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**Cañada College**

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# **COMPREHENSIVE PROGRAM REVIEW REPORT**

Communication Studies

## Program Context

### **1. Mission**

**Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.**

What other academic programs and student/academic services does your program engage with?

Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

Communication is the study of how and why we communicate. The Communication Studies (COMM) program contributes directly to the College's mission\* as an instructional program that aims to empower and transform students' educational experiences through quality education.

The Communication Studies Program at Cañada College cultivates ethical, and culturally aware communicators who engage thoughtfully in diverse personal, professional, and civic contexts.

Through experiential learning in interpersonal, group, public, and argumentation, our program fosters critical thinking, equity-minded discourse, collaborative skills, and community engagement. We prepare students for successful transfer, career readiness, and lifelong learning, while advancing the College's goals of student access and completion, antiracist, and inclusive culture within the classroom.

The COMM program currently collaborates with several college-wide programs by means of program specific designated courses: Community of Learning Through Sports (COLTS), Nights, Online Weekends (NOW, formerly College for Working Adults (CWA)), Honors and Promise.

\* Cañada's Mission Statement: "Cañada College engages and empowers students in transforming their lives and communities through quality education".

### **2. Articulation**

**Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."**

There are significant changes for the Communication Studies degrees and transfer options within the state of California:

- AB928 (2021), adds Section 66749.8 of the Education Code, relating to postsecondary education; it establishes the Associate Degree for Transfer Intersegmental Implementation Committee (ADTIIIC) which now serves as the primary entity charged with the oversight of the Associate Degree for Transfer (ADT). In conjunction with the CalGETC standards, COMM-130, interpersonal communications is no longer accepted under Area 1-C.
- Continued updates to Communication Studies course offerings as directed by AB1111 (Common Course Numbering) are ongoing as Communication Studies is one of the first disciplines to convert to the new numbering standards.

<b>AA-T in Communication Studies 2.0 (CalGETC - Fall 2025)</b>	<b>Changes with CalGETC - Fall 2025</b>
<b>Core Courses, 6 units</b> <ul style="list-style-type: none"><li>• COMM C1000<ul style="list-style-type: none"><li>◦ <i>Formerly COMM-110</i></li></ul></li></ul>	<b>Core Courses A1-C</b> <ul style="list-style-type: none"><li>• COMM C1000<ul style="list-style-type: none"><li>◦ <i>Formerly COMM-110</i></li></ul></li></ul>

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<ul style="list-style-type: none"><li>COMM 130</li></ul>	<ul style="list-style-type: none"><li>Removal of COMM 130</li></ul>
<b>List A, choose 9 units</b> <ul style="list-style-type: none"><li>COMM 127</li><li>COMM 140</li><li>COMM 150</li><li>COMM 180</li></ul>	Area 4 (Social and Behavioral Sciences) <ul style="list-style-type: none"><li>COMM 130<ul style="list-style-type: none"><li>Soon to be COMM-C1004</li><li>Pending appeal</li></ul></li><li>COMM 150</li><li>COMM 180</li></ul>
<b>List B, Choose 3 units</b> <ul style="list-style-type: none"><li>Any List A course not used above</li><li>ANTH 110</li><li>ENGL 110 or 165<ul style="list-style-type: none"><li>ENGL-C1000</li></ul></li><li>PSYC 100<ul style="list-style-type: none"><li>PSYC-C1000</li></ul></li><li>SOCI 100</li><li>Any CSU transferable COMM course</li><li></li></ul>	

### 3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write “no known changes.” CTE programs: identify the dates of your most recent advisory group meeting, its membership, and describe your advisory group’s recommendations for your program.

The Communication Studies Program has been forced to address the rapid advances in **artificial intelligence (AI)**, which are transforming how people create, share, and evaluate messages across personal, academic, and professional contexts. AI tools now influence public speaking preparation, audience analysis, interpersonal interaction, and media production. These developments have increased demand for communicators who can use technology ethically and critically while maintaining essential human skills such as empathy, listening, and intercultural awareness. AI has also changed the direction of the job market and employer needs.

In response, the program is working on creating and incorporating **AI literacy** into coursework by establishing AI policies in Communication Studies courses as the college develops institution-wide guidance on how to best incorporate AI in the classroom while addressing community needs and the changing job market. These updates align with **Cañada College’s Educational Master Plan goals** of innovation, equity, and career readiness by ensuring students are prepared for a technologically evolving world. Faculty continue to stay current through professional development and engagement

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with statewide and national communication organizations that address AI, ethics, media change, and best practices.

## Looking Back

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### **4. Curricular changes**

#### **4A. Progress Report - IPC Feedback**

Provide your responses to all recommendations received in your last program review cycle.

- Question 1 - Mission:
  - No recommendations.
- Question 2 - Articulation:
  - No recommendations
- Question 3 - Community and Labor needs:
  - IPC Feedback: Would an analysis on the labor market trends of COMM graduates be helpful here? And, would it be helpful to establish more partnerships between COMM and the Career Center? How can the college support the COMM department in providing this analysis and making these connections?
  - Labor market analysis received from PRIE demonstrates continual demand for communication professionals. A partnership between COMM and the Career Center would be a wonderful addition to the college provided that additional resources be provided.
    - These resources should include additional FTEs to support the amount of work to develop a new program, track student success, and monitor student progress throughout the degree process.
    - The college may assist the COMM department by continuing to monitor the job market, local community needs, and provide funding to support work outside of the discipline to develop jobs, create courses for AI focused work within the discipline.
- Question 4 Curricular Changes:
  - IPC Feedback: That is impressive that the department is able to offer all courses in multiple modalities each year. Does the COMM department need additional resources to accommodate these offerings?
  - Additional resources to accommodate continued multi-modality instruction would include discipline specific funding to send faculty to the Online Teaching Conference in Southern California, and InstructureCon annual conference. Both of these conferences support online learning, hybrid, and best practices for using Canvas.
- Question 7A - Enrollment Trends – IPC Feedback:
  - IPC Feedback: Unable to see the graphs in the PDF. You mention enrollment trends by department, did you observe any changes in enrollment at the course level?

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- This response is best addressed under section 7. In short, enrollment has increased and then stabilized since the pandemic. Dramatic increase in COMM-C1000 (most likely due to CalGETC). There was a notable drop in female students during the 23-24 academic year according to the PRIE data.
- Question 7C - Planning for Your Program:
  - IPC Feedback: The program is a good model for offering a variety of course modalities with a consistent and sensible rotation of courses by semester. When thinking about how other programs might use this model, it might be helpful to know how much of the variety depends on the program's depth of adjunct faculty. In other words, how much could smaller programs try to recreate the model? Does one or two faculty members cover all of the different modalities? Addendum: Given the rapidly changing world we live in, and the dramatic increase in online communication, it would be very beneficial to see COMM courses offered synchronously. This would help our students in our own online courses, and perhaps most importantly it would prepare them to transfer AND enter our current workforce.
  - During the prior assessment, one adjunct had extensive training in hybrid, online, and multi-modalities. Since the COMM department has only one full-time faculty member, with the appropriate training options, other programs may be able to replicate this model. Online courses offer more flexibility for students. The success rate for face-to-face, online, and synchronous instruction are within the same success rate for COMM-C1000. These numbers significantly change by course. It would be plausible to add more online COMM-130 and COMM-150 courses as they have higher success rates compared to COMM-180 and 127.
- Question 8A. Access & Completion:
  - IPC Feedback: It looks like this is the aggregate course level success rate over time. I'm curious about how many students started and completed COMM degrees over this period.
  - It is commendable that the department offers all of their courses over the course of a year, making it possible for a student to complete major course requirements online or face to face within one year.
  - During this review cycle, approximately 26 individuals completed "Communication Studies degrees". This number may be higher as it does not include certificates
- Question 8B - Student Equity:
  - IPC Feedback: If age might be a relevant factor for student success, one consideration that wasn't addressed was content of curriculum. Would developing some new content make the course more relatable to the age groups showing the below average success rate? Exploring this type of strategy would not require knowing students' ages while they take the class.

