

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Communication Studies

Term/Year of Review: Spring 2022

Summary of Program Review:

A. Major Findings

1. Strengths:

The FT and PT faculty of the Communication Studies department have laid the foundation of an equitable and cohesive curriculum for the students at NVC by changing our name and subject codes to provide seamless recognition of our curriculum to other colleges and universities.

We have continued:

- our commitment to assessment
- our desire to assist all students (campus-wide) who are required to speak or present in the classroom
- our dedication to providing the best academic experience for our students through our existing courses, and strengthening our ability to provide that curriculum through multiple modalities

Our focus on professional development continues to be geared toward supporting a global classroom. We have converted 70% of our textbooks to Open Resource texts that add no additional costs to students. In addition, the Communication Studies department provides support to the Umoja Community program and the Caminos al Éxitos program. Finally, we are committed to providing continued access to tutoring and supplemental instruction in our COMM Lab.

2. Areas for Improvement:

Our plan for improvement includes:

- Improving the retention and completion rates in our online courses.
- Considering enhancing enrollment by developing Communication Studies certificate opportunities.
- Continuing access to tutoring and supplemental instruction in our COMM Lab.

3. Projected Program Growth, Stability, or Viability:

The Communication Studies department has Stability.
We have:

- Stable demand for more than 75% of our courses.
- Courses that meet the needs of students seeking degrees or certificates.
- Sufficient class offerings with diverse modalities.
- Success and completion rates that are sufficient.
- To work to enhance those areas that require additional support.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Communication Studies department:

- Equips students with tools for effective communication and prepares them for their future success.
- Provides consistent evaluation of our curriculum and program to ensure a high quality program.
- Provides instruction that assists students in the pursuit of degrees or certification.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The description of our alignment (question 1) adequately describes information that is current and actively part of the Communication Studies contribution to the institutional mission.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Our department:

- Connects with community/educational leaders to support our connection with the Umoja and Caminos al Éxitos programs.
- Has consistent engagement with our students to foster their successes.
- Works to enhance our achievement and completion rates.
- Continues our equity training to provide equitable and inclusive courses.

C. New Objectives/Goals:

Our plan:

- Increase the use of the COMM Lab (A.1 - needed to successful use of lab)
- Add 1 (one) additional course to our curriculum
- Restructure our COMM 132 course
- Work with NVC to increase enrollment
- Create certificates for Communication Studies
- Create a media repository that focuses on inclusive representation in class materials across courses

D. Description of Process Used to Ensure “Inclusive Program Review”

The Communication Studies department includes the voices of all faculty (FTF & PTF) in meetings that are held monthly, team building activities that are held once a semester, assessment, program review, course development, and curriculum. We include the current data and previous data to provide a more detailed view of the changes in our department.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Speech Communication
Degree(s)/Certificate(s))	Communication Studies: AA-T
Courses	SPCOM-122
	SPCOM-124
	SPCOM-126
	SPCOM-128
	SPCOM-130
	SPCOM-132
	SPCOM-134

Taxonomy of Programs, June 2021

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount				
Within the Program	1,086	1,072	1,070	-1.5%
Across the Institution	8,176	8,181	7,208	-11.8%
Enrollments				
SPCOM-120	308	342	361	17.2%
SPCOM-122	399	361	337	-15.5%
SPCOM-124	211	181	201	-4.7%
SPCOM-126	154	168	176	14.3%
SPCOM-128	52	54	52	--
SPCOM-130	58	54	46	-20.7%
SPCOM-132	9	12	--	-100%
SPCOM-134	17	17	27	58.8%
Within the Program	1,208	1,189	1,200	-0.7%
Across the Institution	32,545	33,102	30,409	-6.6%
<i>Source: SQL Enrollment Files</i>				

RPIE Analysis: The number of students enrolled (headcount) in the Speech Communication Program decreased by 1.5% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Speech Communication Program decreased by 0.7%, while enrollment across the institution decreased by 6.6%

