested</b>	<b>Explanation of Information Requested.</b> ? TracDat Help button will reveal the same cues (sorry no hyperlinks)
	<b>Program Description</b>	
	Department Name:	Communication Studies [Formerly Speech Communication]
	Program Mission Statement:	<p>“What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies?”  <a href="https://www.deanza.edu/about-us/mission-and-values.html">https://www.deanza.edu/about-us/mission-and-values.html</a> )</p> <p>Our core Program Level Outcomes:</p> <ol style="list-style-type: none"> <li>1.) Increase student confidence in ability to effectively use a range of speaking, listening, and collaboration skills. [ICC: Communication and Expression]</li> <li>2.) Design and relate messages clearly for effective and appropriate oral communication to diverse audiences. [ICC: Communication and Expression]</li> <li>3.) Recognize when information is needed and have the ability to locate, evaluate, and use information effectively. [ICC: Information Literacy]</li> <li>4.) Think critically through competent analysis, evaluation, and response. [ICC Critical Thinking]</li> <li>5.) Prepare global citizens for equity driven, facilitative, dialogic communication to advocate social justice. [ICC: Civic Capacity For Global, Cultural, Social, &amp; Environmental Justice]</li> </ol>

I.A.1	What is the Primary Focus of Your Program?	Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A  <b>Transfer</b>
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A  <b>Personal Enrichment</b>
I.B.1	# Certificates of Achievement Awarded	If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to: <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool. Leave blank if not applicable to your program.  <b>42</b>
I.B.2	# Certificates of Achievement-Advanced Awarded:	If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> . or access within the program review tool. Leave blank if not applicable to your program.
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	List Associate Degree Transfer awarded by you department during the current academic year. Please refer to <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool. Leave blank if not applicable to your program.  <b>94</b>
I.B.4	# AA and/or AS Degrees Awarded:	If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool. Leave blank if not applicable to your program  <b>6</b>
I.B.5.	Strategies to Increase Awards	If applicable to your program, list strategies (1., 2, 3. . . ) that you department uses to increase the number of ADT degrees, AA/AS degrees, and certificates awarded to students.  <ul style="list-style-type: none"> <li>• AAT degrees increased 45% from AY2016-17 to AY2017-18 and 292% from AY2013-14 to AY2017-18</li> </ul>

		<ul style="list-style-type: none"> <li>• Certificates increased nearly three-fold (up 180%) from AY2016-17 to AY2017-18</li> </ul> <ol style="list-style-type: none"> <li>1.) Revised certificate requirement (19-20 instead of 20 units) to increase ease of completion.</li> <li>2.) Boosted our outreach with marketing postcards at Opening Day and spring quarter Open House.</li> <li>3.) Mentor students one-on-one in completing A.A. Degree specialty proposals.</li> <li>4.) Promoted our certificates at General Counseling, DSPS, and Veterans Services.</li> <li>5.) Use Canvas, student email, and in-class presentations to encourage students to enroll in additional Comm Studies courses.</li> <li>6.) Send quarterly reminders to faculty, collaborate at department meetings and retreats, and promote our certificate in learning communities and across departments within the division.</li> </ol>
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	<p>Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Identify areas for program improvement in order to address student equity gaps. Cite planned interventions and activities to enhance student and program outcomes.</p> <p>Perkins Core Indicator Reports: <a href="https://www.calpassplus.org/LaunchBoard/Home.aspx">https://www.calpassplus.org/LaunchBoard/Home.aspx</a></p> <p>Cal-PASS Launchboard SWP Metrics: <a href="https://www.calpassplus.org/LaunchBoard/Home.aspx">https://www.calpassplus.org/LaunchBoard/Home.aspx</a></p> <p>N/A</p>
I.C.2	CTE Programs: Labor Market Demand and Industry Trends :	<p>Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Site additional data when applicable.</p> <p>California EDD LMI Info: <a href="https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj">https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj</a></p> <p>N/A</p>
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per

		year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a>  <b>19.2</b>
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes
I.E.3	Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching	Compare the changes in % of FT and PT faculty teaching in your department? Refer to your program review data sheet. <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool.  <ul style="list-style-type: none"> <li>• FT faculty declined from 36.9% in 2013-14 to 29.2% in 2017-18.</li> <li>• PT faculty increased from 50.6% in 2013-14 to 53.0% in 2017-18.</li> </ul>
I.E.4	# Staff Employees	State number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program.  1.) The Communication Studies Department has not been at full capacity for the past five years as we have experienced significant reductions in staffing: <ul style="list-style-type: none"> <li>a. 1 FT instructor resigned in AY 2017-18</li> <li>b. 1 FT instructor retired in AY 2016-17</li> <li>c. 1 FT instructor retired in AY 2015-16</li> <li>d. Significantly reduced part-time faculty pool due to difficulty finding instructors for high demand classes at peak times, competitive hiring by other colleges, and the high cost of living in the Bay Area.</li> </ul>

