Annual Update Report

Academic - Communication (COMM) - (AHSS)

Communicator Tutor Program Assessment and Expansion (Goal 1)

Program Goal: Communicator Tutor Program Assessment and Expansion
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Communicator Tutor Program Assessment and Expansion (**X**)

- **Eliminate Equity Gaps in Course Success:** Communicator Tutor Program Assessment and Expansion (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Communicator Tutor Program Assessment and Expansion (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Communicator Tutor Program Assessment and Expansion (**X**)

Summary of Progress or Results

Summary Date: 12/17/2025
Summary of Progress or Results: This goal is still in progress and little progress has been made because our energies were devoted to significant curriculum changes over these past two semesters. Hopefully some adjuncts will volunteer to oversee this goal and help create the necessary questionnaires. We will discuss in our next department meeting the importance of making more progress on this goal. If no one wants to oversee the effort, we might have an additional meeting devoted to brainstorming questions for the survey.
Reporting Period: 2025 - 2026
Status: In Progress - will carry forward into next year
Action steps for this academic year.:
Our action steps for next year are as follows:

· Request faculty participation in overseeing and creating the documents.
· Create a feedback questionnaire each semester to administer each semester 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.
· Create questions for the tutor 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 his effort to support students.
· Administer the questionnaires and start collecting and tracking data
· Adjust or change the tutor process/program as deemed sound via the data collected and analyzed.

Improve diversity and equity in the Communication Program (Goal 2)

Program Goal: Improve diversity and equity in the Communication Program
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Improve diversity and equity in the Communication Program (**X**)
- **Eliminate Equity Gaps in Course Success:** Improve diversity and equity in the Communication Program (**X**)
- **Increase Persistence and Eliminate Equity Gaps:** Improve diversity and equity in the Communication Program (**X**)
- **Increase Completion and Eliminate Equity Gaps:** Improve diversity and equity in the Communication Program (**X**)
- **Increase Hiring and Retention of Diverse Employees:** Improve diversity and equity in the Communication Program (**X**)

Summary of Progress or Results
Summary Date: 12/17/2025
Summary of Progress or Results: We have made progress in increasing the diversity of our adjunct pool by hiring two adjunct instructors who represent the Asian and the Hispanic/Latino committee. We are continuing to fill out requests for full-time hire who also may extend the diversity of our faculty. All faculty continue to be encouraged to take EMTLI training and Professional Development offerings pertaining to diversity and equity issues.
Reporting Period: 2025 - 2026
Status: In Progress - will carry forward into next year
Action steps for this academic year.:
Our action steps for next year are as follows:
· Continue to consider diversity representation when and if new adjuncts are needed.
· Continue to make full-time faculty requests and when approved begin advertising the position in ways that reach large pools of diverse applicants.
· Make equity data an ongoing agenda item in department meetings and share best practices that we believe might be or could make a difference in retention, access and success for those demographic groups that are experiencing equity gaps.

Increase innovation and currency in the field (Goal 3)

Program Goal: Increase innovation and currency in the field
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Increase innovation and currency in the field (**X**)

- **Eliminate Equity Gaps in Course Success:** Increase innovation and currency in the field (**X**)
- **Increase Persistence and Eliminate Equity Gaps:** Increase innovation and currency in the field (**X**)
- **Increase Completion and Eliminate Equity Gaps:** Increase innovation and currency in the field (**X**)
- **Increase Hiring and Retention of Diverse Employees:** Increase innovation and currency in the field (**X**)

Summary of Progress or Results
Summary Date: 12/17/2025   **Summary of Progress or Results:** This is a new goal that was posted when the chair retired and has never been discussed with the faculty. The goal itself seems very general and could be interpreted and addressed in several ways. The first step will be to discuss this goal in a department meeting to narrow the scope of how we want to interpret and implement this goal. One intended part of this goal is to hire a new full-time faculty member who is current in the field, demonstrates innovation in teaching philosophy and execution, can possibly resurrect the forensic team, and is well versed in quality online delivery methods and challenges.   **Reporting Period:** 2025 - 2026   **Status:** In Progress - will carry forward into next year   **Action steps for this academic year.:**   Our action steps for next year are as follows: · First step meet with faculty and discuss specific parameters for interpreting this goal and create further steps to begin toward goal achievement.   · Once these discussions on how to interpret this goal take place, feel fruitful and all seem on board with supporting this goal, the next step would be to create additional steps more specific steps toward reaching our mutually agreed upon end goal.   · Continue requesting a new full-time hire.