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- IPC: Are there specific pedagogical practices that could be implemented that would specifically support the success of first generation students in COMM?
- Content of curriculum is an ongoing developmental area within the discipline. Recent projects to address this specific concern include adapting curriculum to match the CalGETC standards, which include specific points on diversity, and inclusion. To complement this new state requirement, more than half of the COMM courses have been converted (or have an option) to ZTC materials. These new materials include refreshed images, scenarios, and articles that demonstrate more diversity with age-specific content.
- Pedagogical practices to support the success of first generation students may be used in all COMM courses by working with COMM faculty. One area where this concern has been implemented may be found in the COMM-C1000 and COMM-127 courses. These courses require current event topics which then lead to in-depth analysis and presentation. To assist first generation students, the content is broken down in detailed outlines and instructions. This shift in practice also benefits other students by providing more detailed instruction. In addition to the assignment and discussion structures, increasing community building activities in both online and face-to-face classes, helps create a welcoming and inclusive environment.
- Question 8C - Completion - Success Online:
  - IPC Feedback: Would have liked to see discussion on what changes could be made to reduce gaps.
  - Since the last program review, changes to increase online success rates include faculty training to meet POCR standards (Peer Online Course Review). Faculty have also participated in best practices for online instruction through college and district flex activities, and external events including OTC (Online Teaching Conference) and InstructureCon.
- Question 9A - SLO Assessment - Compliance:
  - IPC Feedback: Interesting comments on things the college needs to address regarding SLO assessment. I.e. Adjunct faculty are not paid to do SLO assessment and the MOU regarding faculty workload. How can this be dealt with at the college level?
  - The college should support adjuncts by compensating them for their work with SLOs. Since the district is currently in tense negotiations, this data should support the importance of compensating adjunct faculty with SLO compensation. The college may encourage this by moving from MOUs to regular contract language.
- Question 9B - SLO Assessment – Impact:
  - IPC Feedback: Kudos on development of a general analytic rubric that can be used for all COMM classes.
- Overall Commendation:

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- IPC Feedback: The program should be commended for their commitment to ensuring face-to-face and online access to all their courses, such that students can complete all degree requirements (online or face-to-face) within a year and for consistently being on the cutting edge of online course development with the first totally online public speaking class in the state (back in 2014) and their current involvement with the California Virtual Campus.
- Cañada college continues to lead the way for online instruction within public speaking. The CVC work is currently on hold due to technology and priority limitations as set forth by District IT.

### **4B. Progress Report - Prior Program Goals**

**Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.**

Each main bullet below represents a program goal identified in the last program review. A summary of progress is provided for each goal.

- Access to COMM Journals
  - Requested subscription to Journal of Communication, Human Communication Research, Communication Theory & Communication Culture & Critique: online only access. - Currently the college does not have access to journals in the field of communication. Per the assistance with the college librarians, the following quote was provided: 1. 2020 Institutional subscription of \$1918 per year (print and online: \$2300/year).  
<https://academic.oup.com/joc/subscribe>
  - At the time, this was funded for one year, currently, students and faculty have access to the Wall Street Journal and EBSCO host content.
- Distance education online proctoring service
  - Requested college and/or district-wide commitment to providing distance education online proctoring service, such as Proctorio.
  - Update: District now has a contract with Proctorio. Continued use of proctoring tools needed with online courses. In addition to proctoring, the college has a TurnItIn license which is helpful in identifying plagiarism and AI detection.
- Department Improvement
  - Identified three areas for strength and growth
    - The inclusion of the general analytic rubric for measuring student learning for oral communication assignments in all COMM courses is encouraged. This general analytic rubric has been tested for validity and reliability by 2-year and 4-year COMM faculty and could provide meaningful information regarding the efficacy of the program not only semester-to-semester, but from year-to-year. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning specific to oral communication over a period of time (Active)
  - Responsible: Department faculty

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- Update: Ongoing. Several faculty have adopted the general analytic rubric for assessing student learning for all oral communication assignments.
- The department would like to offer all 6 courses in both fall and spring semesters to allow students, specifically majors, more flexibility in completing COMM courses in one semester (Active)
  - Responsible: Department faculty and division dean
  - Update: Since the last review, there has been a shift in course offerings where COMM-127 and COMM-180 are only offered once a year (opposite semesters).
  - New goal of offering all courses online, face-to-face/hybrid and virtually.
  - Update: This goal has taken a step back as the direction of the division has shifted to offer more face-to-face offerings. It would be sensible to have online options retained as this is useful in assisting students meet degree requirements while managing busy schedules.
- Further examination of distance education courses specific to success and completion. (Active)
  - Responsible: PRIE, department faculty
  - Update: Incomplete. Need more data that includes COMM courses as well as those required within each transfer pathway (e.g. GE, AA, IGETC).
  - Since the last program review, PRIE has provided data that shows online success rates are within 2% of face-to-face courses. In addition to success rates, the COMM department would like to increase success rates in all courses by stabilizing course offerings and building our summer options to provide more flexibility.

## Current State of the Program

**As stated in the 2022-2027 EMP: “Can~ada College continuously assesses processes and removes barriers to student access, success, and completion.” The program review is an essential part of that process.**

### 5A. Program Changes

**List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?**

Since the end of the pandemic course offerings have been stable. With the implementation of the new CalGETC, there has been a sharp increase in COMM-C1000 enrollments. One area that is of concern for COMM faculty across the state is the reduction of COMM-130 from the A1:C pattern within CalGETC. The department has appealed this decision and was denied. To improve course offerings, the department continues to prepare appeals for COMM-127, and COMM-140. The CalGETC decisions on course adoptions are outside of the control of the department, college, and district.

In addition to the CalGETC transfer changes, the COMM department has been asked to reduce online course offerings in place of more face-to-face offerings. These modality changes also included the reduction of multi-modality courses that were offered post pandemic. While some multi-modality courses remain, the courses we offer are steadily moving towards face-to-face.

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### **5B. Program of Study Completability**

**Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?**

A continued strong area of the department are the unique courses the Cañada College Communication Studies department offers. Cañada college is the only college in the district that offers all courses required under the Communication Studies 2.0-ADT. We have structured our courses to include COMM-127 in the fall semester and COMM-180 in the spring semester. The rest of the year the college offers COMM-C1000, COMM-130, COMM-140, and COMM-150 in both spring and fall. We also offer COMM-C1000, COMM-130, and COMM-150 during the summer session. This flexibility in course offerings has allowed students the option to complete their degrees within an academic year. We are also one of the only colleges in the state that consistently offers COMM-180 every year.

### **5C. Program of Study Maps**

**Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)**

No updates needed at this time.

### **6: Enrollment Trends and Changes**

**Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.**

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.de links.