		<p>2.) While our Communication Studies Department gained two full-time faculty retirement replacements in 2017-18, we still need to fill one faculty position due to a full-time instructor resignation as of June 2018.</p> <p>3.) While we gained .55 partial faculty reassignment to Communication Studies in AY2018-19, this replaced a .55 prior retirement.</p> <p>4.) These net losses have resulted in:</p> <ul style="list-style-type: none"> <li>a. A notable reduction in sections from 197 in 2013-14 to 175 in 2017-18.</li> <li>b. A notable reduction in enrollment.</li> <li>c. An inability to offer enough classes at peak times. Classes at peak times always have full waitlists. We could increase enrollment with more classroom availability.</li> <li>d. 70.8% of classes taught outside FT load in 2017-18.</li> <li>e. Increase in faculty overload from 12.4% in 2013-14 to 17.9% in 2017-18, placing an overload burden on FT faculty to staff classes and meet student demand.</li> </ul>																		
	<b>Enrollment</b>																			
II.A	Enrollment Trends	<p>What significant changes in enrollment have you seen in the last three years? Refer to <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool.</p> <table border="1" data-bbox="743 980 1528 1179"> <thead> <tr> <th>Enrollment</th> <th>Unduplicated Headcount</th> <th>Census Enrollment</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>4994</td> <td>5472</td> </tr> <tr> <td>2014-15</td> <td>4904</td> <td>5416</td> </tr> <tr> <td>2015-16</td> <td>4868</td> <td>5390</td> </tr> <tr> <td>2016-17</td> <td>4593</td> <td>5182</td> </tr> <tr> <td>2017-18</td> <td>4308</td> <td>4903</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• FTES increased 10.2% from 2015-16 to 2017-18</li> <li>• WSCH increased 12.1% from 2015-16 to 2017-18</li> <li>• Our Communication Studies Department experienced a 9% census enrollment decline compared to 12.9% decline for De Anza College overall over the past three year period (2015-16 to 2017-18).</li> <li>• Our census enrollment over the last 3 years is nearly 4% higher than the college, despite changing from 4 to 5 units for all Comm Studies courses.</li> </ul>	Enrollment	Unduplicated Headcount	Census Enrollment	2013-14	4994	5472	2014-15	4904	5416	2015-16	4868	5390	2016-17	4593	5182	2017-18	4308	4903
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<p>II.B</p>	<p>Overall Success Rate</p>	<p>What significant changes in student success rates have you seen in the last three years?</p> <ul style="list-style-type: none"> <li>• We continue to maintain student success rates above institutional standards. Current success rate for all Communication Studies students is 82%, compared to the college success rate (77%).</li> <li>• AA-T degrees increased 109% from AY2015-16 to AY2017-18</li> <li>• Certificates increased more than three-fold (up 250%) from AY2015-16 to AY2017-18</li> </ul> <p>AA-T degrees awarded</p> <table style="margin-left: 20px;"> <tr> <td>AY2017-18</td> <td>94</td> </tr> <tr> <td>AY2016-17</td> <td>65</td> </tr> <tr> <td>AY2015-16</td> <td>45</td> </tr> <tr> <td>AY2014-15</td> <td>23</td> </tr> <tr> <td>AY2013-14</td> <td>24</td> </tr> </table> <p>Certificates of Achievement awarded</p> <table style="margin-left: 20px;"> <tr> <td>AY2017-18</td> <td>42</td> </tr> <tr> <td>AY2016-17</td> <td>15</td> </tr> <tr> <td>AY2015-16</td> <td>12</td> </tr> </table>	AY2017-18	94	AY2016-17	65	AY2015-16	45	AY2014-15	23	AY2013-14	24	AY2017-18	42	AY2016-17	15	AY2015-16	12
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<p>II.C</p>	<p>Changes Imposed by Internal/External Regulations</p>	<p>Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)</p> <p>Communication Studies program is impacted by the following state legislation/FHDA Board/District/College initiatives:</p> <p>1.) Guided Pathways principles to create a structured approach to student success including:</p> <ul style="list-style-type: none"> <li>• Programs that are mapped out to promote successful course sequencing/enrollment planning.</li> <li>• Support services that ensure students get the advising/guidance/help they need.</li> <li>• Integrated developmental/basic skills to accelerate students to college-level coursework.</li> <li>• Improved assessments/placement and action-oriented on-boarding and tracking processes.</li> <li>• Instructional support aligned with classroom learning.</li> </ul>																