<div align="center">**2025 - 2026**</div>

Program Overview and Update

Lead Author
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Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.
To find and verify some data and ask general questions about the workings of the Nuventive system, I reached out to Brianna Hays, Dean of Institutional Effectiveness, Success and Equity, Stephanie Quiterrez, her Administrative Assistant, and Katie Cabral, Research and Planning Analyst. They both responded swiftly, providing not only the requested information but offering emotional support as well. Worthy mentioning is that both offered to make time to meet one on one with me if I felt the need.

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.
Dean Gazale and I discussed the communication department's visions and goals and particulars pertaining to this report during each of our scheduled monthly one-on-one meetings. She also devoted time for additional meetings to support me with this report. We discussed the particulars regarding the department's request for a full-time faculty position. In addition, she was instrumental in helping me find and interpret data and navigate the Nuventive system. She willingly and graciously engaged in "forced collaboration" by kindly and quickly answering my numerous emails and phone calls regarding this report. I have been a real pest but without question she has never left me feeling like one!

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.
Except for the pandemic time frame, historically the communication department has just plodded along with the typical changes and challenges. Usually there is a course update or two to be completed, the gaining or losing of an adjunct instructor, or experimenting with some schedule changes or delivery methods. Recently we have experienced some significant changes that affect both students and faculty and will for some time to come.
One of the most significant is the retirement of our long serving full time faculty and chair Nancy Jennings. This has left us with one "lonely" full-time faculty member in the department who has transitioned to chair. This faculty member does not have a given retirement date but retirement within the next three years or so is conceivable. If a second full-time instructor is not hired by the time this retirement takes place there would be no full-time instructor to lead a large and at this time healthy functioning department.
The potential problems associated with this scenario are many. An adjunct would have to become chair. Currently we have six adjuncts and one retiree who intends to teach one semester a year but is not sure she will even do that much longer. The possible adjuncts from a pool of 6 who could take over chair duties are few not because of their qualifications but because of their individual circumstances. An assessment of our current adjuncts suggests only one instructor who might have the time and effort to devote to being chair, however this instructor is very new to the department and her other life challenges may preclude her from acting as chair.
In the upcoming years, the changes occurring in the communication department will require significant oversight, especially in terms of how to transition into new curriculum requirements that are anticipated to affect students' planning, faculty numbers and training

needs, our Grossmont relationship balance and the college. This will add another level of complexity to any chairs' already substantial duties.

Not having a full-timer hired and successfully on board when the current, sole full-timer retires will have detrimental effects on the healthy functioning of the communication department. I have thirty years of experience teaching in this department and strongly believe I need to be part of the new hire interview process, serving as the content expert with historical and current understanding of department needs to help ensure the best possible candidate is selected to replace me. I am unsure who would play this vital role if I have already retired.

I am also concerned that if I were no longer here the new hire would begin as chair with an unnecessary deficiency in preparation. Even with my years of experience with the department and college I found many aspects of becoming chair to be daunting. We have a pool of qualified adjuncts but their duties across several campuses don't always afford them the same level dedication to the all-inclusive future picture that a full-timer has. At Grossmont there are eight full-time faculty who can collaborate on their department's big picture. It would be nice to have another full-time partner to collaborate with and to properly and thoroughly onboard before I retire. Throwing a new hire into the position of being the sole full-time faculty and chair without the benefits of being onboarded before my retirement doesn't seem to be in keeping with our value of employee health and wellness.

In addition, it is an ongoing struggle to find instructors to teach some courses. Courses like Argumentation and Advanced Public Speaking are not offered every semester. Most of our adjuncts say they don't feel qualified to teach those courses or are reluctant to do so because low enrollment class cancellation is an ongoing issue. A new hire could teach those courses and devote time and energy to promoting them and subsequently recruit new majors who tend to go to Grossmont to take this course offered online each semester. Also, a new hire current in the field could help us add new curriculum to target specific demographics. For example, numerous community colleges teach oral communication courses for African American and Latino communities in particular.