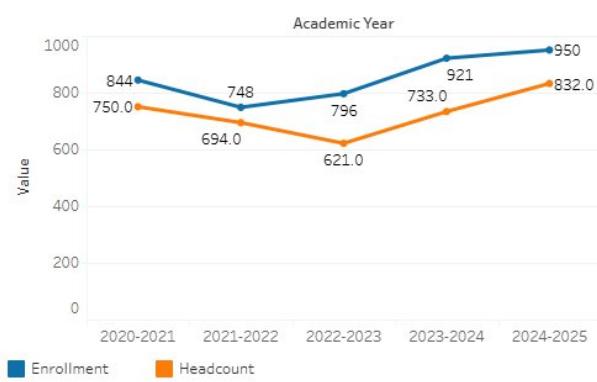
One notable trend from 23-24 is the fewer number of female students and Pacific Islanders. There also tends to be a higher withdrawal rate for students in the 40-49 year old group. A positive trend is the overall withdrawal rate appears to be declining. More analysis needed with the overall impact of CalGETC being implemented, however, the C1000 enrollment numbers are quite strong. As a result of this, there has been some decline in COMM-130 and COMM-140 enrollments.

The COMM department has had a very low course cancellation rate, which helps students plan for courses and provides the pathway to obtaining degrees in the discipline. Since SU20, the department has instructed nearly 3,800 students. The total number by semester has been up and down, however, it is notable that enrollments have maintained at 362+ for fall 2024 and spring 2025.

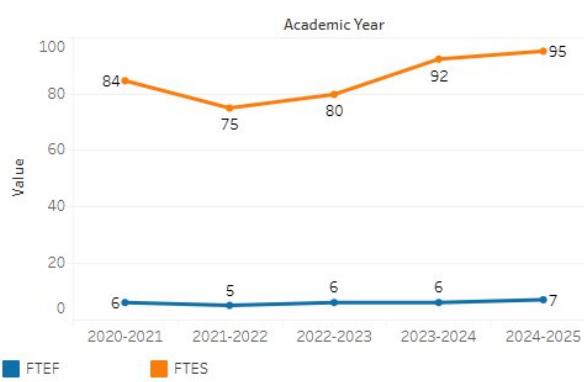
#### **Trends in headcount, FTES, and load**

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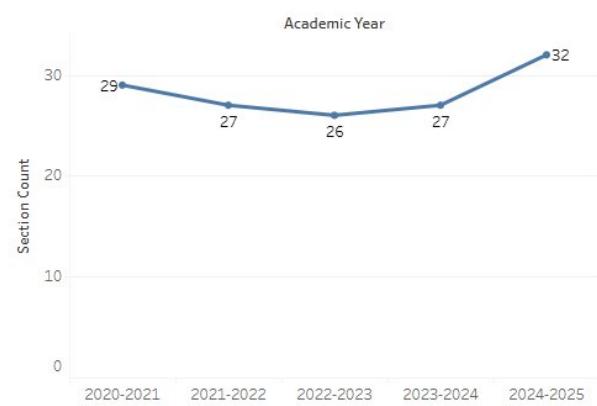
### Enrollments and Headcount



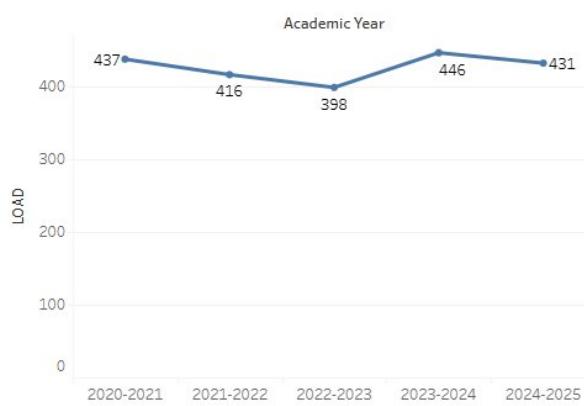
### FTEF and FTES



### Section Count



### LOAD



Enrollment in Communications has rebounded after dipping in 2022-2023. There was a dramatic increase in sections offered in 2024-2025 that met student demand, as the Load remained stable in this time period.

## 7: Retention and Success

- Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade.
- Please Note: Success rate counts enrollments who have earned a passing grade.

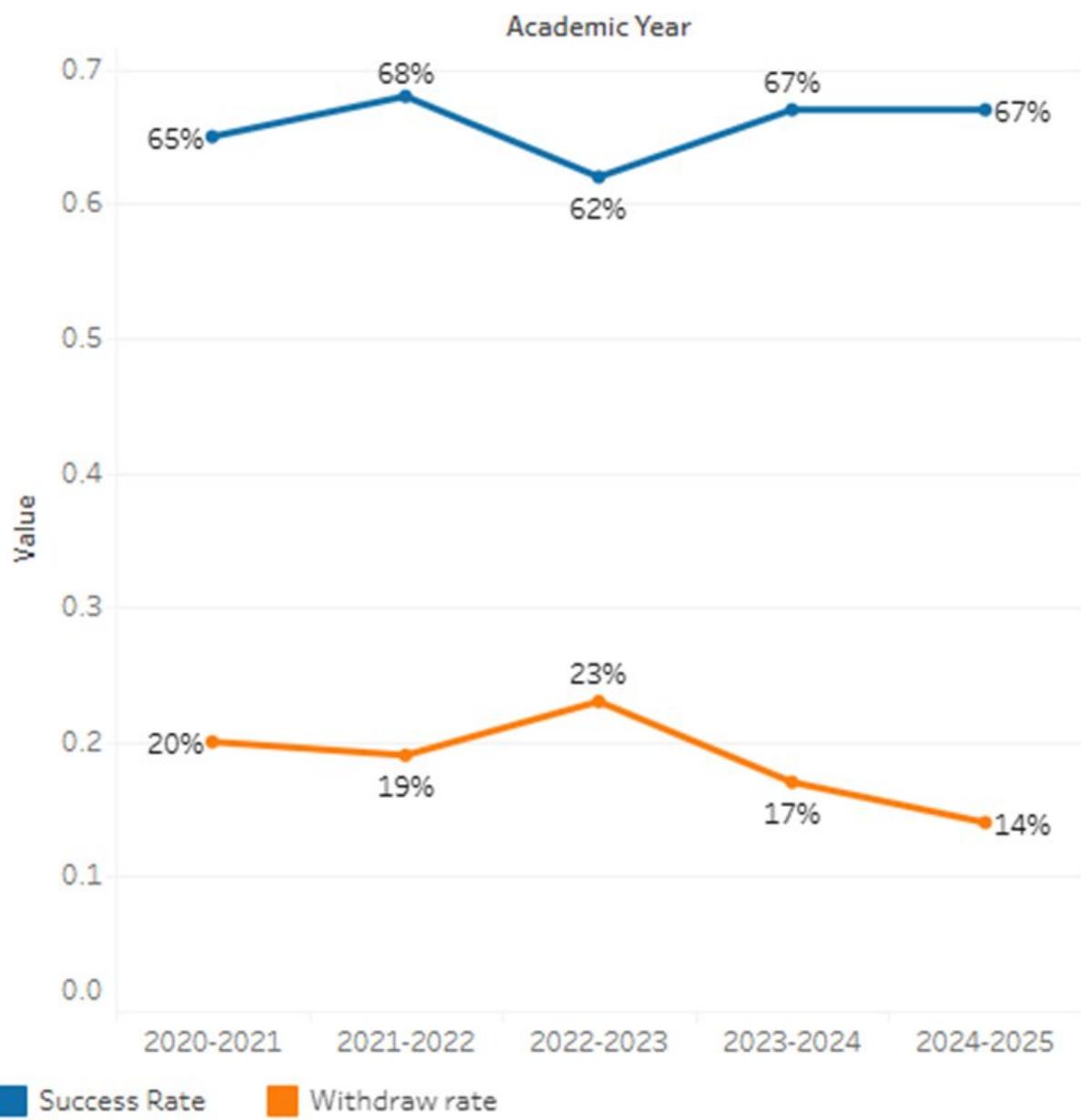
### 7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

With the exception of 2022-2023, success rates remain stable and withdrawal rates appear to be declining.