		<p>2.) AB 705 legislation to maximize the probability that a student will enter and complete transfer level English and Math coursework within a one-year timeframe. This may result in more underprepared students enrolling in our classes. To support student success and mitigate potential consequences the Communication Studies Department will:</p> <ol style="list-style-type: none"> <li>a. Assess level of preparedness of students entering our COMM 1 and 10 classes, especially in regards to information literacy and writing outlines, reflections, and communication apprehension.</li> <li>b. Make a case for more support for our courses through initiatives, such as dedicated counseling, lab space, and embedded tutors, especially since every Communication Studies class has a writing and research component.</li> </ol> <p>3.) Open textbooks, open educational resources and other appropriate approaches to reduce costs for students and community colleges. Several of our department faculty have adopted open educational resources and one of our faculty members has taken a regional and statewide leadership role to support this priority (Source: FHDA Board priorities).</p> <p>4.) Access to quality community college education via both face-to-face and online instruction for students from all demographic, social, and economic groups. Every faculty member of our Dept. is trained to teach a hybrid, and in some cases, a fully online course on Canvas.</p> <p><a href="https://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&amp;id=AVS2TW7AC1BB">https://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&amp;id=AVS2TW7AC1BB</a></p>															
	<b>Equity</b>																
III.A.1.	Growth and Decline of Targeted Student Populations: 2017-18 Enrollment	<p>Looking at the data for 2017-18, what is the percentage enrollment of African American, Latinx, Filipinx, and Pacific Islander students in your program compared to their population of the college as a total (refer to the <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool)?</p> <table border="0"> <tr> <td>Enrollment:</td> <td>Comm Studies %</td> <td>All College %</td> </tr> <tr> <td>• African American</td> <td>4</td> <td>4</td> </tr> <tr> <td>• Latinx</td> <td>29</td> <td>25</td> </tr> <tr> <td>• Filipinx</td> <td>8</td> <td>7</td> </tr> <tr> <td>• Pacific Islander</td> <td>1</td> <td>1</td> </tr> </table> <p>Enrollment percentage of African American, Filipinx and Pacific Islander is comparable to total college population. Latinx enrollment is 4% higher than total college population.</p>	Enrollment:	Comm Studies %	All College %	• African American	4	4	• Latinx	29	25	• Filipinx	8	7	• Pacific Islander	1	1
Enrollment:	Comm Studies %	All College %															
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III.A.2	Targeted Student Populations:	What enrollment trends have you seen over the last 5 years for African American, Latinx,															

	Growth and Decline	<p>Filipinx, and Pacific Islander students in your program? Explore enrollments by ethnicity and other student characteristics within the program review tool.</p> <ol style="list-style-type: none"> <li>1.) Enrollment of African American, Filipinx, Native American, and Pacific Islander populations have historically hovered at low levels compared to non-targeted populations.</li> <li>2.) No significant growth or decline in percentage African American, Filipinx, Native American and Pacific Islander populations over past 5 years.</li> </ol>
III.B.1.	Closing the Student Equity Gap: Success Rates	<p>What are the success rates reported on your <b>2017-18</b> Program Review Data sheets for each of the following populations?</p> <ul style="list-style-type: none"> <li>• 77% African American</li> <li>• 76% Latinx</li> <li>• 81% Filipinx</li> <li>• 68% Pacific Islanders</li> <li>• 87% Asian</li> <li>• 83% White</li> </ul> <p>Refer to the <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool.</p>
III.B.2	Closing the Student Equity Gap: Withdrawal Rates	<p>What are the withdraw rates (list withdraw rates from <b>2017-18</b> Program Review Data sheets) for each of the following populations?</p> <ul style="list-style-type: none"> <li>• 10% African American</li> <li>• 11% Latinx</li> <li>• 8% Filipinx</li> <li>• 15% Pacific Islander</li> <li>• 7% Asian</li> <li>• 9 % White</li> </ul> <p>Refer to the <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a> or access within the program review tool.</p>
III.B.3	Closing the Student Equity Gap: 2017-18 Gap	<p>List the success gap reported on the Program Review Tool or Program Review data sheet between African American + Latinx + Filipinx + Pacific Islander versus Asian + White for each of the last five years: 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 in that order.</p> <p>Gaps in success rates between targeted and non-targeted groups persist. Our goal is to close the achievement gap between Targeted Groups and Non-Targeted Groups.</p>