A second major change that will have significant impact on students and faculty is curriculum changes. The communication curriculum has been through quite a few changes this past year. The changes are a result of the new California state legislative-mandated changes to the GE package. The legislature has mandated that the separate GE patterns for the University of California system and the Cal State University system be combined into one new pattern, called Cal-Getc. The traditional public speaking class, comm122 (now COMM 1000) has met the oral communication requirement at CSU campuses for many years. To get the course to meet the new standards, in combined effort with our colleagues at Grossmont, we revised our Comm 122 course significantly to meet the oral communication requirement for Cal-GETC and it was approved.

Our interpersonal Communication course (comm120) was a little more of a long shot. It had been approved to meet the CSU Oral Communication requirement for many years but was not a natural fit for the new Cal-GETC requirement. We also revised COMM120 and submitted it for acceptance by Cal -GETCbut it was rejected. In collaboration with colleagues at Grossmont we decided not to further revise this course. Trying to fit more oral communication assignments and oral communication lecture material into this course would have taken away too much interpersonal communication subject matter. Instead, we decided to remove the oral communication section currently in this course and return it to just interpersonal communication subject matter.

With the deletion of interpersonal communication (comm120) as an option to fulfill the oral communication requirement we decided in collaboration with Grossmont to submit a new course, Fundamentals of Communication (comm 130). When and if approved it will give students a second option to taking public speaking (COMM 1000) to fulfill their oral communication requirement. This course is in the pipeline and approval is pending.

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This year we once again revised COMM122 our Oral Communication (public speaking) course, and our COMM122 Interpersonal Communication course to comply with the Common Course Numbering legislation. At his point, COMM 122 is now renamed COMM 1000.

In December 2024 we revised and submitted our COMM 145, Argumentation and Debate course to meet the critical thinking requirement in the new Cal-GRTC GE pattern but our "work of art" was rejected. We are currently in talks with our Grossmont colleagues to decide how to procced with necessary[i] second revisions.

These curriculum changes and mandated requirements leave us with many significant issues to challenge our department. Due to fear of public speaking students historically have opted to enroll in Comm 120 interpersonal communication. Currently we are offering 11 of these courses and each semester they fill quickly, have large waitlists and we usually open an additional one each semester to supply demand. Eventually this class will be replaced by Comm 130 Fundamentals of Human Communication as the additional oral communication option. Meanwhile this transition presents significant scheduling challenges for us.

The catalogue rights for the current (Fall 2025) students indicate that approximately 82% of the students currently enrolled at Cuyamaca (7,001 out of 8, 585 students) should be able to take COMM 120 or COMM 1000 to meet the public speaking requirements, because these students started prior to Fall 2025. The remaining 18% of our current students (1,584 out of 8,585 students) would need to take COMM1000 to meet the public speaking requirement. Unfortunately, we do not know how many of the 82% entitled to take COMM120 as their oral communication option have already done so. This makes scheduling extremely tricky and in terms of what schedule offerings will or should be. Instructors are apprehensive and stressed that they don't have a better future picture of how their schedules will be affected. So far, our best approach to scheduling has been kind of a let's see how it goes approach. Slowly we will reduce our COMM120 offerings, currently at twelve, and increase our COMM1000 offerings currently at six. Hopefully, we will be able to have the new course COMM130 up and running to replace Comm 120. We foresee a future where our current Comm 120 which is our "bread and butter in terms of FTEFS will be down to 1 or 2 offerings and COMM130 and COMM1000 will be our offerings for transfer requirements. Until this all settles, each semester's scheduling will be complicated and adjuncts the majority of which teach COMM120 will be stressed regarding the unreliability of their usually standardized schedules.

Another change we are experiencing is our historical relationship agreements with Grossmont and how those changes may affect our enrollments. The two colleges have long agreed that teaching public speaking online is not best practice. Overnight Grossmont changed course and is offering at least half of their public speaking courses online. Fear of public speaking causes students to prefer this class online so Grossmont's offerings are enticing to our students. In addition, they have several face to face and several online versions of every capstone class we teach . For example, we offer Comm 137 (Group Communication and Critical thinking) once a year and low enrollments sometimes result in course cancellation. Grossmont offers several sections of this course each semester in both a face to face and online formats. This above scenario is the case for all our capstone classes. Many students seeking degrees find it easier to get their courses at Grossmont and the online versions are usually preferred. We suspect this is our capstones have low enrollments and sometimes cancellations. Thankfully, our administrators appreciate the importance of keeping some low enrolled classes on the schedule so students can get a degree from our college in the two-year plan.