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### Success and Withdraw Rate



### Course Success Rates: Equity Gaps

<u>Student Sub-Population</u>	<u>Overall Course Success Rates Equity Gaps</u>	<u>Year of Gap</u>
<u>Pacific Islander</u>	<u>-47.8%</u>	<u>2024-25</u>
	<u>-32.7%</u>	<u>2023-24</u>
<u>Black-Non-Hispanic-Female</u>	<u>-31.4%</u>	<u>2020-21</u>
<u>Hispanic- Female</u>	<u>-7.7%</u>	<u>2022-23</u>
	<u>-7.9%</u>	<u>2020-21</u>
<u>Hispanic – Male</u>	<u>-8.3%</u>	<u>2024-25</u>

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	<u>-9.0%</u>	<u>2022-23</u>
<b>Pacific Islander-Female</b>	<u>-39.5%</u>	<u>2023-24</u>
<b>40-49 (Age Group)</b>	<u>-14.1%</u>	<u>2021-22</u>
<b>First Generation</b>	<u>-5.6%</u>	<u>2022-23</u>
	<u>-7.2%</u>	<u>2021-22</u>
	<u>-5.2%</u>	<u>2020-21</u>
<b>Low Income</b>	<u>-7.3%</u>	<u>2022-23</u>
<b>Hybrid</b>	<u>-7.5%</u>	<u>2023-24</u>
	<u>-8.1%</u>	<u>2022-23</u>
<b>Synchronous</b>	<u>-9.3%</u>	<u>2020-21</u>

### Course Retention Rates: Equity Gaps

<b>Student Sub-Population</b>	<b>Overall Course Withdraw Rates Equity Gaps</b>	<b>Year of Gap</b>
<b>40-49 (Age Group)</b>	<u>18.6%</u>	<u>2024-25</u>
<b>Disability</b>	<u>13.9%</u>	<u>2023-24</u>
<b>Synchronous</b>	<u>10.1%</u>	<u>2020-21</u>

### 7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write “not applicable.”

Based on the data provided by PRIE, it appears that students were most successful in the COMM-130 online courses with a 72% success rate, followed by COMM-150 with a 70% success rate. This is compared to the face-to-face success rates, COMM-140 had the highest score with 93% followed by COMM-130 with 70%. The data suggests that synchronously offered courses had higher success rates than asynchronous online courses.

As all of the program's courses were offered in a face-to-face modality in 2024-25, the equity gap identified here is the same as that identified in the overall success rate calculation.

<b>Student Sub-Population</b>
<b>Overall</b>
<b>Online Courses (ASYNC)</b>
<b>Face-to-Face Courses</b>
<b>Hybrid Courses</b>
<b>Synchronous Courses (SYNC)</b>
<b>Year of Equity Gap</b>

Pacific Islander

-48.1%

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Hispanic Male	2024-25	-9.0%
Hispanic	2024-25	-8.6%
Filipino-Female	2022-23	-31.4%
Hispanic-Female	2021-22	-10.9%
First Generation	2020-21	-8.8%
Low Income	2021-22	-10.9%
	2021-22	

### **8: Resource Changes**

#### **8A. Impact of Prior Resource Applications**

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any

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disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

In the last cycle, a subscription for the Journal of Communication was requested and funded for one year. This service was instrumental for the research-based communication courses (127, 130, and 180). Since the funding was limited, this has created access issues to high-quality information within the Communication Studies discipline. This lack of access has also made it more challenging for students to access emerging research and prepare for transfer to four year programs.

### **8B. Impact of Staffing Changes**

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

Not applicable.

### **9. SLOs and PLOs**

#### **9A. SLO Assessment - Compliance**

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed over a three-year cycle. The schedule is:

	2023-2024	2024-2025	2025-2026
Fall	COMM-C1000	COMM-127	COMM-150
Spring	COMM-140	COMM-130	COMM-180

SLO assessments are in conjunction with Social Science PLOs. The Social Sciences faculty meet monthly to prepare program goals with department SLOs. This allows for our SLOs to connect with the PLOs. This data is being moved into Nuventive to track and yield comprehensive data for the next program review.

Course assessments for SLOs are based on assignments and course work that align with the Course Outline of Record.

All active courses are being systematically assessed over a 3-year period. The COMM program is up-to-date with its identified 3-year assessment cycle. Additionally, during 2024-2025 period, the Social Sciences PLO #2 was assessed. In the 3rd and final year of the cycle, COMM 150 and 180 will be assessed. We are on target for COMM-150 to be assessed this semester and COMM-180 in the spring semester.

All course CORs were updated during Spring 2024 in anticipation of the CalGETC requirements. These updates included an examination and/or update of the SLOs. Due to changes to the SLOs and CalGETC changes starting Fall 2025, the COMM program's next 3-year cycle, may result in a change to the sequence of when the courses are assessed. Additionally, the same or altering SLOs could be assessed moving forward. Further department discussions need to occur. As for dialogue, the department participated in many discussions related to student learning (e.g., interdepartmental discussions via division and program meetings).

As a college, it should be noted:

- Adjunct faculty are not paid to assess and report their findings. Therefore, some programs might be impacted by this, which may result in a program not being able to complete the 3-year cycle as planned.
- There was a change in full time faculty within Communication Studies

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### 9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, based upon the results of your SLO assessment?

As reported in the last program review, a general analytic rubric was created and implemented. This particular general analytic rubric is one that can be used across oral communication courses (e.g., COMM 110, 127, 130 & 140) and all types of speeches (e.g., informative, special occasion). In collaboration with community college and 4-year university faculty from the Bay Area, the small group developed a valid and reliable rubric that assesses student learning for all oral communication assignments. The rubric developed also reflected the guidelines proposed by The National Communication Association.

This rubric is in full application across the Communication Studies courses. This rubric included scale levels of achievement and content dimensions stating expectations within each scale. The rubric was shared with the department faculty and is currently being used for assessing student learning for speeches given in oral communication courses. Application of the rubric along with other assessment tools, have provided students with feedback while also being used to report student learning. With the increase in online offerings in the department, further analysis on learning via distance education will be an assessment priority as well. This rubric also aligns with the POCR requirements for online instruction.

### 9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies, geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. This cycle, we approached assessment more holistically with the purpose and goal of mapping all of our course level SLOs to our PLOs, and reviewing the alignment between discipline-specific assessment methods and outcomes (SLOs), and overall program outcomes (PLOs) for the social sciences.

