

## COMMUNICATION STUDIES

### 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. We have updated our Curriculum to address the required changes for CALGETC and Common course numbering. We have developed a new program (Certificate of Completion in Career Communication). 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
- Providing students with no to low-cost textbooks
- Securing funding for equipment in the COMM LAB (now we just need personnel)
- Support for the Umoja Community

##### 2. Areas for Improvement:

Our plan for improvement includes:

- Improving the retention and completion rates in our online courses.
- Considering enhancing enrollment by developing additional 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 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.

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 program.
- 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 for successful use of lab)
- Add 1 (one) additional course to our curriculum
- Restructure of our COMM 132 course
- Work with NVC to increase enrollment
- Create additional certificates for Communication Studies

D. Description of Process Used to Ensure "Inclusive Program Review"

The Communication Studies department includes the voices of all faculty (FTF & PTF) in department meetings, 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, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

<b>Program</b>	<b>Communication Studies</b>
<b>Degrees/Certificates</b>	Communication Studies: AA-T
<b>Courses</b>	COMM/SPCOM 120
	COMM/SPCOM 122
	COMM/SPCOM 124
	COMM/SPCOM 126
	COMM/SPCOM 128
	COMM/SPCOM 130
	COMM/SPCOM 132
	COMM/SPCOM 134

Taxonomy of Programs, February 2025

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
<b>Headcount</b>				
<b>Within the Program</b>	<b>882</b>	<b>870</b>	<b>842</b>	<b>-4.5%</b>
<b>Across the Institution</b>	<b>6,653</b>	<b>6,161</b>	<b>6,473</b>	<b>-2.7%</b>
COMM/SPCOM-120	269	263	267	-0.7%
COMM/SPCOM-122	243	253	230	-5.3%
COMM/SPCOM-124	195	172	185	-5.1%
COMM/SPCOM-126	164	181	172	4.9%
COMM/SPCOM-128	53	40	24	-54.7%
COMM/SPCOM-130	42	33	16	-61.9%
COMM/SPCOM-132	14	--	8	-42.9%
COMM/SPCOM-134	11	13	14	27.3%
<b>Within the Program</b>	<b>991</b>	<b>955</b>	<b>916</b>	<b>-7.6%</b>
<b>Across the Institution</b>	<b>25,216</b>	<b>23,488</b>	<b>24,913</b>	<b>-1.2%</b>
<i>Source: SQL Queries for Fall 2024 Program Review</i>				
<p><i>RPIE Analysis: The number of students enrolled (headcount) in the Communication Studies Program decreased by 4.5% over the past three years, while headcount across the institution decreased by 2.7%. Enrollment within the Communication Studies Program decreased by 7.6%, while enrollment across the institution decreased by 1.2% over the same period.</i></p> <p><i>Enrollment in the following courses changed by more than 10% (±10%) between 2021-2022 and 2023-2024:</i></p> <p><i>Course with enrollment increase:</i></p> <ul style="list-style-type: none"> <li>○ COMM/SPCOM-134 (27.3%)</li> </ul> <p><i>Courses with enrollment decreases:</i></p> <ul style="list-style-type: none"> <li>○ COMM/SPCOM-130 (-61.9%)</li> <li>○ COMM/SPCOM-128 (-54.7%)</li> <li>○ COMM/SPCOM-132 (-42.9%)</li> </ul>				

**Program Reflection:**

Over the three years in review, the Communication Studies department has worked to provide course offerings that motivate enrollment using 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 16/18-week semester offerings, and increased our COMM 126 section offerings. The decrease in enrollment in COMM/SPCOM-130 (-61.9%), COMM/SPCOM-128 (-54.7%); COMM/SPCOM-132 (-42.9%) COMM is primarily because we have altered when those courses are offered. COMM 132 & 128 are only offered in the fall and COMM 130 is only offered in the spring.