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2018-2019 and 2020-2021:

Courses with enrollment increases:

- *SPCOM-134 (58.8%)*
- *SPCOM-120 (17.2%)*
- *SPCOM-126 (14.3%)*

Courses with enrollment decreases:

- *SPCOM-132 (-100%)*
- *SPCOM-130 (-20.7%)*
- *SPCOM-122 (-15.5%)*

Program Reflection:

Over the three years in review, the Communication Studies department has worked to provide course offerings that motivate enrollment by the use of multiple teaching modalities, and supportive scheduling with robust summer offerings that would work with students' varied schedules. We have increased our Late Start offerings as well as providing 8, 14, 16, and 18 week semester offerings. This review shows a decrease in our courses that are typically structured to be an "in-person" class. The decrease in enrollment for those courses is connected to the Covid 19 pandemic when all classes were required to be online. SPCOM 122, 130, and 132 are primarily major presentation courses. It was a tough transition to move those courses successfully online. However, with time and enhanced professional development, we developed online instruction that supported the needs of the students. SPCOM 132 is considered a 100% decrease because the course was canceled Fall 2020, and over the 3-year review span the course shows a drop from 9 to 0. In the next three years, the department desires to see consistent growth within all of our courses. It is our plan to stabilize the number of sections offered in all of our courses, so that we can be sure to meet the needs of our students.

2. Average Class Size

	2018-2019		2019-2020		2020-2021		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
SPCOM-120	12	25.7	13	26.3	13	27.8	26.6	8.2%
SPCOM-122	16	24.9	15	24.1	15	22.5	23.8	-9.6%
SPCOM-124	10	21.1	7	25.9	8	25.1	23.7	19.0%
SPCOM-126	5	30.8	5	33.6	6	29.3	31.1	-4.9%
SPCOM-128	2	26.0	2	27.0	2	26.0	26.3	0.0%
SPCOM-130	2	29.0	2	27.0	2	23.0	26.3	-20.7%
SPCOM-132	1	9.0	1	12.0	--	--	10.5	-100%
SPCOM-134	1	17.0	1	17.0	1	27.0	20.3	58.8%
Program Average*	49	24.7	46	25.8	47	25.5	25.3	3.2%
Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPiE Analysis: Over the past three years, the Speech Communications Program has claimed an average of 25.3 students per section. The average class size in the program mirrored the average class size of 25.1 students per section across the institution during this period. Average class size in the program increased by 3.2% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2018-2019 and 2020-2021:

Courses with increases in average class size:

- SPCOM-134 (58.8%)
- SPCOM-124 (19.0%)

Courses with decreases in average class size:

- SPCOM-132 (-100%)
- SPCOM-130 (20.7%)

Program Reflection:

In the next three years, the department desires to grow the program by adding a new course relating to critical analysis/media analysis/media literacy.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2018-2019	1,092	1,320	82.7%
2019-2020	1,095	1,165	94.0%
2020-2021	1,044	1,135	92.0%
Three-Year Program Total	3,231	3,620	89.3%
Institutional Level	83,156	101,258	82.1%
Productivity*			
	FTEs	FTEF	Productivity
2018-2019	109.2	8.8	12.4
2019-2020	109.5	8.4	13.0
2020-2021	104.7	8.2	12.8
Three-Year Program Total	323.4	25.4	12.7
<i>Source: SQL Enrollment and Course Sections Files</i>			

***RPIE Analysis:** Fill rates within the Speech Communication Program tend to be higher than the fill rate at the institutional level. [Compare program-level rate of 89.3% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, enrollment remained stable while capacity decreased, resulting in an increase in fill rate. Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment).*

Productivity ranged from 12.4 to 13.0 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 12.7 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include 14 Speech Communication section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

Our enrollment issues are systemic and correlate the campus wide issues. The Communication Studies department will work with the institution to enhance enrollment.