131 SLOs from 40 courses in 7 disciplines were mapped to each of the three social sciences PLOs. 73% of the SLOs mapped to PLO #1, while 50% of the SLOs mapped to PLO #2, and 57% to PLO #3. Overall, we were very satisfied with the outcome. More SLOs map directly to PLO #1 (73%) and PLO #3 (57%) than PLO #2 (50%). However, that makes sense, given that "diverse viewpoints" and "social sciences concepts" apply to lots of different types of assessments and activities, whereas PLO #1 "evidence based argument" is based on a specific type of assessment / activity. Furthermore, since "evidence based arguments" often entail empirical findings that connect to research epistemologies, we would expect this PLO to lag behind the more basic conceptual frameworks that constitute each subfield. Note: The criterion for success was established as part of our group process of review and reflection. While it makes sense that fewer SLOs would map to PLO #1, we would not want that number to drop below 50%.

While this holistic approach to mapping our SLOs to our PLOs is one important measure of success and alignment, our analytic rubric provides a more direct measure of student achievement. As a result, this coming year, we will return to our analytic rubric.

Analytic Rubric (direct assessment method):

In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a

## Program Review

random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

## Looking Ahead: Program Planning and Goals

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In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

### **10A. Improving Enrollment**

**What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.**

A few changes that may increase enrollment and assist access for those disproportionately impacted would be the following suggestions:

1. Support online instruction with no more cuts or conversion from online to face-to-face
2. Include flexible and creative options
  1. Many students appreciate the hybrid courses meeting only one day a week. This also helps our working adults in the 40-49 year old range
  2. Allow more multi-modality courses to reach students who are unable to attend in-person
  3. Provide more support for students who are fearful of ICE raids and other campus visitors

### **10B. Improving Retention and Success Rates**

**What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.**

Ways to improve enrollment with college support may include any of the following items:

1. Increase course offerings for COMM-127, and COMM-180 to each semester in place of once per year
2. Fund external conferences specifically for COMM faculty to attend Online Teaching Conference and InstructureCon (In addition to PD funds as these are restricted per year/faculty).
3. Provide more tutors and paid student positions to assist COMM faculty and students
4. To address the known equity gaps outlined in question 7, the department will review current curriculum to align with best practices with OER, Umoja, Puente, and STAR programs.

### **10C. Improvements Based on SLOs and PLOs**

**What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?**

Based on our SLO and PLO assessments, the Communication Studies program plans several strategies to promote equitable outcomes. The department will revise course materials to include diverse perspectives and

## Program Review

case studies, ensuring all students see their experiences reflected. This will help meet the request to address age-specific content as presented at the end of the last program review. This will also allow us to align our courses better with the CAIGETC standards. Active learning approaches, such as structured group discussions and collaborative projects, will encourage participation from students who may be less engaged in traditional lectures.

Faculty work on increasing formative assessments and provide targeted feedback, offering opportunity to support students who struggle early. Faculty professional development in inclusive teaching and equitable assessment will help mitigate biases in instruction and evaluation of student work. Additionally, faculty will explore options to develop partnerships with the Career Center and transfer advising to ensure all students, including first-generation and underrepresented students, have access to academic and professional opportunities.

These strategies are expected to foster discussions on campus and ultimately lead to improved SLO and PLO achievement across all student groups and tie back to the mission of the college by providing quality education.

## Supporting Information

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### General Supporting Documents

[Communication Studies-SLO-Data-2024.docx](#);  
[Informative Speech Rubric](#);  
[Persuasive Speech Rubric](#);  
[communication\\_cpr\\_data\\_2025 \(1\).docx](#);  
[communications-course-enrollment-data-2020-25 \(1\).xlsx](#)

### Tables & Graphs

Success Rate by Course	COVID - SYNCHRONOUS	FACE TO FACE	HYBRID	ONLINE	SYNCHRONOUS
COMM-110	65%	70%	65%	63%	61%
COMM-127	91%		60%	47%	61%
COMM-130	64%	74%	60%	72%	92%
COMM-140		93%		69%	
COMM-150	53%	*		70%	
COMM-180	86%	*	55%	64%	70%

2022 - 2023

## Program Context

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### 1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SharePoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

Communication is the study of how and why we communicate. The Communication Studies (COMM) program contributes directly to the College's mission\* as an instructional program that aims to empower and transform students' educational experiences through quality education.

## Program Review

All oral communication courses at the college are offered through the COMM program (e.g., CSU GE Area A1 and UC IGETC Area 1C), in addition to several courses satisfying the Social and Behavioral Sciences (e.g., CSU GE DSI and Area UC IGETC Area 4). The COMM program currently collaborates with several college-wide programs by means of program specific designated courses: Community of Learning Through Sports (COLTS), College for Working Adults (CWA), Honors and Promise.

\* Cañada's Mission Statement: "Cañada College engages and empowers students in transforming their lives and communities through quality education".

### 2. Articulation

**Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."**

There are two upcoming changes to the GE pathway and degree requirements that will impact the Communication Studies program in the immediate future:

- Update to the Transfer Model Curriculum for the AA-T in COMM
- Proposed single GE pathway for the UC and CSU, as mandated by AB 928

Transfer Model Curriculum (TMC) for the AA-T in Communication Studies was revised as of September 1, 2022. Recommendations were made by an Intersegmental Discipline Faculty Group, and approved and adopted by the CCC Chancellor's Office and the CSU system office.

The new AA-T in Communication Studies 2.0 requirements are noted below and are listed alongside the "old" COMM degree. In Fall 2022, the degree changes were submitted to the Curriculum Committee and will tentatively be discussed and approved locally by mid-October. Once approved locally, the appropriate form will be submitted to the State with goal of offering the new degree beginning Fall 2023, effective catalog year 2023-24 (the AA-T and the AA will both reflect the changes). The "old" COMM degree will still be offered to students with previous catalog rights.

<b>Current AA-T in Communication Studies (soon to be OLD)</b>	<b>AA-T in Communication Studies 2.0 (tentative start term of Fall 2023)</b>
<b>Core Courses, 9 units</b> <ul style="list-style-type: none"><li>• COMM 110</li><li>• COMM 150</li><li>• COMM 180</li></ul>	<b>Core Courses, 6 units</b> <ul style="list-style-type: none"><li>• COMM 110</li><li>• COMM 130</li></ul>
<b>List A, Choose 6 units</b> <ul style="list-style-type: none"><li>• COMM 127</li><li>• COMM 130</li><li>• COMM 140</li></ul>	<b>List A, choose 9 units</b> <ul style="list-style-type: none"><li>• COMM 127</li><li>• COMM 140</li><li>• COMM 150</li><li>• COMM 180</li></ul>
<b>List B, Choose 3 units</b> <ul style="list-style-type: none"><li>• Any List A course not used above</li><li>• ANTH 110</li></ul>	<b>List B, Choose 3 units</b> <ul style="list-style-type: none"><li>• Any List A course not used above</li><li>• ANTH 110</li></ul>

## Program Review

<ul style="list-style-type: none"> <li>ENGL 110</li> <li>PSYC 100</li> <li>SOCI 100</li> </ul>	<ul style="list-style-type: none"> <li>ENGL 110 or 165</li> <li>PSYC 100</li> <li>SOCI 100</li> <li>Any CSU transferable COMM course</li> </ul>
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The proposed single GE pathway for the UC and CSU, as mandated by AB 928, directly influences the COMM program. This may include future COR modifications for all oral communication courses (4 of the 6 courses in the program), in addition to other possible curriculum updates. The summary of the proposed changes is noted below:

- UC will accept Oral Communication as a new (third) course in Area 1-English Communication
- The CCC will revise and strengthen courses fulfilling the Oral Communication subject requirement to meet new core competencies.