## 2. Average Class Size

	2021-2022		2022-2023		2023-2024		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
COMM/SPCOM-120	12	22.4	12	21.9	10	26.7	23.5	19.2%
COMM/SPCOM-122	11	22.1	11	23.0	11	20.9	22.0	-5.4%
COMM/SPCOM-124	8	24.4	7	24.6	7	26.4	25.1	8.2%
COMM/SPCOM-126	6	27.3	7	25.9	6	28.7	27.2	5.1%
COMM/SPCOM-128	2	26.5	2	20.0	1	24.0	23.4	-9.4%
COMM/SPCOM-130	2	21.0	2	16.5	1	16.0	18.2	-23.8%
COMM/SPCOM-132	1	14.0	--	--	1	8.0	11.0	-42.9%
COMM/SPCOM-134	1	11.0	1	13.0	1	14.0	12.7	27.3%
<b>Program Average*</b>	<b>43</b>	<b>23.0</b>	<b>42</b>	<b>22.7</b>	<b>38</b>	<b>24.1</b>	<b>23.3</b>	<b>4.8%</b>
<b>Institutional Average*</b>	<b>1,048</b>	<b>24.1</b>	<b>954</b>	<b>24.6</b>	<b>986</b>	<b>25.3</b>	<b>24.6</b>	<b>5.0%</b>

Sources: SQL Queries for Fall 2024 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

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 Communication Studies Program has claimed an average of 23.3 students per section. The average class size in the program is lower than the average class size of 24.6 students per section across the institution during this period. Average class size in the program increased by 4.8% between 2021-2022 and 2023-2024. Average class size at the institutional level increased by 5.0% over the same period.

Average class size in the following courses changed by more than 10% ( $\pm 10\%$ ) between 2021-2022 and 2023-2024:

Courses with increases in average class size:

- COMM/SPCOM-120 (19.2%)
- COMM/SPCOM-134 (27.3%)

Courses with decreases in average class size:

- COMM/SPCOM-132 (-42.9%)
- COMM/SPCOM-130 (-23.8%)

### Program Reflection:

The decrease in class size is primarily because we have altered when those courses are offered. COMM 132 is only offered in the fall and COMM 130 is only offered in the spring. 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
2021-2022	991	1,220	81.2%
2022-2023	955	1,205	79.3%
2023-2024	916	1,085	84.4%
<b>Three-Year Program Total</b>	<b>2,862</b>	<b>3,510</b>	<b>81.5%</b>
Productivity			
	FTES	FTEF	Productivity
2021-2022	94.0	8.6	10.9
2022-2023	93.1	8.4	11.1
2023-2024	88.5	7.6	11.6
<b>Three-Year Program Total</b>	<b>275.6</b>	<b>24.6</b>	<b>11.2</b>
<i>Sources: SQL Queries for Fall 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)</i>			
<p><i>RPiE Analysis: Between 2021-2022 and 2023-2024, the fill rate within the Communication Studies Program ranged from 79.3% to 84.4%. [The fill rate has not been calculated at the institutional level.] The program-level rate across the three-year period was 81.5%. Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2022-2023 and 2023-2024, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).</i></p> <p><i>Productivity within the Communication Studies Program ranged from 10.9 to 11.6. [Productivity has not been calculated at the institutional level.] The three-year productivity of 11.2 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.)</i></p>			

#### Program Reflection:

Our program offers 4 elective courses (COMM 124, 130, 132, 134) that generally are taken to fulfill our degree requirements. Many of these data points are outliers and do not exclusively reflect those courses that the general student population take (COMM 120,122,126, 128).