 This growing competition with Grossmont is leading to heated discussions in our department over the efficacy of offering all our classes online , especially COMM100 Public Speaking. For years I have accumulated informal surveys from students who say they wanted to take the class online but for various reasons ended up taking it in person. Most of them attest to the fact that the in-person class was changing in terms of improving their confidence, making friends, and especially helping to improve their social anxiety. This

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semester I read a student response who said she was sitting with her counselor and told the counselor she would take public speaking online at Grossmont. The counselor told her it was better to take the course in person. The student wrote a two-page paper outlining what the class did to improve her comfort talking to people and how she was so thankful she listened to her counselor. She even said talking to people in class gave her the confidence to start interviewing for jobs, something she had wanted to do but had avoided for years. I am staunch believer that public speaking should require a public, a face-to-face audience. Nevertheless, the growing competition with Grossmont and their eight full-time faculty requires us to rethink the need to maybe change to online classes in courses that currently are not offered online.

We have had many changes but also some additions and achievements. We have added two adjunct instructors, and their addition has improved the diversity in our instructional pool. We are proud that two instructors, Torey Romero and Jovannie Belmundez have volunteered to co-authoring an OER textbook for COMM C1000 via a grant awarded to the college. The final product will be shared with the CCC Chancellors Office by December 2026 for all communication scholars in the state to access and apply in their classes. The textbook will focus on current updates of the discipline, aligning with CAL-GETC requirements, and will highlight accessibility in public speaking.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?
Yes

If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.

Course	S23	F23	S24	F24	S25	F25	S26	F26	S27	F27	S28	F28	S29	F29
Comm110 1,2,3	X				X				X				X	
Comm 120 1,2,3,4		X				X				X				X
Comm 122 1,2,3			X				X				X			
Comm 123 1,2,3,4				X				X				X		
Comm 124 1,2,3		X				X				X				X
Comm 137 1,2,3	X				X				X				X	
Comm 145 1,2,3			X				X				X			
Prog Level SLOs (same for both degrees) 1,2,3,4,5,6,7				X				X				X		

Yes, we are on track with the 4-year assessment cycle apart from Critical Thinking and Group Communication (COMM 137) which was last assessed Fall 2020. When it was due to be assessed in our cycle the class was cancelled due to low enrolment. It was offered this semester and even though out of our assessment sequence schedule offered above it is being assessed this semester Fall 2025.

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Which courses have not been assessed in the last 4 years?
Communication 137 - Critical Thinking and Group Communication has not been assessed since Fall 2020.

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.
We are on track with the 4-year assessment cycle. Critical Thinking and Group Communication, COMM 137 was last assessed Fall 2020 . When it was due to be assessed in our cycle the class was cancelled due to low enrolment.

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.
As a department we have not worked on any outcomes assessment projects in the last year. We are all working on a way for all faculty to receive the training necessary to set up our assessments to be automatically processed via the new Canvas connection process but varying adjunct schedules have made that training difficult. Faculty who could not attend Part 1 and 2 training sessions offered have been urged to begin training on their own via the videos that have been created. Problems with adjunct schedules have made it such that we will be placing a request for training to occur during a regularly scheduled department meeting. Since we also need RSI training at our department meeting, we must request an additional meeting be held when training leader's schedules and department schedules can coincide.

Student Achievement

Please discuss any equity gaps in access or success and share what the program will do to address them.
The communication department has equity gaps with the following demographics.

African Americans

Race/Ethnicity	Term	Enrollment	Retained	Retention Rate	Retention Rate*	Successful	Success Rate	Success Rate*
African-American/ Black Non-Hispanic	Fall 2020	28	23	82%	Equity gap	16	57%	Equity gap
	Fall 2021	22	21	95%		17	77%	Equity gap
	Fall 2022	34	31	91%		26	76%	Equity gap
	Fall 2023	27	24	89%		20	74%	
	Fall 2024	30	28	93%		22	73%	Equity gap
	Total	141	127	90%		101	72%	Equity gap

A success rate equity gap has existed in the African American community from Fall 2020 to Fall 2024, except for Fall 2023. In Fall 2020 the success rate was extremely low at 57% (this is the first semester the college was fully remote due to the pandemic). The following year it rebounded to 77%, which was comforting to see but still represented an equity gap. Since that Fall 2021 77% rebound the success rates have decreased each year to the last reported 73% rate, Fall 2024. Although the yearly decline is disheartening to see, at least it hasn't dropped below the 70'S. Our current success rate, 73%, is thankfully higher than the college wide success rate in comparison of 66% for the same period.
The steady decline in success that has occurred each year since Fall 2020 is as equally troubling as the fact a gap currently exists. Looking at college data wide I do not see this same steady yearly decline in success rates. The college wide success rate numbers

have remained relatively the same since 2020. I would like to bring this up for discussion in my EMTLI class to see if other departments see this steady continual decline with this demographic and investigate this further with the help of Dean Hays and her bank of specific college data.