		Targeted Groups	Non Targeted Groups				Gap
		2013-14 79%	86%				7%
		2014-15 80%	88%				8%
		2015-16 79%	87%				8%
		2016-17 77%	87%				10%
		2017-18 77%	86%				9%
			2013-14	2014-15	2015-16	2016-17	2017-18
		African American	79%	80%	80%	74%	77%
		Latinx	78%	80%	77%	76%	76%
		Filipinx	82%	83%	84%	83%	81%
		Pacific Islander	82%	80%	75%	63%	68%
		Asian	88%	88%	88%	88%	87%
		White	85%	88%	85%	85%	83%
<b>III.C</b>	Action Plan for Targeted Group(s)	<p>What strategies/activities do you plan to implement to further close the gap. List as 1, 2, 3, ...</p> <p>The next phase in our equity/success plan will include the following initiatives/strategies/activities to further close the achievement gap:</p> <ol style="list-style-type: none"> <li>1.) More widespread adoption of affordable texts, including OER to ensure equity of access (all students / Shagun).</li> <li>2.) Grow number of sections fully online and create opportunities for students to complete their Oral Communication requirement online (all students / Anu / Brandon / Shagun).</li> <li>3.) Offer additional support in technology use (especially Canvas) and progress towards becoming information literate (all students / Brandon).</li> <li>4.) Teach learning communities in the IMPACT AAPI program and First Year Experience (FYE) cohort (targeted populations / Russell).</li> <li>5.) Bring awareness to the Comm Studies Dept. with outreach events, such as COMM Night (all students / Stephanie).</li> <li>6.) Ensure that our SLOs and assessment methods serve our student needs (all students / Alex /</li> </ol>					

		<p>Donna).</p> <p>7.) Encourage professional development to increase cultural competency and awareness of our LGBTQ communities (all students / Nick).</p> <p>8.) Expand service learning and peer mentoring opportunities to support student retention and success through our Honors courses/projects. Provide counseling/tutoring/mentoring for specific target groups (all students / Donna/Stephanie).</p> <p>9.) Explore/beta test Starfish Early Alert with COMM 10 sections (all students / Russell).</p> <p>10.) Increase number of certificates/degrees through marketing, advising, and mentoring (all students / Russell).</p> <p>11.) Explore pedagogical best practices with faculty and share student available resources for targeted students (targeted students / Alex).</p>
<p>III.D</p>	<p>Departmental Equity Planning and Progress</p>	<p>Identify which of the following resources you need? How would the resource help?</p> <ul style="list-style-type: none"> <li>• Professional Development – what areas?</li> <li>• Enhanced support for students</li> <li>• Departmental Collaborations</li> <li>• Best Practices</li> <li>• Coaching/Consultation</li> </ul> <p><b>1.) Professional Development – what areas?</b></p> <ul style="list-style-type: none"> <li>• Professional Development stipends/release time/support/resources to develop and scale measures to monitor student progress/needs in technology use (especially Canvas), and to monitor progress towards becoming information literate.</li> <li>• Funds for stipends and reassigned time to train in changing instructional technologies; design hybrid/online course content; and adapt instructional materials specifically to targeted populations.</li> <li>• A minimum of one faculty-training workshop per year to use customized data reporting tools so we can utilize student success data to develop strategies to decrease inequities.</li> </ul> <p><b>2.) Enhanced Support for Students</b></p> <ul style="list-style-type: none"> <li>• Online/face-to-face student orientations at the beginning of every quarter to help</li> </ul>

		<p>students navigate Canvas LMS and succeed in online/hybrid classes.</p> <ul style="list-style-type: none"> <li>Resources to advance Open Resource initiatives for Zero-Textbook cost to students.</li> <li>Dedicated Comm Studies counseling support for AB 705 and transfer, major, and career planning.</li> <li>Early intervention measures like Starfish to maximize the probability of success.</li> <li>Dedicated Comm Studies Lab; online and in-person tutor support for COMM classes.</li> <li>Opportunities for students to speak with industry professionals, explore career paths, or tour organizations, such as LinkedIn.</li> </ul> <p><b>3.) Department Collaborations</b></p> <ul style="list-style-type: none"> <li>Ongoing mentoring/training/professional development for new FT and PT faculty hires approved for AY2017-18 hires (SLOs/PLOs, equity, hybrid online, Canvas, information literacy, and pathways).</li> <li>Ongoing SLO and PLO assessment analysis, reflection, and planning in addition to a minimum of one faculty workshop/retreat per year for SLO and PLO assessment analysis, reflection, and planning.</li> <li>Reflection on holistic aspects of teaching, managing a work/life balance, and/or physical/mental wellness.</li> </ul> <p><b>4.) Best Practices</b></p> <ul style="list-style-type: none"> <li>Share best teaching practices/strategies for student success and closing the equity gap (at department meetings and annual department/division retreats).</li> </ul> <p><b>5.) Coaching/Consultation</b></p> <ul style="list-style-type: none"> <li>Ongoing SLO assessment Coaching/Consulting/Mentoring.</li> </ul>
<p><b>III.E.</b> Yes/No Box</p>	<p>Assistance Needed to close Equity Gap</p>	<p>Would you like assistance with identifying strategies and/or best practices to help facilitate student success?</p> <p><b>Yes</b></p>
<p><b>III.F.</b> Drop down box with goals</p>	<p>Integrated Plan goals: current student equity data and action plan</p>	<p>Please note: In order to be considered for Equity, Basic Skills and Student Success &amp; Support Programs (SSSP) funding, current student equity data and action plan must be reported and at least one of the Integrated Plan goals must be identified. Choose one or more.</p> <p>Insert the 5 goals (drop down menu) listing the 5 Integrated Plan Goals.</p> <ul style="list-style-type: none"> <li>Improve transfer and graduation rates for disproportionately impacted students</li> </ul>

