



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: Communication Studies

Division: Humanities

Date: 11/16/2023

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature:

Printed Name: Jeanette Rodriguez

Date: 11/16/2023

Dean Signature: 

Printed Name: Kim Orlijan

Date: 16 November 2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

Completion/Retention Rates

Our overall course completion rate in Communication Studies for AY 2022/2023 is 86.5. This completion rate exceeds the institutional set standard and is within a quarter percent of the aspirational goal for the college which is 86.7%.

COMM 100 84.8%
COMM 105 85%
COMM 120 90.7%
COMM 124 93.1%
COMM 135 88.0%
COMM 138 83.3%

Completion/Retention metrics disaggregated by course demonstrate all courses exceed the institution set standard. In the past year we have experienced increased completion/retention rates for COMM 100, COMM 124 and COMM 138, while experiencing decreases in course completion/retention for Comm 105, 120 and 135. Our course completion/retention data also highlights 3 courses (Comm 120, 124 and 135) that are exceeding the aspirational goal. The above data shows consistency in completion rates year over year with minor variation among courses offered highlighting a growing need to focus efforts particularly on COMM 100, COMM 105 and COMM 138.

Completion rates are near aspirational goal levels however when the data is disaggregated by race/ethnicity we can identify opportunities for improvement. As you can see below, when disaggregated by race/ethnicity there are several groups completing at a lower rate than our department averages (highlighted).

Overall		COMM 100		COMM 105	
Completion/Retention					
Asian	86.5%	Asian	85.3%	Asian	95.8%
Filipino	100%	Filipino	100%	White	84.4%
White	87.9%	2 or More	86.8%	Latinx	85.2%
2 or More	87.7%	White	86.8%	Unknown	75%
Latinx	86.3%	Unknown	82.4%	Black	60%
Unknown	84.2%	Latinx	84.3%	2 or More	78.6%
Black	83.6%	Black	81.3%		
PI	81.8%	NA	100%		
NA	100%	PI	60%		

COMM 120	
PI	100%
Unknown	100%
Black	100%
White	85.2%
Latinx	89.8%
Asian	85.7%
2 or More	100%
Filipino	100%

COMM 124	
Asian	89.5%
White	93.7%
Latinx	94.3%
Filipino	90%
2 or More	91.7%
Black	83.3%
Unknown	87.5%
PI	100%
NA	100%

COMM 135	
PI	100%
Black	88.2%
Filipino	100%
Asian	89.7%
2 or More	86.8%
White	87.5%
Latinx	88.1%
Unknown	80%

COMM 138	
Asian	66.7%
White	100%
Black	100%
Latinx	78.9%
2 or More	100%

The full-time faculty in the department of Communications Studies are aware of these completion/retention gaps. We identified these gaps in our last Program Review cycle and we requested and received funding for multiple FIGs to develop curriculum and pedagogy changes designed to remove DI from all completion/retention metrics.

Course Success Rates

Our average course success rate in Communication Studies for AY 2022/2023 is 72.2%. In comparison to institution set standards (62.0%) our success rate exceeds it by 10.2 percent. As a department 4 out of the 6 courses we offer exceed the aspirational goal.

Success metrics disaggregated by course also exceed the Institutional Set Standard for success.

COMM 100	68.5%
COMM 105	77.8%
COMM 120	83%
COMM 124	84.3%
COMM 135	71.6%
COMM 138	80.6%

In our last annual update, we discovered that progress was made on COMM 135 to close the gap however the gap has returned this past year. The evidence shows that COMM 100 and COMM 135 fall below the department average.

Success rates in COMM 120, COMM 124 and COMM 138 exceed the aspirational goal metric demonstrating consistent success in courses mostly taught by full time faculty. Despite these generally positive results there are opportunities for increased success in various race/ethnicity groups as indicated in the data below. Some groups are succeeding at a lower rate than our department average (highlighted).