4. Labor Market Demand

This section does not apply to the Speech Communication Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
SPCOM-120	94.3%	X		84.6%	--	--
SPCOM-122	90.9%		X	79.6%		X
SPCOM-124	96.2%	X		91.8%	X	
SPCOM-126	91.8%	--	--	83.6%	--	--

SPCOM-128	90.3%		X	75.7%		X
SPCOM-130	93.4%	--	--	92.5%	X	
SPCOM-132	81.0%		X	81.0%		X
SPCOM-134	90.6%		X	84.4%	--	--
Program Level	92.8%			84.0%		
Institutional Level	90.3%			75.6%		
<p><i>Source: SQL Enrollment Files</i></p> <p>-- Indicates a value that is within 1% of the program-level rate.</p> <p><i>Bold italics</i> denote a statistically significant difference between the course-level rate and the program-level rate.</p> <p><i>Bold</i> denotes a statistically significant difference between the program-level rate and the institutional rate.</p> <p><i>Note:</i> Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.</p>						

***RPIE Analysis:** Over the past three years, the retention rate for the Speech Communication Program was significantly higher than the rate at the institutional level. The retention rate for SPCOM-132 was significantly lower than the program-level rate. The retention rate for SPCOM-124 was significantly higher than the program-level rate. The retention rate for the Speech Communication Program falls in the 48th percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

Over the past three years, the successful course completion rate for the Speech Communication Program was significantly higher than the rate at the institutional level. The successful course completion rates for SPCOM-122 and SPCOM-128 were significantly lower than the program-level rate. The successful course completion rates for SPCOM-124 and SPCOM-130 were significantly higher than the program-level rate. The successful course completion rate for the Speech Communication Program falls in the 60th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (8.8%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Speech Communication Program courses claimed differences between retention and successful course completion that exceeded 10%:

- SPCOM-128 (14.6%)
- SPCOM-122 (11.3%)

Program Reflection:

In the next three years, the department will evaluate SPCOM 128 and 122 to assess the decrease in retention and completion for these courses. The past program review cycle showed these courses as exemplary, so further review is needed to assess the significant change. Our retention and course completion is also linked to the services offered outside of the classroom. It is imperative that our SPCOM students have access to tutoring and supplemental instruction. Our SPCOM Lab is designed to offer student access to assistance with our courses outside of the classroom. A high functioning SPCOM lab with an experienced technician is needed.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	88.6%	86.8%	73.7%	65.0%
Latinx/Hispanic			84.3%	72.6%
First Generation			83.2%	74.4%

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Speech Communication Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.)

Within the Speech Communication Program, the successful course completion rates among African American/Black, Latinx/Hispanic, and First Generation students were significantly higher than the corresponding rates at the institutional level.

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates exceeded the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

The department will continue to provide quality education to all demographics. Our department’s commitment to inclusivity and student equity can be seen in our methods of instruction, and our focus on professional development geared toward supporting a global classroom.

In the next three years, the department will strengthen our connections with student equity by adding more support to the Umoja Community program & Caminos al Éxitos.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
SPCOM-124						
In-Person vs. Hybrid	95.7%	100%		95.7%	95.7%	
In-person vs. Online	86.7%		99.2%	79.5%		96.1%
Program Total						
In-Person vs. Hybrid	95.7%	100%		95.7%	95.7%	
In-person vs. Online	86.7%		99.2%	79.5%		96.1%
Institutional Total						
In-person vs. Hybrid	90.8%	94.1%		84.4%	84.9%	
In-person vs. Online	88.1%		88.6%	71.6%		71.7%

Source: SQL Course Sections Files

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

RPIE Analysis: RPIE Analysis: Over the past three years, one course within the Speech Communication Program has been offered through at least two delivery modes within the same academic year. In 2018-2019, SPCOM-124 was offered through in-person and online formats. In 2019-2020, SPCOM-124 was offered through in-person and hybrid formats. As SPCOM-124 is the only course included in the analysis, the program-level rates are the same as the course-level rates reported in the table above.