		<p>(AA-T/Certificates targeted populations numbers).</p> <ul style="list-style-type: none"> <li>• Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retention and success rates.</li> <li>• Identify and update campus services, policies, procedures towards reducing barriers and increasing student success.</li> <li>• Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap.</li> <li>• Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students</li> </ul>
	<b>Assessment Cycle</b>	
IV.A	PLOAC Summary	<p>Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled “XXX PLOAC Work” and scroll to the bottom of the report for counts. Then calculate #Reflections &amp; Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.</p> <p><b>100%</b></p> <p>7/7 PLOs [100%] assessed in Cycle 2 12 PLO Reflections and Analysis [171%] using multiple assessment measures in Cycle 2</p>
IV.B	SLOAC Summary	<p>Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled “XXX SLOAC work- Active Only” and scroll to the bottom of the report for counts. Then calculate #(Reflections &amp; Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -&gt; General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.</p> <p><b>93%</b></p> <p>26/28 SLOs [93%] assessed in Cycle 2 31 Reflection &amp; Analysis (111%)</p>

Resource Requests		
V.A	Budget Trends	<p>Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.</p> <p>Our district and college administration are placing more emphasis on increased productivity in an effort to rein in the budget deficit. This has resulted in the push for rigid cancellation dates for low-enrolled classes. Given more time, these classes may have filled, and consequently, would have a positive impact on enrollment. These early cancellations negatively impact student ability to complete requirements for transfer, degrees, and certificates. This is counterproductive to our AB 705 and Guided Pathways initiatives.</p>
V.B	Funding Impact on Enrollment Trends	<p>Describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: <a href="http://deanza.edu/ir/program_review/program-review.17-18.html">http://deanza.edu/ir/program_review/program-review.17-18.html</a></p> <p>The Communication Studies Department is not supported by funding aimed at special populations. This directly impacts our ability to provide resources needed to meet the needs of underprepared students. <b>For this reason, our students need access to a Comm Lab to support student retention and success.</b> The lab would include face-to-face and online tutoring and academic assistance geared towards information literacy, navigating Canvas, crafting speech outlines, dealing with communication apprehension, speech rehearsal, and working in small groups. We will also explore partnerships with existing labs.</p>
V.C1	Faculty Position(s) Needed	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy</p> <p><b>Replace due to Vacancy</b></p>
V.C.2	Justification for Faculty Position(s):	<p>Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.</p> <p>We understand budget for replacements has been eliminated, however we do have a critical need for another faculty member due to vacancy from resignation and in order to grow enrollment and sustain our program.</p> <p>1.) While our Communication Studies Department gained two full-time faculty retirement replacements in 2017-18, we still need to fill one faculty position due to a full-time instructor resignation effective June 2018.</p>

		<p>2.) While we gained .55 partial faculty reassignment to Communication Studies in AY2018-19, this replaced a .55 prior retirement.</p> <p>3.) These net losses have resulted in:</p> <ul style="list-style-type: none"> <li>• A notable reduction in sections from 197 in 2013-14 to 175 in 2017-18.</li> <li>• A notable reduction in enrollment.</li> <li>• 70.8% of classes taught outside FT load in 2017-18.</li> <li>• Increase in faculty overload from 12.4% in 2013-14 to 17.9% in 2017-18 placing an overload burden on FT faculty to staff classes and meet student demand.</li> <li>• Inability to offer enough Comm Studies sections for students to complete transfer, certificate, and degree requirements especially during high demand times.</li> </ul> <p>4.) Every COMM course fulfills GE requirements. Therefore, our students need assurance that they will have access to the courses required for their transfer, certificate, major, and degree requirements.</p> <p>5.) In the span of 3 years, our COMM 9, 15, 16, and 70 courses have tripled in offerings and we are still unable to meet student demand.</p>
V.D.1	Staff Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.
V.E.1	Equipment Requests	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested
V.E.2	Equipment Title, Description, and Quantity	<ul style="list-style-type: none"> <li>• Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc.</li> <li>• Did this request emanate from a SLOAC or PLOAC process?</li> <li>• Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . . )</li> </ul> <p>Hardware</p> <ul style="list-style-type: none"> <li>• Replace lecterns [units required =4] in all Comm classrooms.</li> <li>• Received verbal confirmation (3/20/19) that our lectern request has been approved for \$1600.</li> </ul>