It is nice to see that there has been no gap in retention since Fall 2021 to present.

The current access rate for African Americans is 5% and that matches the college wide comparison rate of 5%.

Asians

Race/Ethnicity	Term	Enrollment	Retained	Retention Rate	Retention Rate*	Successful	Success Rate	Success Rate*
Asian	Fall 2020	33	30	91%	Equity gap	29	88%	Equity gap
	Fall 2021	16	13	81%	Equity gap	12	75%	Equity gap
	Fall 2022	21	18	86%	Equity gap	16	76%	Equity gap
	Fall 2023	21	19	90%		18	86%	
	Fall 2024	23	23	100%		21	91%	
	Total	114	103	90%		96	84%	

It is delightful to see that for that the success rates for Asians in Fall 2023, 86% and Fall 2024, 91% do not represent an equity gap according to data provided. From 2020 to Fall 2022 an equity gap did exist. Our department did not undergo any special targeted outreach to this demographic so I cannot surmise why the equity gap in success ceased as of Fall, 2023.

There is no equity gap for this demographic in terms of retention. In Fall of 2024 the retention rate was 100% whereas the college wide retention rate was 87%. I realize since there are no equity gaps this chart and discussion was not necessary. I included it because doing so made us feel proud and hopefully such results can be achieved for other demographics. Placing it here also will help track this demographic when preparing next year's report.

Hispanic/Latino

Race/Ethnicity	Term	Enrollment	Retained	Retention Rate	Retention Rate*	Successful	Success Rate	Success Rate*
Hispanic/Latino	Fall 2020	189	158	84%	Equity gap	132	70%	Equity gap
	Fall 2021	150	136	91%		116	77%	Equity gap
	Fall 2022	170	155	91%		124	73%	Equity gap
	Fall 2023	196	182	93%		148	76%	
	Fall 2024	189	173	92%		144	76%	Equity gap
	Total	894	804	90%		664	74%	Equity gap

The success rate for this demographic has a consistent gap every year Fall 2020 to present with the exception being Fall 2023 where no gap existed. When gaps have been present there has been no significant fluctuation up or down in the gap percentage which was 76% Fall 2024 and has remained close to that number since Fall 2021.Our current success rate for this demographic 76% is higher than the compared college wide success rate of 69% for this community.

The access/ retention rate for this demographic is 92% compared to the college wide rate of 87% which represents an equity gap in the overall college data but thankfully not in ours. Our retention rate has remained a healthy 90% range plus or minus a few points yearly. There has been no retention rate gap with this demographic since Fall 2021. We are glad to see this community staying enrolled in healthy and consistent numbers but would be even happier to see success rate numbers that represent no equity gap.

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Middle Eastern or North African

Race/Ethnicity	Term	Enrollment	Retained	Retention Rate	Retention Rate*	Successful	Success Rate	Success Rate*
Middle Eastern or North African**	Fall 2020	68	63	93%	Equity gap	58	85%	Equity gap
	Fall 2021	68	67	99%		64	94%	
	Fall 2022	99	92	93%		71	72%	Equity gap
	Fall 2023	165	144	87%		106	64%	Equity gap
	Fall 2024	163	154	94%		137	84%	Equity gap
	Total	563	520	92%		436	77%	Equity gap

 The success rate of 87%, Fall 2024 is listed as an equity gap for this group but is slightly higher than the college wide rate of 83% which is not listed as an equity gap for the same time period. I do not know how to interpret this discrepancy. A gap has existed every year since Fall 2020 apart from Fall 2021 when no gap existed. It is slightly comforting to see that the success rate percentage has improved from a five year low of 64% in Fall 2023 up to 84% Fall 2024. Hopefully, some of our department's concerted efforts to eliminate gaps with all marginalized groups are responsible for this 20% increase in success rates. Nevertheless, a gap in success rates still exists.