The draft of the single GE Pathway is as follows. The implementation date is to be determined, but most likely by 2025.

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses  English Language Communication & Critical Thinking  Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B – see below Golden 4 (Mathematics/ Quantitative Reasoning)
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas:  Arts & Humanities Social & Behavioral Sciences	Area C – 3 courses  Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)		Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course (3 units)	Physical & Biological Sciences	Area B – 3 courses (4 courses if independent lab is completed)  Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course (3 units)		
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development			Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (**currently UC only, carries no units)			
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

## Program Review

### 3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program. No known changes. N/A

## Looking Back

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### 4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

The COMM program includes six course offerings:

- Oral Communication Courses (current CSU GE Area 1 and UC IGETC Area 1C)
  - COMM 110: Public Speaking (3 units)
  - COMM 127: Argumentation and Debate (3 units)
  - COMM 130: Interpersonal Communication (3 units)
  - COMM 140: Small Group Communication (3 units)
- Social and Behavioral Sciences Courses (current CSU GE DSI and UC IGETC Area 4)
  - COMM 150: Intercultural Communication (3 units)
  - COMM 180: Introduction to Communication Studies (3 units)

The COMM program offers all six courses within one academic year. COMM 110 and COMM 130 are offered every semester, including the summer (both are core courses for the COMM 2.0 degree). COMM 150 and COMM 180 are offered every fall and spring semesters, while the other two courses, COMM 127 and COMM 140 are offered at least once a year (COMM 127 is typically offered in the fall, COMM 140 in the spring. The offerings may change due to the new COMM 2.0 AA-T requirements). As for programs, there is at least one section of COMM 110 offered both Fall and Spring for CWA and Honors dual-CRN options, in addition to one designated Community of Learning Through Sports (COLTS) COMM 130 section offered every fall. One section of COMM 110 was offered in the Promise program during Spring 2020. Again, the consistent course offerings allow students to complete the Communication Studies degree requirements within one academic year.

The COMM program offers a variety of course modalities. The program was selected by the college as one of several programs that will aim to offer their degree fully online. Currently, all courses are offered as an online option at least once within one year. This is in addition to face-to-face and hybrid course offerings.

Before the COVID-19 pandemic, during Spring of 2014, Cañada was 1 of 3 campuses approved to participate in a state-wide pilot program with the CSU Chancellor's Office in determining which courses at California Community Colleges may be applied to Area 1 (Oral Communication) of the GE Breadth transfer curriculum fully online. Starting Fall 2014, Cañada offered the first and only Public Speaking (COMM 110) course in the state fully online (the two other campuses approved offer COMM 130 & 140). As of Fall 2018, with the help from our program, the CSU permitted all oral communication courses to be offered fully online (before this, the course would not articulate if the modality was fully online). Currently, in addition to the face-to-face options, COMM 110 is offered as a fully online course during the fall and spring semester. Starting Spring 2021, the COMM program aimed to offer COMM 130 fully online every fall and spring semester as well. Thus, when the

## Program Review

new Communication Studies AA-T degree launches in Fall 2023, the COMM program will offer the two core degree classes (COMM 110 & 130) fully online and face-to-face every fall and spring semester.

The COMM program started participating in the California Virtual Campus (CVC) for the first time during Fall 2022. “The California Virtual Campus – Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses” ([click here](#) for more information on the initiative). COMM 180 was selected by the college to participate in the CVC’s quality review process; this work will begin spring 2023.

### **5A. Progress Report - IPC Feedback**

**Provide your responses to all recommendations received in your last program review cycle.**

- Question 1 - Mission:
  - IPC Feedback: Mission is "division" focused; add more specifics about communications.
  - The program does not have a mission statement so the mission, vision and values of the Social Sciences was included in the past review. This was removed from this program review.
- Question 2 - Articulation:
  - IPC Feedback: High School articulation?
  - Stated not applicable in the past review, so it's unclear why the question was asked.
- Question 3 - Community and Labor needs:
  - IPC Feedback: Elaboration about community and labor needs.
  - COMM is not a CTE program and per the prompt “no known changes” was written. It’s unclear why the reviewers asked for further elaboration on this question.
- Question 5A - Progress Report – IPC Feedback:
  - IPC Feedback: This is Great!
- Question 5B - Progress Report – Prior Action Plans:
  - IPC Feedback: Appreciate description of prior years' data and change to new assessment tool.
- Question 9B - SLO Assessment – Impact:
  - IPC Feedback: Great Job!
- Overall Commendation:
  - IPC Feedback: Great Job!

## Program Review

### 5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.

Each main bullet below represents a program goal identified in the last program review. A summary of progress is provided for each goal.

- Access to COMM Journals
  - Requested subscription to Journal of Communication, Human Communication Research, Communication Theory & Communication Culture & Critique: online only access. -  
Currently the college does not have access to journals in the field of communication. Per the assistance with the college librarians, the following quote was provided: 1. 2020 Institutional subscription of \$1918 per year (print and online: \$2300/year).  
<https://academic.oup.com/joc/subscribe>
  - Update: only funded for one year
- Distance education online proctoring service
  - Requested college and/or district-wide commitment to providing distance education online proctoring service, such as Proctorio.
  - Update: District now has contract with Proctorio.
- Department Improvement
  - Identified three areas for strength and growth
    - The inclusion of the general analytic rubric for measuring student learning for oral communication assignments in all COMM courses is encouraged. This general analytic rubric has been tested for validity and reliability by 2-year and 4-year COMM faculty and could provide meaningful information regarding the efficacy of the program not only semester-to-semester, but from year-to-year. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning specific to oral communication over a period of time (Active)
      - Responsible: Department faculty
      - Update: Ongoing. Several faculty have adopted the general analytic rubric for assessing student learning for all oral communication assignments.
    - The department would like to offer all 6 courses in both fall and spring semesters to allow students, specifically majors, more flexibility in completing COMM courses in one semester (Active)
      - Responsible: Department faculty and division dean
      - Update: Completed.
      - New goal of offering all courses online, face-to-face/hybrid and virtually.
    - Further examination of distance education courses specific to success and completion. (Active)

## Program Review

- Responsible: PRIE, department faculty
- Update: Incomplete. Need more data that includes COMM courses as well as those required within each transfer pathway (e.g. GE, AA, IGETC).

### 6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

There were two requests made in the past program review:

- Access to COMM journals: Requested subscription to Journal of Communication, Human Communication Research, Communication Theory & Communication Culture & Critique
- Distance education online proctoring service: Requested college and/or district-wide commitment to providing distance education online proctoring service, such as Proctorio.

As stated in the question 5B, the subscription to the COMM journals was funded for one year only, leaving COMM students with limited to no access to emerging research in the field. There were issues with purchasing the subscription, so by the time students were able to access the journals, students only had part of the fall semester to use them before the subscription expired. As for the request for Proctorio, since the program review request, the district is now in contract with them.