### 4. Labor Market Demand

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

**B. Momentum**

**1. Retention and Successful Course Completion Rates**

Course	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
COMM/SPCOM-120	95.2%	<b>X</b>		84.5%	X	
COMM/SPCOM-122	89.8%		<b>X</b>	78.1%		<b>X</b>
COMM/SPCOM-124	95.5%	<b>X</b>		88.7%	<b>X</b>	
COMM/SPCOM-126	94.5%	--		79.9%		X
COMM/SPCOM-128	93.2%		--	77.8%		X
COMM/SPCOM-130	100%	<b>X</b>		93.4%	<b>X</b>	
COMM/SPCOM-132	68.2%		<b>X</b>	59.1%		<b>X</b>
COMM/SPCOM-134	89.2%		X	75.7%		X
<b>Program Level</b>	93.5%			82.6%		
<b>Institutional Level</b>	<b>90.9%</b>			<b>73.2%</b>		
<p><i>Source: SQL Queries for Fall 2024 Program Review</i></p> <p>-- Indicates a value that is within 1% of the program-level rate.</p> <p><b><i>Bold italics</i></b> denote a statistically significant difference between the course-level rate and the program-level rate.</p> <p><b>Bold</b> denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.</p> <p><b>Note:</b> 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 Communication Studies Program was significantly higher than the retention rate at the institutional level. The retention rates for COMM/SPCOM-122 and COMM/SPCOM-132 were significantly lower than the program-level rate. (Courses with retention rates that were significantly higher than the program-level rate are noted in the table above.) The retention rate for the Communication Studies Program falls within the third quartile (Q3) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for Communication Studies is among the highest 50% of retention rates among NVC programs.*

*Over the past three years, the successful course completion rate for the Communication Studies Program was significantly higher than the rate at the institutional level. The successful course completion rates for COMM/SPCOM-122 and COMM/SPCOM-132 were significantly lower than the program-level rate. (Courses with successful course completion rates that were significantly higher than the program-level rate are noted in the table above.) The successful course completion rate for Communication Studies falls within the third quartile (Q3) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for Communication Studies is among the highest 50% of successful course completion rates among NVC programs.*

*Over the past three years, the difference between retention and successful course completion at the program level (10.9%) was significantly lower than the difference at the institutional level (17.7%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).*

*The following Communication Studies courses claimed a difference (between retention and successful course completion) that exceeded the 10.9% difference at the program level:*

- COMM/SPCOM-128 (15.4%)
- COMM/SPCOM-126 (14.6%)
- COMM/SPCOM-134 (13.5%)
- COMM/SPCOM-122 (11.7%)

**Program Reflection:**

In the next three years, the department will evaluate SPCOM 128 and 122 to assess the decrease in retention and completion of these courses. The past program review cycle showed similar data for COMM 128 & 122. Our retention and course completion are also linked to the services offered outside of the classroom. It is imperative that our COMM students have access to supplemental instruction. Our COMM Lab is designed to offer students access to assistance with our courses outside of the classroom. A high-functioning COMM 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
Unknown Gender			80.0%	69.3%
19 or Younger			81.6%	<b>71.1%</b>
African American/Black			76.8%	<b>68.2%</b>
Latinx/Hispanic			80.9%	<b>69.4%</b>
First-Generation			81.3%	<b>69.4%</b>
Not Disabled			82.3%	<b>73.0%</b>
Non-Veteran	93.6%	<b>90.9%</b>		

Source: SQL Queries for Fall 2024 Program Review

**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**.

\*Data suppressed due to low N (<10 students in cohort).

**Notes:**

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.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

*RPIE Analysis: This analysis of student equity focuses on the seven demographic groups with significantly lower retention 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 seven groups listed above.*

*Within the Communication Studies Program, the retention rate among non-veterans was significantly higher than the rate at the institutional level.*

*Within the Communication Studies Program, the successful course completion rates among students ages 19 and younger, African American/Black students, Latinx/Hispanic students, first-generation students, and students without a disability reported were significantly higher than the corresponding rates at the institutional level. (The difference between the rates among students of unknown gender at the program and institutional levels was not statistically significant.)*

*These findings regarding equity reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates. (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 groups.

**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	Online	Hybrid	In-Person	Online	Hybrid
<b>In-Person vs. Online</b>						
COMM/SPCOM-120	100%	95.3%		92.6%	87.4%	
COMM/SPCOM-122	84.0%	87.1%		72.8%	75.6%	
<b>In-Person vs. Hybrid</b>						
COMM/SPCOM-120	100%		93.3%	92.6%		<b>66.7%</b>
COMM/SPCOM-122	<b>84.0%</b>		96.2%	72.8%		73.3%
<b>Online vs. Hybrid</b>						
COMM/SPCOM-120		95.0%	95.1%		85.8%	<b>70.7%</b>
COMM/SPCOM-122		<b>87.1%</b>	96.2%		75.6%	73.3%
COMM/SPCOM-126		94.9%	93.8%		83.1%	<b>72.8%</b>
<b>Program Total</b>						
In-Person vs. Online	88.0%	90.3%		77.8%	80.2%	
In-Person vs. Hybrid	88.0%		95.3%	77.8%		71.3%
Online vs. Hybrid		93.2%	94.8%		82.8%	<b>72.5%</b>

Source: SQL Queries for Fall 2024 Program Review

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.