Within the Speech Communication Program:

- *The retention rate in in-person sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level.*
- *The retention rate in in-person sections was significantly lower than the retention rate in online sections. This pattern deviates from the findings at the institutional level, where the retention rate in in-person sections mirrored the rate in online sections.*

Within the Speech Communication Program:

- *The successful course completion rate in in-person sections mirrored the successful course completion rate in hybrid sections. This pattern reflects the findings at the institutional level.*
- *The successful course completion rate in in-person sections was significantly lower than the successful course completion rate in online sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in in-person sections mirrored the rate in online sections.*

Program Reflection:

As our demographics change, the methods in which we provide instruction must also change. The data reflects that change. We have constructed more online and hybrid offerings so that students have more flexibility. Since the previous program review online retention and completion rates have improved. [Online Retention Rates (from 89.3% to 99.2%) and Online Completion Rates (from 81.6% to 96.1%)].

C. Student Achievement

1. Program Completion

	2018-2019	2019-2020	2020-2021
Degrees			
Communication Studies: AA-T	15	13	15
Institutional: AA-T Degrees	144	151	159
Average Time to Degree (in Years)⁺			
Communication Studies: AA-T	4	3	4
Institutional: AA-T	4	3	3

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

RPIE Analysis: The number of AA-T degrees conferred by the Speech Communication Program remained stable between 2018-2019 and 2020-2021. Over the same period, the number of AA-T degrees conferred by the institution increased by 10.4%. The Speech Communication Program accounted for 10.4% of the AA-T degrees conferred in 2018-2019 and 9.4% of those conferred in 2020-2021. The average time to degree among Speech Communication AA-T recipients ranged from three to four years, which reflects the institutional average over the past three years.

Program Reflection:

Our degree completion rates have increased! In the past Program Review cycle we conferred 34 degrees. This cycle is 43 degrees. It may show a stable rate according to the percentages, but we see movement. It is our hope that with collaboration with Guided Pathways, etc. that we can decrease our program completion rates by 1 year.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Speech Communication Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S) & Academic Year</i>	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant) & Academic Year</i>	No Change
SPCOM	120	5/31/2016	NO	NS/Will review by 12/10/2022		
SPCOM	122	6/08/2020	NO	NS/Will review by 12/10/2026		
SPCOM	124	1/13/2017	NO	NS/Will review by 12/10/2023		
SPCOM	126	5/31/2016	NO	NS/Will review by 12/10/2022		
SPCOM	128	5/31/2016	NO	NS/Will review by 12/10/2022		
SPCOM	130	5/31/2016	NO	NS/Will review by 12/10/2022		
SPCOM	132	8/11/2013	NO	S/Will review by 12/10/2023		
SPCOM	134	6/01/2018	NO	NS/Will review by 12/10/2024		

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[†]

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
Communication Studies AA-T Degree		YES	N/A	N/A	N/A

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

†Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

SPCOM 132 is in need of substantial revision and will be completed by the end 2022. All other courses will be reviewed prior to the 6 year due date.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
7	7	7	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Communication Studies: AA-T Degree	7	7	7	100%	100%

Program Reflection:

Since 2009 the department has been consistent with assessing all CLOs and PLOs using a 3 year cycle. In the next three years, we will continue our three-year cycle of evaluation and add our new courses to the evaluation process. We will also reassess our CLOS and PLOs to make sure that they address the GELOs specifically.

B. Summary of Learning Outcomes Assessment Findings and Actions

The criterion (70% of students will complete with 70% or greater accuracy) is consistently met by 70% and higher across sections. There are varied results that pertain to certain assignments by varied instructors. During department meetings we discuss how to close those gaps and refine assignments, etc.