V.E.3	Equipment Justification	<ul style="list-style-type: none"> <li>• Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need.</li> <li>• Who will use this equipment?</li> <li>• What would the impact be on the program with or without the equipment?</li> <li>• What is the life expectancy of the current equipment?</li> <li>• How does the request promote the college mission or strategic goals? Refer to <b>mission:</b> <a href="https://www.deanza.edu/about-us/mission-and-values.html">https://www.deanza.edu/about-us/mission-and-values.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a>)</li> </ul> <p>Hardware: Lecterns are used by both faculty and students and should be a standard presentation aid in every Comm class.</p> <ol style="list-style-type: none"> <li>1.) The lectern is an important tool for speakers and an anchor for those who experience speech anxiety.</li> <li>2.) Speakers need to practice using a lectern to prepare for future situations where they will be expected to use a lectern.</li> <li>3.) From an equity perspective, comfort in interpersonal distance (high-low power distance) and high-low context is directly related to reduction in communication apprehension especially amongst our targeted populations.</li> </ol>
V.F.1	Facility Request	<p>Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility.</p> <ol style="list-style-type: none"> <li>1.) Replace all chalkboards with white boards [L48, L45, L43] to eliminate detrimental health effects of chalk dust (priority due to health hazard).</li> <li>2.) Add electrical outlets in all rooms and replace ones that do not work.</li> <li>3.) Replace damaged projector overhead screen in L49.</li> <li>4.) Install/upgrade to a more reliable Wi-Fi Internet connection in the L-quad to make curriculum more accessible to students without a reliable Internet connection at home.</li> <li>5.) Replace/add chairs and tables in L43, L45, L48 with new ones that support collaborative pedagogy. L-49 has a surplus of chairs, but needs upgraded tables.</li> <li>6.) Install/replace working drop down door stand that attaches to the door [L43, L45, L48, L49].</li> <li>7.) Add sound baffling in L43, L45, L48, and L49 to allow for reduction in noise transference and interference between classrooms.</li> <li>8.) Add gradated lighting system in L43, L45, L48, and L49 to ensure effective delivery and optimum recording of student and instructor speeches.</li> <li>9.) Increase availability of classrooms that support collaboration and facilitative pedagogy</li> </ol>

		<p>during peak times between 8:30 a.m. and 1:30 p.m.</p> <p>10.) Provide adequate heating and cooling in L-3 offices and L quad classrooms.</p>
V.F.2	Facility Justification	<ul style="list-style-type: none"> <li>• Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.</li> <li>• Who will use this facility?</li> <li>• What would the impact be on the program with or without the facility?</li> <li>• What is the life expectancy of the current facility?</li> <li>• How does the request promote the college mission or strategic goals?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Replace Chalkboards With Whiteboards</b>        —Chalk dust is a health hazard that has toxic effects on the human respiratory system.  <a href="https://academia.stackexchange.com/questions/109389/health-aspects-of-white-board-vs-black-board">https://academia.stackexchange.com/questions/109389/health-aspects-of-white-board-vs-black-board</a>        —Writing on chalkboards is messy and difficult to read, which is an equity and ADA compliance concern.        —66% of students who completed our Comm Studies Classroom Tech Use Survey report that upgrading chalkboards to whiteboards would enhance their learning experience in class. (Comm Studies Classroom Tech Use Survey 3/2019) 100% of our faculty support the need for whiteboards.</li> <li>• <b>Upgrade To More Reliable WiFi</b>        —Technology is critical in our hybrid interactive communication courses. 50% of students who completed our Comm Studies Classroom Tech Use Survey report the quality of the WiFi connection in their classroom negatively impacts their experience in class.        [Comm Studies Classroom Tech Use Survey 3/2019]</li> <li>• <b>Replace/Add Chairs and Tables</b>        —The facilitative pedagogy in our discipline requires chairs that can be set up around tables and moved for ease of collaboration. The current chairs are missing, broken or have foldable tablet arms making it difficult to collaborate. In our smaller classrooms like L48 and L43, they leave limited space for presenters to stand or present in teams.        —Our equity assessments (PRCA24 – SLO and PLO measures) confirm a classroom arrangement conducive to collaboration, participation, and sharing of personal experiences helps to foster a strong community, reduce apprehension, and ultimately support student retention and success.</li> </ul>