### 6B. Impact of Staffing Changes

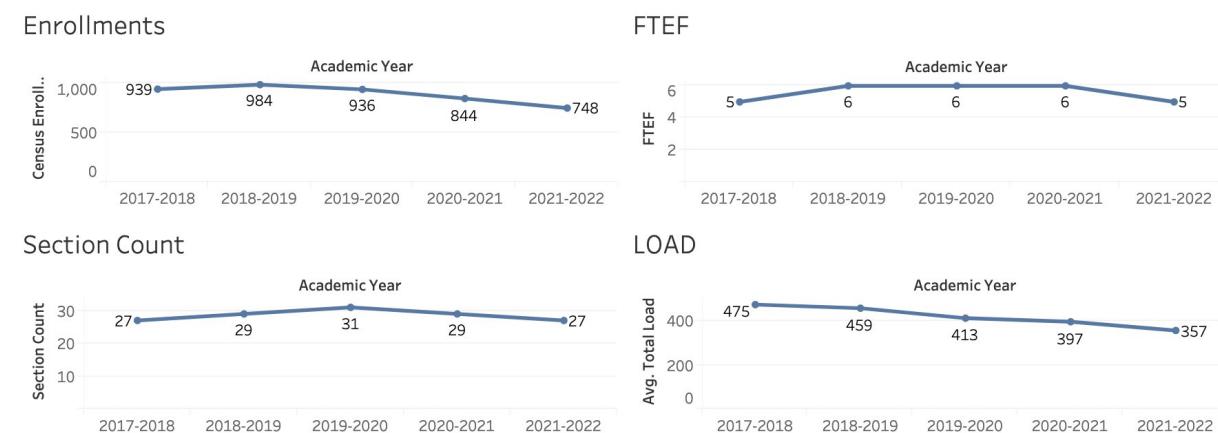
Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Not applicable

## Current State of the Program

### 7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTEs, and load. If applicable, describe any other enrollment data that is relevant to your program.



Before COVID-19, one of the COMM program's strengths was in its strong enrollment numbers. Along with the entire college, COMM enrollment data suffered between 2017-18 and 2021-22 academic years.

## **Program Review**

The program's census headcount decreased from a high of 984 in 2018-19 to a low of 748 in 2021-22, a drop by 236 or roughly 24 percent (aligning with the college-wide percentage decrease in headcount). FTE on the other hand was stable, ranging between 5 and 6. The average load in the program also saw a high of 475 in 2017-18 and decreased every academic year resulting in a low of 357 in 2021-22. Given the enrollment cap for all COMM courses of 35, the maximum load is 525. Specific to section count, there was a high of 31 in 2019-20 and a low of 27 during both 2017-18 and 2021-22. Despite lower enrollments and load, the number of sections offered stayed consistent.

### **7B. Significant Changes in Your Program**

**Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?**

As for all of higher education and the college as a whole, the COMM program's enrollment has been deeply impacted by the COVID-19 pandemic. Before the pandemic, headcount was high and increasing every few years. Specific to section count, there was a high of 31 in 2019-20 and a low of 27 during both 2017-18 and 2021-22. The fewer sections offered were due to cancellations related to low-enrollment.

Despite lower enrollments and load, the number of sections offered stayed consistent.

The COMM department continues to offer courses in a variety of modalities, including more hybrid courses (meeting once a week face-to-face opposed to twice), in addition to online/virtual/face-to-face. The COMM program will continue to examine course modalities, and as it has been since in the past, will commit to being at the forefront of distant education offerings, while maintaining a focus on quality instruction.

### **7C. Planning for Your Program**

**What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.**

The COMM program already has many designated courses in college-wide programs, such as CWA, COLTS, Promise and Honors. Most programs are offered as dual-CRN's, with the exception of COLTS and Promise. Promise courses are not consistently offered in the program due to low-enrollment, which resulted in past course cancellations. However, COLTS has offered program designated sections for several years and with strong enrollment as well.

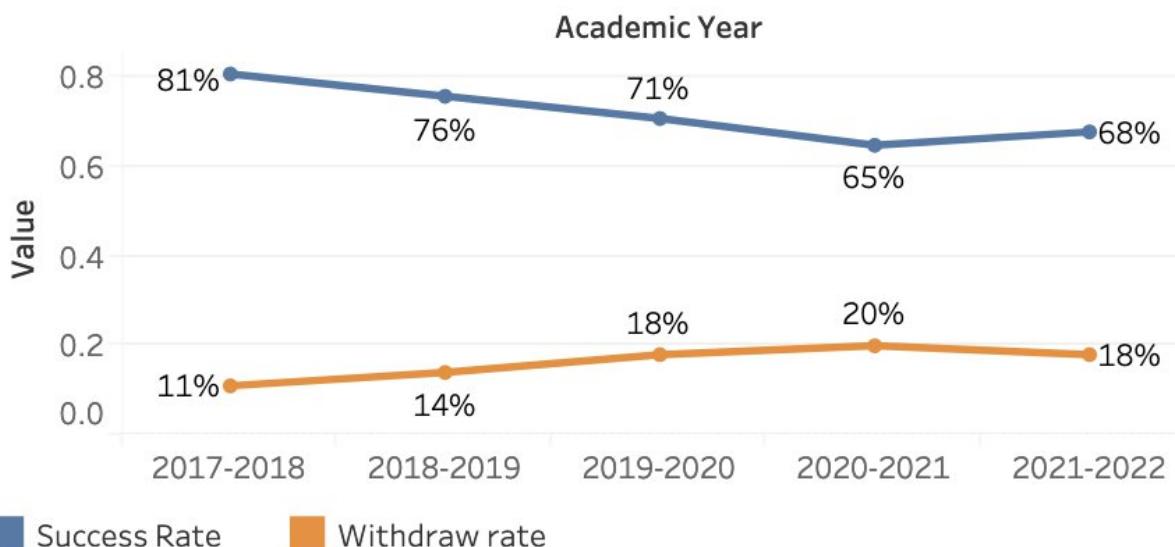
Specific to course modalities and degree completability, the COMM program will continue to commit to scheduling courses so that students can attain the degree both face-to-face or virtually (not stepping foot on campus) within a year, exceeding the college's goal of at least three years.

## Program Review

### 8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

### Success and Withdraw Rate



In 2017-18 the COMM program's success and retention rates were 82.2% and 89.2%, respectively. In 2020-21 there was a low of a success rate of 67.8% and retention rate of 81.9%. There was a slight increase rates from 2020-21 to 202-2022 with a success rate of 69.1% and a retention rate of 82%. In summary, students are successful in program roughly 70% of the time, while retaining students at least 80% or more, which aligns with the college averages. Fill rates were consistently high in the COMM program, ranging from 80.4% to 92.5%, which is much higher than college averages ranging from 76.1% pre-COVID to 65.3% in 2021-22.

Before 2011, there were only select COMM course offerings, which did not allow for degree attainment. Since 2012, all six course offerings were offered at least once within two years, and by 2015 all courses were offered at least once per academic year. The program will continue with this, while also allowing for degree attainment by face-to-face and online.

### 8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

## Program Review

Department	DI Category	Disaggregation	Subpopulation	Gap
Communication	Access	First Gen	Not First Gen	8.6%
Communication	Access	Low Income	Not Low Income	9.9%
Communication	Success	Age	29-39	15.8%
Communication	Success	First Gen	First Gen	7.3%
Communication	Withdraws	Age	29-39	15.5%

According to the graph above, there are groups experiencing a disproportionate impact in the COMM program.