Program Reflection:

We will continue to assess all CLOs and PLOs using a 3 year cycle. In the next three years, the department will communicate with department experts regarding effective tools for assessment and create action plans for improvement as needed.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability**
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The Communication Studies department has Stability.
 We have:

- Stable demand for more than 75% of our courses.
- Our courses meet the needs of students seeking degrees or certificates.
- We provide sufficient class offerings with diverse modalities.
- Our success and completion rates are sufficient and we will work toward a plan to enhance those areas that require attention.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Speech Communication
Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Instructional Assistant		This is number 1 on our priority list. Fall 2022	The COMM lab has assisted all students who are required to present a presentation in NVC classes. The lab requires personnel that will schedule appointments, provide supplemental instruction, and handle the day-to-day operations.
Computer Refresh (Office Computers)		Fall 2022	Instructors need technology that is up to date. Technology that will not quit on them during online meetings and classes.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

- Personnel/Classified: SPCOM LAB Support Staff: Instructional Aide
- SPCOM LAB: Continued use of Scheduling software: This technology will continue to streamline the use of the SPCOM lab.
- Operating Budget: With the added functions of the SPCOM lab, the speech department needs an operating budget
- Computer Refresh: Instructors need technology that is up to date. Technology that will not quit on them during online meetings and classes.

PROGRAM HIGHLIGHTS

A. Recent Improvements

The foundational cornerstone of our department retired in 2021, but before she left she was instrumental in preparing us for a new hire who has added her expertise to the fiber of the department. The SPCOM lab was successful in assisting students throughout the Pandemic which provided much needed assistance to our new online learners.

B. Effective Practices

The FT and PT faculty in the SPCOM department effectively work together to enhance every aspect of the department, curriculum, and student success. We frequently meet to discuss assessment, share resources, and develop creative ways to meet the needs of our students, department, division, and institution.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Senior Dean Maria L. Villagomez

Date:

5.1.22

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- **Quality Academic Support for Students:** The communication studies department has implemented initiatives that have resulted in cost-savings for our students. They increase in textbook conversion of to Open Resource texts that add no additional costs to students is commendable. Additionally, the communication studies department provides support to the Umoja Community program and the Caminos al Éxito program, an example of their leadership in modeling support for initiatives that address our target student populations, particularly as it relates to equity gaps.
 - **Qualified/Expertise in Faculty:** The communication studies department counts on faculty experts who are committed to student success and quality instruction.
 - **Student-Focused:** Through deep reflection and analysis, the communication studies program remains focused on supporting students who can benefit from new ways of learning and new levels of support and assistance.
 - **Active Faculty Campus Wide:** The dedication of the faculty to the department, the division, and the College through the fulfillment of various leadership roles crucial to the functioning of the institution.
 - **Retention and SCC Rates:** The communication studies department faculty are to be commended for the increase in retention and successful course completion rates as compared to the entire college.
- Bravo to the communications studies department! I commend the communications studies program coordinator and its faculty for their outstanding diligence and dedication to our students' needs and quality instruction.

Areas of concern, if any:

None identified.

Recommendations for improvement:

The purpose of program review is to improve our programs. In that spirit, the following recommendations for improvement have been identified.

The communication studies department could benefit from the following recommendations/improvements/goals:

- Improve the retention and completion rates in the department’s online courses.
- Consider enhancing enrollment by developing communication studies certificate opportunities.
- Continue access to tutoring and supplemental instruction in the communications studies lab.

I look forward to supporting identified improvements to help our students reach their maximum potential and reach success.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Continue to maintain quality faculty who can teach specialized topics/courses.
Personnel: Classified	The need to replace a 1.0 FTE Instructional Support Specialist.
Personnel: Admin/Confidential	None identified.
Instructional Equipment	Computer refresh in the communications studies lab.
Instructional Technology	Computer refresh in the communications studies lab and maintain a functioning lab.
Facilities	Maintain clean classrooms.
Operating Budget	Funds to maintain existing software to equitably support the online student. Continue to fund outreach and communication efforts
Professional Development/ Training	Some funds for continued professional development support
Library & Learning Materials	Ongoing and as needed per collaboration with Library Services. Some funds for books for our reserve section to support communication studies students.