Overall Success	
Asian	77.2%
White	80.5%
Filipino	100%
Unknown	73.3%
2 or More	75.2%
Latinx	69.5%
NA	50%
Black	61.9%
PI	81.8%

COMM 100	
Asian	75%
Unknown	67.6%
White	77.5%
2 or More	72.5%
Filipino	100%
Latinx	65.4%
Black	58.8%
NA	0%
PI	60%

COMM 105	
Asian	87.5%
White	81.3%
Unknown	75%
Latinx	76.6%
2 or More	71.4%
Black	60%

COMM 120	
Filipino	100%
Black	83.3%
Asian	85.7%
White	77.8%
Latinx	80.5%
Unknown	100%
2 or More	100%
PI	100%

COMM 124	
Asian	87.7%
White	90.5%
2 or More	83.3%
Latinx	82.9%
Unknown	81.3%
PI	100%
Black	72.2%
NA	100%

COMM 135	
Asian	69%
Filipino	100%
Black	47.1%
White	82.8%
Latinx	69.8%
2 or More	73.7%
Unknown	80%
PI	100%

COMM 138	
Asian	66.7%
White	100%
2 or More	100%
Latinx	73.7%
Black	100%

The full-time faculty in the department of Communications Studies are aware of these success gaps. We identified these gaps in our last Program Review cycle and we requested and received funding for multiple FIGs to develop curriculum and pedagogy changes designed to remove DI from all success metrics. We recently implemented some FIGs to help address these success disparities but the impact of those changes have not yet been put into effect.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

COMPLETION/SUCCESS

We attribute our departments ability to exceed the standards for completion and success through continued focus on professional development for adjunct faculty focused on grading for equity and best practices for utilizing embedded tutors. Increased collaboration with Hornets Tutoring has improved tutor effectiveness. Full time faculty continue to offer professional development to adjunct faculty focused on produce a shared community of practice for equitable grading which may be contributing to more flexible grading policies that support student retention and persistence. Sustained support by Hornets tutoring has had a statistical impact on improving student success in public speaking and argumentation courses.

Faculty have recently engaged in FIG work to improve curriculum and better integrate culturally relevant instruction into the course of record for multiple courses. Faculty participation in campus efforts to investigate student sense of belonging and working with the first year experience to align our general

goals with those of the institution may facilitate student retention helping align their experience within our classes with their wholistic college experience.

We seek to improve our outcomes by developing best practices and department standards for our online offerings.

Our department continues to notice that success rates for our Black students continues to be below institutional set standards in both COMM 100 and COMM 135. However, we have experienced a 4% growth in the last year in COMM 100 for Black student success. This demonstrates we are heading in the direction of progress for Public Speaking. We are committed to addressing the needs of our Black students with intentionality, particularly in COMM 135 where we experienced a decline in student success.

In the Summer of 2023, our department met to update our curriculum to bring us in compliance with the new CALGET-C requirements. We saw this as an opportunity to update our curriculum and infuse culturally responsive pedagogy. Once approved we anticipate that these changes will further increase student completion rates and success rates for our disproportionately impacted populations.

Our department has identified the campus drop recommendations as an institutional barrier to student success metrics. Faculty are discouraged from dropping students for fear of jeopardizing their financial aid status or eligibility in the promise program. Our departmental commitment to equity and our recognition of the ongoing pandemic led us to adopting the drop recommendation as a departmental best practice. While well-intended, this recommendation may inadvertently contribute to lower student success rates in our courses. This is evident given the pattern of higher completion/retention and lower success in our most enrolled course COMM 100. We will continue to monitor the data trends and request further assistance from the office of institutional research to better understand this phenomenon.

Our department is also interested in the success and completion of different ethnic groups disaggregated by modality type. We hope to investigate whether an online (asynchronous) or in person offering produces disproportionate impacts on students of color. We will request more data on the modality and success/completion rates moving forward to better understand how to best serve our student population.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

Students in Communication Studies were more likely to expectations in Spring 2023 than in Fall 2022 (88.29% and 89.31% respectively).

Students in communication Studies were much more likely to meet expectations on this ISLO than the collegewide average of 85.59%.

Students in Communication Studies met the expectations of this ISLO at a higher rate than any other ISLO that was measured during this same time period.

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

Black Students in Communication Studies were less likely to meet expectations for this ISLO than other race/ethnicity groups. In Fall 2022 black students met expectations at a rate of 76.09% while in Spring 2023 black students met expectations at a rate of 78.79%

All other ethnicity/race groups measured performed at a level that exceeded collegewide performance expectations.

The department intends to investigate SLO data at the course level to determine which course is contributing most to the lowered rate of black students meeting ISLO expectations.

The department of Communication Studies met in the summer of 2023 to make changes to various course curriculum that offer opportunities for improvements in student ISLO achievement. We intend to see the results of these changes over the next two years.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?
 - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program’s goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		

Total Requested Amount:		
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