		<ul style="list-style-type: none"> <li>• <b>Add Sound Baffling</b>                      —Noise from adjacent classrooms and outside noise has often resulted in a speaker losing their place, causing unnecessary stress and loss of confidence, especially for our non-native speakers and those who suffer from anxiety.                      —Noise distractions adversely affect ability of students to focus, record speeches, and provide feedback.</li>   <li>• <b>Add Gradated Lighting</b>                      —Our classes have single electrical switches for lights and the rooms have poor to no natural light.                      —This makes it difficult for our students to see the images/text on PowerPoint and simultaneously read board instructions.                      —This is in violation of ADA guidelines for accommodation.</li>   <li>• <b>Add Electrical Outlets</b>                      —All our classes are hybrid. Our students need more electrical outlets in our classrooms for their iPads, laptops and other smart devices.                      —This will support reduction in B budget costs.                      —Students use web-based tools for collaboration and information literacy in the classroom.                      —72% of Comm Studies students who took our classroom tech use survey think the open wall sockets/electrical outlets need upgrading to accommodate their educational needs. [Comm Studies Classroom Tech Use Survey 3/2019]</li>   <li>• <b>More Dedicated COMM Classrooms</b>                      — Our ability to increase staffing, offer more sections of our high demand classes [COMM 1, COMM 15, COMM 16, COMM 70], and increase enrollment has been severely hampered by limited classroom space and availability. Currently we run 50-55 sections each quarter out of primarily 4 classrooms [L43, L45, L48, L49]. Three of these classrooms [L43, L45 and L48] are not conducive to facilitative pedagogy with limited space for movement, zero sound baffling, no natural light and a classroom configuration that is inadequate for speeches.</li> </ul>
V.G.	Equity Planning and Support	<p>Has this work generated any need for resources? If, so what is your request?</p> <p>To grow equity initiatives we need:</p> <ol style="list-style-type: none"> <li>1.) Professional Development stipends/release time/support/resources to develop and scale measures to monitor student progress/needs in technology use (especially Canvas), and</li> </ol>

		<p>to monitor progress towards becoming information literate.</p> <ol style="list-style-type: none"> <li>2.) Online/face-to-face student orientations at the beginning of every quarter to help students navigate Canvas LMS and succeed in Comm Studies online/hybrid classes.</li> <li>3.) Ongoing mentoring/training/professional development for all faculty SLOs/PLOs, equity, hybrid online/Canvas, Guided Pathways, information literacy, and use of inquiry tool.</li> <li>4.) Resources to advance Open Resource initiatives for Zero-Textbook cost to students.</li> </ol>
V.H.1	Other Needed Resources	<p>List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects.</p> <p>We've maintained success rates relative to institutional standards. We continue to take measures [LinC, OER, IMPACT AAPI, FYE, Instructional Skills Workshops, online and evening offerings] to reduce the equity gap. However, Comm Studies does not have the support structures needed to close the equity gap. In order to significantly close the equity gap, we need:</p> <ol style="list-style-type: none"> <li>1.) More counseling support and early intervention measures like Starfish to maximize the probability of success.</li> <li>2.) A Comm Lab to support student retention and success.</li> <li>3.) Online and embedded tutor support for COMM classes.</li> <li>4.) Funds for stipends and reassigned time to train in changing instructional technologies; design hybrid/online course content; and adapt instructional materials specifically to targeted populations.</li> </ol>
V.H.2	Other Needed Resources Justification	<p>Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.</p> <ol style="list-style-type: none"> <li>1.) <b>Early Intervention and Counseling Support</b>-Course retention data indicates that since initial implementation of the early alert software Starfish, retention rates have increased, while qualitative data indicate that students have changed their behaviors as a result of receiving Starfish alerts. Data indicate that students receiving a flag for poor performance early in the course are more likely to successfully complete the course than students who are not notified of concerns. Furthermore, both faculty and students report increases in student engagement and accountability in courses since implementation of Starfish. (2018 Achieving The Dream: Starfish Early Alert <a href="http://achievingthedream.org/intervention/16783/starfish-early-alert">http://achievingthedream.org/intervention/16783/starfish-early-alert</a>)</li> <li>2.) <b>Changing Instructional Technologies</b>-100% of COMM faculty transitioned to using a Learning Management System (LMS) for their hybrid classes. To successfully do this, we need:             <ul style="list-style-type: none"> <li>• Continued support to use the college LMS.</li> </ul> </li> </ol>