 In terms of retention there has been no gap since 2021. The current retention rate Fall 2024 is 92% one percent higher than the college wide percent comparison of 91% for the same period. This group appears to be staying enrolled in somewhat consistent percentages since 2020 but failing to succeed without a gap present.

Multiple Races/ Ethnicities

Race/Ethnicity	Term	Enrollment	Retained	Retention Rate	Retention Rate*	Successful	Success Rate	Success Rate*
Multiple Races/ Ethnicities	Fall 2020	37	34	92%	Equity gap	26	70%	Equity gap
	Fall 2021	16	14	88%	Equity gap	14	88%	
	Fall 2022	25	22	88%	Equity gap	20	80%	Equity gap
	Fall 2023	39	37	95%		32	82%	
	Fall 2024	33	29	88%	Equity gap	25	76%	Equity gap
	Total	150	136	91%		117	78%	Equity gap

Currently, there is an equity gap with this demographic. The latest data Fall 2025 show a success rate at 76%, which represents a notable drop from the previous three years but is fairly close to the college-wide rate of 78%. The previous three years, Fall 2021 to Fall 2023, the rate fluctuated from a high of 88% to a low of 80%. Seeing the last available data with a rate now dropping from the 88% range to a 70's range is a tad concerning and worth keeping an eye on.

Currently there is no gap in access for this demographic which is nice to see because in the years since Fall 2020 there has often been a gap existing.

Measures being taken to address equity gaps

The department is undergoing various measures to address equity caps in the given demographics discussed above. First step is making ongoing equity discussions a high priority in our department meetings. Other than one full-time instructor the faculty consists of adjuncts. Familiarizing themselves and staying abreast of current equity gap data and the issues that surround them are not part of

their day-to-day duties for our college. To put it bluntly it is difficult for them to always feel loyal to addressing and fixing our college issues when they are working across many colleges.

Presenting data will now become an ongoing agenda item at department meetings and will continue to be as of this writing. Rather than general discussions of the importance of equity the hard cold college wide numbers will be presented and reviewed at each department meeting. Hopefully seeing the hard cold numbers will change equity discussions from general lip service ones to more of a hands on, involvement and pride in what they have helped to accomplish as we see numbers change perspective. Each faculty will also be encouraged to contact Katie Cabral for their own class specific equity numbers and maybe use those to open a dialogue at a faculty meeting should they feel comfortable doing so. I believe going from college success and retention equity numbers to their individual numbers (private to them of course) will help put a stronger focus on and loyalty toward addressing equity issues. Such was the case for me when I was presented with my equity gaps during EMTLI trainings. Maybe tracking college wide equity data at each department meeting and reviewing our individual data will incentivize us to not view equity as just a word we hear repeatedly but instead motivate us to keep it a vital priority in our teaching philosophies and practices.

To help close our equity gaps all faculty are encouraged to educate themselves about equity and diversity when opportunities are presented. Taking the EMTLI training is promoted and encouraged at every department meeting. The full-time faculty/chair is currently participating in a second round of EMTLI training and does her best to pass along the best practices she has learned in department meetings. Unfortunately, most of the remaining faculty have not undergone EMTLI classes.

In department evaluations items that can affect equity gaps are directly or indirectly addressed in the comment/suggestions section. For example, the welcoming versus the unwelcoming tone or a syllabus is commented upon as well as certain policies in the syllabus that could adversely affect marginalized groups. Suggestions are offered as well as invitations to one-on-one meetings to discuss comments, suggestions, and changes in further detail should the given faculty be open to such a meeting.

As a department we have discussed specific steps we can take to try and close gaps. Most faculty have begun to take those steps. These possible steps include:

· Increased flexibility on due dates and possible changes to our late work policies.
· Revisiting our examination methods to investigate how possible changes might help   marginalized groups better succeed.
· Conscientiously modifying lectures, finding examples, offering readings, and creating   activities aimed at making a variety of diverse students feel recognized and included.
· Creating clever ways and expanded opportunities for students to share their cultural   histories/wealth via formal and informal oral presentations.
· Attempting to use a more student-centered approach rather than a faculty   convenience approach when scheduling classes.
· Utilizing optional extra credit, end of the semester reflection questionnaires to help us   learn what aspects of the class either promoted or hindered success.
· Proudly displaying safe space posters in our classrooms and papering our walls with   student support service posters as well as making sure they are available in online campus modules.
· Frequently reminding students that we have free tutoring and in particular a   communication tutor and encouraging them to take advantage of that service.