- ACCESS: Seemingly, “not first gen” and “not low income groups” are not taking COMM courses at the rate that other students are taking COMM.
- SUCCESS: “First Gen” and “29-39 year-olds” are having lower success in their COMM courses. This is especially notable for the “First Gen” students, since they are slightly over represented in COMM courses.
- WITHDRAWS: The “29-39 year-olds” are withdrawing from COMM courses more frequently than other groups, which suggests that many of the non-successes in that age group is related to withdrawing from courses opposed to receiving a failing grade.

Questions to consider: Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

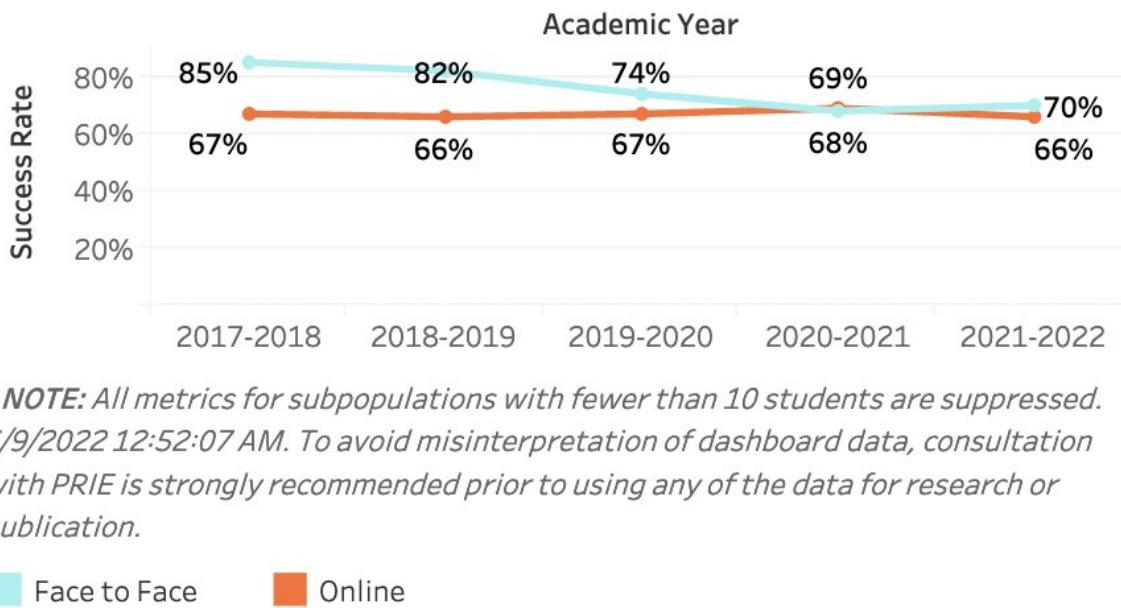
- I don't know how the COMM program and its teaching faculty can address any of the equity gaps identified above. Teaching faculty are not aware of a student's age, first generation status, or income. Therefore, I am not sure how the COMM program, for example, would address finding more “not first gen” or “not low income” students to take COMM classes. As for “first gen” students withdrawing from COMM courses than other groups, it is suggested that the college continue to inquire more about their needs and how we can best support them. Since “first gen” and “29-39 year-olds” are withdrawing more frequently than other groups (which is also classified as a non-success), can the college ask students why they are withdrawing (e.g., dropdown menu in Websmart)? However, a contributing factor related to higher withdrawal rates from a group could be a consequence of the "Excused Withdrawal" option available to students between spring 2020 and spring 2021. The excused withdrawal allowed students to withdraw from a course with a refund for up to one year after the course ends (and it did not affect their academic progress).

## Program Review

### 8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.

### Success Rate Modality



*\*NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/9/2022 12:52:07 AM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.*

Face to Face      Online

Examining success rates by modality, in 2017-18, success rates were higher face-to-face (85%) compared to courses offered online (67%). By 2021-22, online course success rates stayed relatively the same at 66%, while success rates in face-to-face courses dropped to 78.2%. Despite the drop, COMM program was aligned with the college metrics in online success rates ranging from 67.7% in 2017-18 to 71.4% in 2021-22. Specific to success in face-to-face classes, the college average success rates for face-to-face classes in 2021-22 were relatively the same compared to the COMM program at 78.4% and 78.2%, respectively. Continued examination of this data is needed, especially as we learn more about what student and faculty needs are moving forward as it pertains to teaching effectively across modalities.

### 9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed over a 3-year period. The COMM program is up-to-date with its identified 3-year assessment cycle. Currently, the college is in the 3rd and final year of the cycle. In 2020-2021, year 1 of the cycle, COMM 110 and COMM 140 were assessed, aligning with 4 ILOs: Critical Thinking, Community, Communication and Creativity. In year 2 of the cycle, COMM 127 and COMM 130 were assessed, aligning with the same 4 ILOs from the year prior. Additionally, during 2021-2022, the Social Sciences PLO #2 was assessed. In the 3rd and final year of the cycle, COMM 150 and 180 will be assessed.

All course CORs were updated during Fall 2019, which included an examination and/or update of the SLOs. Due to changes to the SLOs and the COMM 2.0 degree starting Fall 2023, the COMM program's next 3-year cycle (the term ends this academic year), may result in a change to the sequence of when the courses are assessed. Additionally, the same or altering SLOs could be

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assessed moving forward. Further department discussions need to occur. As for dialogue, the department participated in many discussions related to student learning (e.g., interdepartmental discussions via division and program meetings).

As a college, there are two things that should be noted:

- Adjunct faculty are not paid to assess and report their findings. Therefore, some programs might be impacted by this, which may result in a program not being able to complete the 3-year cycle as planned.
- There were four MOU's regarding workload for faculty during the Fall 2020, Spring 2021, Fall 2021 and Spring 2022 semesters – see below\*. Therefore, two of the three years within the current 3-year assessment cycle may have resulted in courses not being assessed due to workload.

**\*NOTE:** For the 2020-2023 assessment cycle, "Full-time faculty members will not be expected to engage in more than two high-volume or high-demand professional duties during [[Fall 2020](#), [Spring 2021](#),[Fall 2021](#) and [Spring 2022](#)]. High-volume or high-demand duties are any of the

following:

- Service on a committee (each committee counts as one high-volume duty)
- Program review
- Curriculum development (except for DE addenda)
- SLO's"

## 9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Over the years, many conversations have occurred regarding the assessment of student learning in the classroom specific to the COMM program and courses. One of the results from course-level SLO assessment dialogues is the development of a general analytic rubric. This particular general analytic rubric is one that can be used across oral communication courses (e.g., COMM 110, 127, 130 & 140) and all types of speeches (e.g., informative, special occasion). In collaboration with community college and 4-year university faculty from the Bay Area, the small group developed a valid and reliable rubric that assesses student learning for all oral communication assignments. The rubric developed also reflected the guidelines proposed by The National Communication Association. Specifically, the general analytic rubric included scale levels of achievement and content dimensions stating expectations within each scale. The rubric was shared with the department faculty and is currently being used for assessing student learning for speeches given in oral communication courses. Application of the rubric along with other assessment tools, have provided students with feedback while also being used to report student learning. With the increase in online offerings in the department, further analysis on learning via distance education will be an assessment priority as well.

## 10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's **<b>Three Year Assessment Plan</b>** Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order

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to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

## Looking Ahead

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**11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).**

## Supporting Information

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## Resource Requests