**RPIE Analysis:** Over the past three years, three courses within the Communication Studies Program were offered through multiple delivery modes within the same academic year. COMM/SPCOM-120 was offered through online and hybrid formats in 2021-2022 and 2022-2023, as was COMM/SPCOM-126 in 2021-2022, 2022-2023, and 2023-2024. COMM/SPCOM-120 was offered through all three delivery modes in 2023-2024, as was COMM/SPCOM-122 in 2022-2023 and 2023-2024. This analysis focuses on program-level rates. Details regarding retention and successful course completion rates within individual courses are reported in the table above.

**Within the Communication Studies Program:**

- In courses that were offered through in-person and online formats, the retention rate in in-person sections reflected the retention rate in online sections. (The difference was not statistically significant.)
- In courses that were offered through in-person and hybrid formats, the retention rate in in-person sections reflected the retention rate in hybrid sections. (The difference was not statistically significant.)
- In courses that were offered through online and hybrid formats, the retention rate in online sections reflected the retention rate in hybrid sections. (The difference was not statistically significant.)

**Within the Communication Studies Program:**

- In courses that were offered through in-person and online formats, the successful course completion rate in in-person sections reflected the successful course completion rate in online sections. (The difference was not statistically significant.)
- In courses that were offered through in-person and hybrid formats, the successful course completion rate in in-person sections reflected the successful course completion rate in hybrid sections. (The difference was not statistically significant.)
- In courses that were offered through online and hybrid formats, the successful course completion rate in hybrid sections was significantly lower than the successful course completion 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.

**C. Student Achievement**

**1. Program Completion**

	2021-2022	2022-2023	2023-2024
<b>Degrees</b>			
AA-T Degrees: COMMSTUD.AAT	24	10	12
<b>Institutional: AA-T Degrees</b>	<b>133</b>	<b>96</b>	<b>107</b>
<i>Source: SQL Queries for Spring 2025 Program Review</i>			

**RPIE Analysis:** The Communication Studies Program conferred 46 degrees between 2021-2022 and 2023-2024. The Communication Studies Program accounted for 13.7% of the AA-T degrees awarded by NVC across the three-year period. In 2021-2022, the program accounted for 18.0% of AA-Ts conferred by NVC. In 2023-2024, the program accounted for 11.2% of AA-Ts conferred. The number of degrees awarded by the Communication Studies Program decreased by 50% over the three-year period, while the number of AA-Ts awarded by the institution decreased by 19.5%.

**Program Reflection:**

Our degree completion rates have increased! In the past Program Review cycle, we conferred 43 degrees. This cycle is 46 degrees. It may show an unstable rate according to the percentages, but we see movement. It is our hope that with collaboration with Guided Pathways, etc. that we can increase 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 Communication Studies 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**

<b>Subject</b>	<b>Course Number</b>	<b>Date of Last Review &amp; Approval by Curriculum Committee</b> <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	<b>Has Prerequisite/ Corequisite* &amp; Date of Last Review</b> <i>Yes/No</i>	<b>In Need of Revision</b> <i>Indicate Non-Substantive (NS) or Substantive (S)</i> <b>&amp; Academic Year Anticipated</b>	<b>To Be Archived</b> <i>(as Obsolete, Outdated, or Irrelevant)</i> <b>&amp; Academic Year Anticipated</b>	<b>No Change</b>
COMM	120	5/12/2022	No	No		x
COMM	122	5/12/2022	No	No		x
COMM	124	3/10/2022	No	No		x
COMM	126	11/21/2024	No	No		x
COMM	128	11/21/2024	No	No		x
COMM	130	5/12/2022	No	No		x
COMM	132	11/11/2021	No	YES		x
COMM	134	2/20/2025	No	No		x

\*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

**Program Reflection:**

All other courses will be reviewed prior to the 6-year due date.  
Our courses and degrees may require changes due to common course numbering and CALGETC requirements.