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One overall way we tackle equity reduction is the way we present ourselves in the classroom. Everyone has a story and we are no exception. We pride ourselves in being willing to be vulnerable to share our stories. Most of us feel comfortable allowing ourselves to share our accomplishments, failures, personal issues and challenges with our students when the opportunity seems appropriate. This helps students relate to use as human beings who are going through or have gone through specific situations or general life experiences like their own, especially in terms of communication challenges. This helps our students relate to us as human beings and not just talking heads. Being comfortable opening up helps students do the same with us and often results in steering students to support services that promote success and retention. Most of us also make it clear that our office hours are not only for clarifying questions pertaining to class but safe and welcoming spaces where they can drop by to share their struggles or just chat and be heard.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.
Enrollment Changes
Looking at the last data available Fall 2024 there is no difference worthy of note in the overall enrollment from the previous year Fall 2023. This is true in terms of overall enrollment and enrollment for given demographics. I do find it interesting that for the Middle Eastern/North African demographic the enrollment from Fall 2023 to Fall 2024 has basically remained the same but historically there is a noticeable change that I do not see in the other demographics. That enrollment trend is as follows:
Fall 2020: 68
Fall 2021: 68
Fall 2022: 99
Fall 2023: 165
Fall 2024: 163
In my experience what classes to take and with whom to take those classes is largely a word-of-mouth process with this community. Maybe the rise in numbers suggests that we are doing something well in terms of attracting and serving this community. Even if that is true the 84% success rate Fall 2024 still represents an equity gap we will continue to monitor and address.

If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?
N/A

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?
It would be marvelous to be able to say there were ways to ensure Regular and Substantive Interaction (RSI) is being implemented consistently in distance education classes because maintaining RSI is vital to promoting student success and addressing equity issues. As chair the best I can do is promote RSI to our adjunct pool and check to see that it is taking place when faculty evaluations afford me an opportunity to verify that it is truly occurring.
To promote RSI instructors are highly encouraged to check in with students via a welcome letter before the semester begins. Doing so allows them to introduce themselves, make early connections with students, informs students how to commence online, and most importantly, provides an avenue for communication with their instructor to begin before the start of class and hopefully continue strong

Annual Update

throughout the semester. During department meetings and via emails faculty are instructed to implement RSI as part of their regular duties throughout the semester. They are reminded that failure to do so not only impact student success and retention but is a factor that can affect accreditation outcomes. They are encouraged to insert themselves into discussion board responses, send one minimum weekly announcement, and submit sufficient comments when posting grades. Faculty have been sent a copy of the new CATS poster that addresses the above with explanations and formulas.

The only way to ensure sufficient RSI is taking place or not is when class access is granted for evaluation purposes. Should RSI be deemed insufficient formal comments are documented and one-on-one discussions take place to offer support and strongly urge a given instructor to fix and continue to comply. Whether or not that compliance is maintained in between evaluations is an ongoing issue of concern. Also, of concern is that some instructors might slack off on RSI and only bring the level up to par when they know they are up for evaluation. An additional factor affecting RSI is the number of classes some adjuncts teach. One adjunct in our department teaches on average eleven classes per semester. I cannot fathom how someone with that number of classes maintains adequate RSI even if they embrace it as an important endeavor.

Given challenges with adjunct scheduling, no adjuncts in the department have attended the on-campus RSI training that has been offered. I have suggested that they try to watch some of the alternative training that exists. Given some of the RSI concerns I encountered in this semester's evaluations, my intention is to request RSI training at our next department meeting. It would be nice if RSI training was mandatory like the mandated reporter or sexual harassment training. Perhaps mandatory training might help instructors switch their perspective from this is another nagging chair issue to a perspective of how crucial RSI is to both students and to the college. Meanwhile, I cannot ensure RSI is being implemented I can only hope it is and have faith that quality instructors are implementing it consistently.

Program Goals

Program Goals Status
I have updated the progress on my previous goals.

Program Goals Mapping
Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.
Yes - Response complete and ready for review

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Dean Approval and Feedback

I have reviewed the program review with the author and provided feedback.
Yes - Review and feedback complete

Feedback
I would like to commend the department chair on the exemplary equity gaps data analysis. I would like to highlight the many action steps the department is planning to implement in order to close gaps. Putting department data on the agenda for department discussions is a great way to not lose focus of the topic.
Continue the focused attention to RSI; it does take time to change the culture.