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COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Communication

Q2

2. Lead Author:

Nancy Jennings

Q3

3. Collaborator(s) - list of any person that participated in the preparation of this report:

Nanette Wier, Christie Pearson and Brian O'Donnell

Q4

4. Dean/Manager(s):

Lauren Halsted

Q5

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **10/05/2023**
with your dean to discuss
your program review using
this format: MM/DD/YYYY

Q6

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

Pandemic Recovery

In the past year, we have been thrilled to see our in-person classes finally filling. We only had to cancel two sections this Fall 2023 semester, which was quite an improvement over the past few semesters. The impact of the pandemic is finally starting to fade into the past. Although the enrollments are coming back, there are still lingering effects on our students. They seem less knowledgeable about some aspects of face-to face classes, for example, many are unaware of where to get a Grademaster test form. Instructors report anecdotally that students seem a little behind on academic skills.

Curriculum Revision

We revised our COMM AA-T Degree. It now includes more in-department courses and fewer out-of-department courses. As a result of the state mandated merging of the CSU and UC GE patterns, we were notified that our courses that meet the current CSU critical thinking requirement need to be revised to continue to meet that requirement. In conjunction with our counterparts at Grossmont, we decided to significantly revise COMM 145 (Argumentation) in hopes that it will continue to meet that requirement. At the same time, we decided not to revise COMM 137 (Group Communication), as it is not as good a fit for the critical thinking requirement for CalGetc. Our colleagues at Grossmont agreed with this approach. The revisions will be in force for the Fall 2024 semester.

Staffing

We are beginning the process of requesting a full-time faculty position, as one of our long serving full time instructors plans to retire in 2024, and the other faculty will likely retire in 1-2 years. At this time, of course, our numbers don't justify a new position, as we still have two full-time faculty. But we need to begin the process of hiring someone now, so that we don't leave the Communication Department with no full-time faculty.

Page 2: II. Assessment and Student Achievement

Q7

Yes

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

Q8

7a. Which SLOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

This last year, we assessed the SLOs for COMM 120 (Interpersonal Communication) and COMM 110 (Mass Media and Society). Although looking at the Quick Assessment Rubric, which was provided by the Outcomes and Assessments Committee, we were alarmed to see that the SLOs for COMM 110 were last submitted in Spring of 2014 and Fall of 2015. It appears that the SLO assessment results for COMM 110 were submitted, but not in time to be reflected in the current data. COMM 120 SLOs results showed pass rates above 80%. Those results exceed our goal, which is 70%. We were pleased to see this, and will continue doing our best to maintain higher than baseline goal results.

Q9

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

This semester we revised our SLO assessment schedule to be more compatible with the courses we need to assess and when they are most commonly offered. We revised our assessments for COMM 110, and COMM 124 to make those assessments more robust and meaningful.

Q10

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

Screen%20Shot%202023-12-06%20at%2012.48.23%20PM.png (270.3KB)

Page 3: II. Assessment and Student Achievement

Q11

9. Please discuss any equity gaps in access or success

Enrollments

The demographics of the Communication department reflect the college-wide data, with a few exceptions. The Communication program has slightly more middle eastern students than the college-wide average. For example, in the Fall 2022 semester, we had 20% middle eastern students, compared to the college-wide 18%. We had slightly fewer students who identify as white—26% for Communication versus 28% for the college. We have far fewer students in the 25-39 age range—16% for Communication versus 25% for the college.

Success

Success rate data for the past year show a few equity gaps in the Communication Discipline, particularly for African Americans. In the Fall 2022 semester, the overall success rate for Communication was 76%, and in the Spring 2023 semester, it was 81%. In the Fall 22 semester, the success rate for white students was 83%, and it was 76% for African American students. In the Spring 23 semester, the success rate for white students in Communication was 84%, and it was a historic low for our program: only 52% for African American students. There were only 23 African American students in the data, so it may be the small n that is partly responsible for this very low success rate. The success rate for African American students was higher in the other semesters covered in the success data. The following success rates were recorded for African American students in the spring semesters:

Spring 2019 72%

Spring 2020. 73%

Spring 2021. 79%

Spring 2022. 63%

overall success rate for African American students in Communication for the entire period was 69%.