		<ul style="list-style-type: none"> <li>• Staff training in online pedagogy, particularly to support targeted populations.</li> <li>• Development of student training and orientation at the beginning of the quarter and ongoing technical support to navigate the LMS.</li> </ul> <p>3.) <b>Communication Studies Lab</b>-The lab would include face-to-face and online tutoring and academic assistance geared towards information literacy competency, navigating Canvas, crafting speech outlines, managing speech anxiety, speech rehearsal, and working in small groups. A Comm Studies Lab would help to create the structures needed to support underprepared student populations and close the achievement gap. We will also explore partnerships with existing labs.</p>
V.J.	<p>“B” Budget Augmentation</p>	<p>How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? Refer to <b>mission:</b> <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a>)</p> <p>State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.</p> <p>If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”.</p> <p>Additional “B” Budget Augmentation will support:</p> <ol style="list-style-type: none"> <li>1.) Marketing brochures, posters, and postcards for various outreach, student success, and counseling programs on campus to boost enrollment.</li> <li>2.) Software adoption, training and continued support to enable curriculum to grow and adapt with the changes in the field [online conferring; instructor video lectures; teaching apps].</li> <li>3.) Teaching resources including easels and flip charts.</li> <li>4.) Stipends for part time faculty to attend professional development events and to take leadership roles in department initiatives.</li> <li>5.) Money to maintain newly acquired recording equipment; extended warranties; and yearly cloud based video storage needs.</li> <li>6.) Department-specific events such as Career Day and/or COMM Night.</li> </ol>
V.K.1	<p>Staff Development Needs</p>	<p>What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to <b>mission:</b> <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a>)</p>

		<p>Communication Studies, as a 100% hybrid program, is responsible for 3 out of the 5 ICC's on campus (Communication, Information Literacy, and Critical Thinking). In order to fulfill them, we need:</p> <ol style="list-style-type: none"> <li>1.) Training on how to successfully transfer best practices from face-to-face to online instruction to create similar outcomes.</li> <li>2.) Information and assistance in navigating copyright and fair use with materials both online and in print.</li> <li>3.) Increase discipline-specific training in online pedagogy; finding and integrating OER, Creative Commons Images and text, and Canvas in traditional courses.</li> <li>4.) Stipends and release for faculty mentoring.</li> </ol>
V.K.2	Staff Development Needs Justification	<p>Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need</p> <p>Release Time, Support, &amp; Stipends - Significant changes in our department placed a tremendous burden on our faculty who have had to (a) learn online pedagogy; (b) learn a new LMS; (c) design an online unit for all their classes; (d) learn how to teach this new modality to students; (e) learn rules and regulations surrounding copyright. This is an ongoing challenge with limited college support.</p>
VI.	Closing the Loop	<p>How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes "What were the assessments showing the results of receiving the requested resources over the last five years?"</p> <p>Assessments for requested resources over the past five years:</p> <ol style="list-style-type: none"> <li>1.) We have successfully transitioned to 100% hybrid model for our course offerings.</li> <li>2.) 100% of our faculty is currently using Canvas LMS for the 1 unit online.</li> <li>3.) We purchased new recording equipment and will design a metric in assessment Cycle 3 to assess impact on student success.</li> <li>4.) We will continue to assess the number of faculty who use the Information Literacy modules (76%).</li> <li>5.) We are developing/migrating online modules and OER resources in Canvas to create a faculty resource library.</li> <li>6.) We are embedding assessment in these online modules.</li> <li>7.) We are using the data inquiry tool to initiate facilitative department discussion on how to close the achievement gap.</li> </ol>

		<p>8.) We will in our meetings/workshops develop and share pedagogical strategies to close the equity gap.</p> <p>9.) We will continue to assess student level of effective use of Canvas and classroom technology.</p> <p>10.) We will develop a measure/survey/assessment of information literacy and technology use for faculty to administer to all COMM Studies students.</p> <p>11.) We will continue to encourage, advise and mentor students towards successful completion of a Communication Studies Certificate, AA-T, or AA degree.</p> <p>Assessments for resource requests in this program review. We have and will continue to:</p> <ol style="list-style-type: none"> <li>1.) Monitor enrollment to manage classroom usage.</li> <li>2.) Assess student and faculty technology usage and stay current in emerging technologies and applications in education and in the workplace.</li> <li>3.) Assess program level outcomes/core competencies across our program.</li> <li>4.) Assess information literacy.</li> <li>5.) Embed assessment in online modules.</li> <li>6.) Include best practices in our information literacy modules based on what we have learned from prior assessments.</li> <li>7.) Schedule and support additional Canvas training/to support hybrid 5th online unit for our faculty.</li> <li>8.) Schedule a department retreat on closing the equity gap and online pedagogy in AY2018-19.</li> <li>9.) Train/mentor new faculty in online pedagogy and new preps.</li> <li>10.) Encourage and mentor students towards a Communication Studies Certificate, AA-T, or AA degree.</li> </ol>
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	Last Updated:	3/22/19