**B. Degrees and Certificates<sup>+</sup>**

<b>Degree or Certificate &amp; Title</b>	<b>Implementation Date</b>	<b>Has Documentation Yes/No</b>	<b>In Need of Revision+ and/or Missing Documentation &amp; Academic Year Anticipated</b>	<b>To Be Archived* (as Obsolete, Outdated, or Irrelevant) &amp; Academic Year Anticipated</b>	<b>No Change</b>
Communication Studies 2.0: AA-T	BOT 4/20/23	Yes	No		Up-To-Date

\*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

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

**Program Reflection:**

Our courses and degrees may require changes due to common course numbering and CALGETC requirements.
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**III. LEARNING OUTCOMES ASSESSMENT**

**A. Status of Learning Outcomes Assessment**

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
8	8	8	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	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 HIGHLIGHTS

The program-level plan that emerged from the last review (2022) included the following initiatives:

Enter initiatives – bulleted list

##### A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

**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.**

##### B. Recent Improvements

- Classes that are under enrolled have been shifted to classes that meet in either spring or fall.
- Career Communication Certificate
- Common Course Numbering
- COR changes to address IGETC
- Worked with Jennifer King to adjust COMM 132

##### C. Effective Practices

The FT and PT faculty in the Communication Studies 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.

V. PROGRAM PLAN

A. 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:**

Parts 1,2, and 3.

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.



**VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN**

- A. 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.

**Description of Current Program Resources Relative to Plan:**

- Personnel/Classified: COMM LAB Support Staff: Instructional Aide
- COMM LAB: Continued use of Scheduling software: This technology will continue to streamline the use of the COMM lab.
- Operating Budget: With the added functions of the COMM 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.

- B. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

A	B	C	D	E	F
<b>PROGRAM:</b>	Communications				
<b>PLANNING YEARS:</b>	2025-2026 through 2027-2028				
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
	Instructional Assistant	2024-2025 (Current)	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.	Personnel/Classified: COMM LAB Support Staff: Instructional Aide	Staffing
	Computer Refresh (Office Computers)	2024-2025 (Current)	Instructors need technology that is up to date. Technology that will not quit on them during online meetings and classes.	Updated software; functioning technology	Technology

Completed by Supervising Administrator:

**Robert Harris**

Date:

04/16/2026

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

The COMM program provides a solid program of general education studies as well as some elective courses to develop students' communication skills. General retention rates are solid, and the faculty work together to support each other, support students, and to review/revise/improve course content and course offerings.

The COMM program faculty, as a group, are reflective of the trends in enrollments, retention, and success rates and work to provide reasonable and prudent resolutions to trends that are not positive in nature. They are not opposed to altering delivery modes, altering delivery in different semesters, or attempting to be more responsive to student demands and/or needs. While doing so they are also true to their discipline.

The COMM program attempts to offer as many in-person courses as possible in response to student demands/needs. Generally, these attempts are successful, but the program is also nimble enough to alter delivery to meet student demands/needs.

Although not reflected in the Program Review, the COMM program developed an upper division course that will be included in the recently approved Bachelor of Science in Respiratory Care program that is scheduled to welcome its first cohort of students in Fall 2026.

Areas of concern, if any:

- Obstacles created outside of the program that limit the program's ability to re-establish Speech Lab.
- Non-programmatic restrictions to equipment purchase/procurement.
- Lack of a formal line-item budget for the program. Current practice is a lump budget within the greater LADS expenditures.

Recommendations for improvement:

Recommendations for improvement are minimal but are summarized as follows:

- Continue to assess student-focused/student-centered outcomes at a high level.
- Leverage prior Speech Lab success by leveraging categorical funding sources to equip, and at the very least, partially staff the Speech Lab to support curricular offerings and student success.
- Work with administration (Dean, Business Office) to develop a specific line-item budget wherein both general fund and appropriate categorical funding sources are braided to achieve stability and to develop a sustainable lab.

Additional information regarding resources:

N/A