We can also see an equity gap with our Latino students. In the Fall 2022, we saw a 73% success rate for Latinos students, compared to 83% for White students. In Spring 2023, 76% for Latino students versus 84% for White students. The gap for Middle Eastern Students in the Fall 2022 was 73% compared to 83% for white students and in Spring 2023 it was 82% for Middle Eastern students, compared to 84% for white students, which technically means there was little or no equity gap. We believe we are making progress with Middle Eastern students' equity gaps.

Q12

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

We are continuing to encourage our faculty to educate themselves about equity and diversity, in order to continue to close our equity gaps. We are encouraging our adjunct instructors to complete the EMTLI course (both full time faculty have completed the course). One of our full-time instructors has applied to participate in the Equity Pedagogy and Practice Course for the spring 2024 session. Our faculty continue to support and help facilitate the Safe Zones training, in an effort to create a safe place for our LGBTQ+ community. We use examples and illustrations that include these diverse groups of students. We encourage students to talk about differences themselves, and to tell their own stories of success and privilege, as well as their stories of discrimination and prejudice. We also ask them to share their ideas about how we can help close these gaps. We admittedly have a long way to go, but we will continue to keep this goal front and center and learn as much as we can from our colleagues and our students.

Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

We had set only one new goal in our last program Review: Communicator Tutor Program Assessment and Expansion. We believe continuing and improving our tutoring program will help reduce equity gaps. We have talked about the stigma that might be preventing students from seeking help and using the tutoring that is available to them. We hope to advertise the tutoring program by including a link to tutoring services in our syllabi and by mentioning it frequently in class, beyond the first day. WE hope that by asking students who have visited tutoring to share their experience will help normalize tutoring for the other students in class. We will also ask our tutor, Estelle, to visit classes and invite students to attend. Our goal is to make sure that all students have the tools they need to be successful in our classes. Access to tutoring will assist students to understand the material better and to complete assignments on time. Tutoring will also help students have more confidence. It helps them feel more connected to the college. They are more likely to stay in class if they feel supported and successful. We intended to expand our tutoring program. As it turns out, our tutor had to take a leave of absence, but has recently returned. We will carry this goal forward and work on it in the coming semester.

Q14

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

We worked across the college to help train staff, faculty, administrators and students to be allies to the LGBTQ+ community, as part of the Safe Zones program. We participated in discussions at ILAT meetings, plus workshops and presentations by our colleagues regarding equity and diversity.

Q15

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

We are still seeing overall lower enrollments since the pandemic. Our in-person classes in particular were hit hard by the pandemic. We have been cancelling multiple sections of in-person classes over the past 3 years. But our in-person classes really bounced back this semester. We cancelled only two sections this Fall 2023 semester. We are heartened to see a parking lot that is fairly full of cars. We have not seen that since before March 2020.

Q16 Respondent skipped this question

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

Page 4: II. Assessment and Student Achievement continued

Q17 Yes

11. Does your department offer classes that are approved distance education courses?

Page 5: DE Course Success Rates

Q18

12. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

Success rates were higher in our in-person classes. In the Fall 2022 semester, the average success rate for in-person classes was 76%. It was 69% for hybrid classes, and only 63% for online classes. At our next Communication department meeting, we hope to discuss possible reasons for this difference, and ideas for closing that success rate gap.

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

Communicator Tutor Program Assessment and Expansion

Q20 In Progress - will carry this goal forward into next year

Previous Goal 1:

Page 7: III. Previous Goals: Update continued

Q21 Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q22 Respondent skipped this question

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23 **Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)**
Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q24
Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Our action steps for next year are as follows: Create a feedback questionnaire each semester to administer to the tutorial staff and to students who have used tutoring services. For students, questionnaires would include closed and open ended questions to measure the type and extent of help students sought, whether the tutor times were convenient and sufficient, the degree to which working with a tutor may have reduced their apprehension, and the degree to which they felt services affected their earned grade. Questions for the tutor would be designed to assess any problems the tutor encountered working with students and how we as a department could help to mitigate those problems. We are committed to learning how we can support our tutor in her effort to tutor students.

Q25 **Respondent skipped this question**
What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q26 **No**
Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27 **Respondent skipped this question**
1. Previous Goal 2:

Q28 **Respondent skipped this question**
3. Goal Status

Page 10: III. Previous Goals: Update continued

Q29 **Respondent skipped this question**
Please describe the results or explain the reason for deletion/completion of the goal:

Q30 Respondent skipped this question

Do you have another goal to update?

Page 11: III. Previous Goals: Update (If Applicable) continued

Q31 Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q32 Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q33 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q34 Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35 Respondent skipped this question

1. Previous Goal 3:

Q36 Respondent skipped this question

3. Goal Status

Page 13: III. Previous Goals: Update continued

Q37 Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q38

Respondent skipped this question

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q39

Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q40

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q41

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q42

Respondent skipped this question

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q43

Respondent skipped this question

1. Previous Goal 4:

Q44

Respondent skipped this question

3. Goal Status

Page 16: III. Previous Goals: Update continued

Q45

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 17: III. Previous Goals: Update continued

Q46

Respondent skipped this question

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Q47

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q48

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 18: IV. New Goals

Q49

Yes

Would you like to propose any new goal(s)?

Page 19: IV. New Goals continued

Q50

1. New Goal 1:

Improve diversity and equity in the Communication Program

Q51

Eliminate equity gaps in course success (passing grade in class)

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q52

3. Please describe how this goal advances the college strategic goal identified above.

The goal is directly related to the issue in our program: equity gaps among African American, Latino and Middle Eastern students.

Q53

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Actually this goal was not informed by SLO data, but rather by our success and retention data.

Q54

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

We will begin with an effort to hire both full-time and adjunct instructors who reflect the diversity of our students. We will advertise the position in a variety of publications that reach a wide variety of people. We will make sure members of the hiring committee have received the district HIRE training. We will continue to attend workshops and trainings and learn as much as we can in order to support our students.

Q55

6. How will this goal be evaluated?

We will follow up in our next program review report to see if the changes improve our success rates and reduce our equity gaps.

Q56

New faculty position

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q57

Yes

Do you have another New Goal?

Page 20: IV. New Goals continued

Q58

1. New Goal 2:

Increase innovation and currency in the field

Q59

Increase hiring and retention of diverse employees to reflect the students and communities we serve

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q60

3. Please describe how this goal advances the college strategic goal(s) identified above.

Recruiting and hiring faculty who use innovative teaching practices and are more current in their field, will be more successful in reflecting our students' diversity and in engaging a wide variety of students.

Q61

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Actually this goal was not informed by SLO data, but rather by our success and retention data.

Q62

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

We will begin with an effort to hire both full-time and adjunct instructors who reflect the diversity of our students. We will advertise the position in a variety of publications that reach a wide variety of potential candidates. We will make sure members of the hiring committee have received the district HIRE training. We will continue to attend workshops and trainings to learn as much as we can to support our students. We will add questions for the interviews that ask candidates to demonstrate innovation and currency in their teaching practices.

Q63

6. How will this goal be evaluated?

We will follow up in our next program review report to see if the changes improve our ability to Increase hiring and retention of diverse employees to reflect the students and communities we serve.

Q64

New faculty position

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q65

No

Do you have another New Goal?

Page 21: IV. New Goals continued

Q66

Respondent skipped this question

1. New Goal 3:

Q67 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q68 Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q69 Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q70 Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q71 Respondent skipped this question

6. How will this goal be evaluated?

Q72 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Q73 Respondent skipped this question

Do you have another New Goal?

Page 22: IV. New Goals continued

Q74 Respondent skipped this question

1. New Goal 4:

Q75 Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q76

Respondent skipped this question

3. Please describe how this goal advances the college strategic goal(s) identified above.

Q77

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q78

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Q79

Respondent skipped this question

6. How will this goal be evaluated?

Q80

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Page 24: Final Check

Q81

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
