Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

Communication Studies

**Principal Author(s):**

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**Dean:**

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**Submission Date:**

11/27/2024 2:30:31 PM

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# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/%3Af%3A/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

Our department continues to excel, exceeding institutional set standards and aspirational goals in many areas for AY 2023/2024:

Retention/Completion Rates:

The institutional set standard for retention/completion is 74%, with an aspirational goal of 86.7%. Our program’s overall retention/completion rate is 87.7%, surpassing both benchmarks.

Courses such as COMM 120 (94.2%) and COMM 124 (93.8%) continue to exceed the aspirational goal, reflecting the effectiveness of our faculty, policies, and intentional engagement strategies.

Success Rates:

-The institutional set standard for success is 62%, with an aspirational goal of 78.3%. Our average success rate is 75.6%, exceeding the standard by 13.6% and nearing the aspirational goal.

-COMM 124 (86.3%) and COMM 138 (86.7%) exceed the aspirational goal, demonstrating the effectiveness of engaging in-person experiences and student-centered practices.

Key Factors for Success:

Hornets Tutoring in COMM 100: The continued partnership with Hornets Tutoring has been instrumental in COMM 100’s performance, with retention/completion at 86.2% (above the aspirational goal) and success at 72.7% (well above the institutional standard). Embedded tutoring enhances student understanding and engagement, particularly in this high-enrollment course.

Equitable Grading Practices: Faculty training on equitable grading continues to promote inclusive and flexible approaches, which have positively impacted student retention and persistence.

Return to In-Person Offerings: A strategic balance of in-person and online modalities has addressed diverse student needs, contributing to strong retention/completion rates and fostering engagement for students who benefit from face-to-face interaction.

COMM 138 Growth and Success: Our forensics course, COMM 138, stands out for its strong success rate of 86.7%, exceeding the aspirational goal. The return to in-person speech and debate competitions has fostered a renewed sense of community and engagement among students. The program is gradually bouncing back from covid related enrollment decline and the growth reflects the department’s dedication to student development and meaningful competition.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

While we exceed the institutional set standards overall, there are areas where improvement is needed:

Retention/Completion Gaps:

-Our overall retention/completion rate of 87.7% surpasses the aspirational goal, but specific courses like COMM 135 (86.1%) fall slightly short. The recent loss of embedded Hornets Tutors in multiple sections of COMM 135 likely contributed to this decline.

Actions: Advocate for restored funding to reinstate embedded tutors in COMM 135, as their absence impacts student support in this rigorous argumentation course.

Success Gaps:

-Although our overall success rate (75.6%) exceeds the institutional standard (62%), it remains below the aspirational goal (78.3%). Specific courses such as COMM 100 (72.7%) and COMM 135 (76.4%) show notable success gaps.

-Black student success continues to trail at 71.3%, particularly in COMM 135 (72.7%) and COMM 100 (68.1%). Despite modest gains in COMM 100, the gaps persist.

-Filipino students experienced a particularly low success rate in COMM 100 (25%), which is an outlier and warrants further investigation.

Actions:

-Focus on culturally responsive teaching and mentorship for Black and Filipino students.

-Diversify assessment methods to reduce reliance on high-stakes assessments and allow for varied demonstrations of learning.

-Collaborate with Institutional Effectiveness to analyze modality-specific impacts on student success, particularly for disproportionately impacted groups.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

Retention/Completion Trends:

Overall retention/completion rates improved from 86.5% in AY 2022/2023 to 87.7%, surpassing the aspirational goal for the first time. COMM 120 (94.2%) and COMM 124 (93.8%) showed consistent strength, while COMM 135 (86.1%) experienced a slight decline, likely due to the loss of embedded tutors.

Success Rate Trends:

Success rates rose from 72.2% in AY 2022/2023 to 75.6%, showing progress toward the aspirational goal. COMM 138 (86.7%) and COMM 124 (86.3%) have remained strong performers. Persistent gaps in Black student success continue to challenge the department, although modest gains were seen in COMM 100. Filipino student outcomes, particularly the outlier in COMM 100, are a new area of concern.

Emerging Patterns and Needs:

-Black student success continues to lag behind other groups, requiring targeted intervention. Similarly, Filipino student outcomes need immediate review to identify potential structural barriers.

-The success of embedded tutoring highlights the need to reconsider restoring this resource in courses like COMM 135.

Looking Forward

To address these challenges and build on our successes, our department will prioritize:

-Culturally Relevant Curriculum: Continuing to develop and revise curriculum that reflects the diverse experiences of our student body, particularly Latinx students.

-Diversifying Assessment Methods: Incorporating alternative assessments to allow for varied demonstrations of learning and reduce the impact of high-stakes assignments.

-Tailoring Transfer Curriculum: Refining courses like COMM 100 to better align with the needs of Latinx students and support their transfer readiness.

-Restoring Embedded Tutoring: Consider upcoming changes to the argumentation course; consider encouraging additional faculty to accept Hornets Tutors for COMM 135 and other courses where their presence has been shown to improve outcomes.

By focusing on these areas, we aim to close equity gaps, exceed aspirational goals across all metrics, and ensure success for all students.

# Part 2: Additional Resource Request Reasoning and Support

[ ] **We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

[x] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

The Communication Studies Department requests funding for the addition of at least one new full-time faculty member to address critical programmatic needs, including:

Replacing two faculty members lost to retirement and promotion, to restore our department to its regular full-time faculty count of six.

Preparing for the anticipated enrollment surge driven by the implementation of CALGETC, which requires increased faculty capacity to meet higher demand.

Expanding support for diversity, equity, and inclusion (DEI) through curriculum development and expertise in critical scholarship.

Addressing our current reliance on adjunct faculty, which disproportionately exceeds ratios in other departments offering required courses.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

Loss of Two Full-Time Faculty Members: The retirement and promotion of two faculty members have left our department under-resourced, directly impacting course offerings, student engagement, and faculty-student mentorship.

CALGETC Enrollment Surge: The CALGETC oral communication requirement will significantly increase enrollment, creating an unsustainable faculty-to-student ratio unless additional full-time faculty are hired. Immediate action is needed to prepare for this change, as CALGETC implementation is one full semester away.

High Adjunct Ratios: Our adjunct faculty teach over 80% of courses within the "Golden Four," a disparity that undermines the stability and quality of instruction in required courses.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

A new full-time faculty hire will:

Increase our capacity to offer more sections of foundational courses taught by full time faculty, particularly COMM 100, which will face higher demand under CALGETC.

Strengthen student outcomes by reducing reliance on adjunct faculty and ensuring full-time faculty presence for curriculum development, mentorship, and engagement.

Support our forensics (speech and debate) program, which requires robust faculty leadership to meet the growing needs of our nationally competitive team.

Provide expertise in critical scholarship areas that enhance culturally responsive teaching and address the needs of our diverse student population, particularly Black and Latinx students.

**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.**

Yes, this request is personnel-related.

Faculty Losses: We lost two full-time faculty members due to retirement and promotion, leaving the department below its regular staffing level.

CALGETC Impact: With CALGETC implementation, all students transferring to four-year universities will be required to take oral communication courses, creating unprecedented demand for Communication Studies.

Adjunct Dependency: Over 80% of our required courses are currently taught by adjunct faculty. This ratio exceeds departmental and institutional norms, creating challenges in quality control and consistency.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

This resource allocation aligns with institutional priorities and departmental goals by:

Advancing equity and inclusion: Hiring a faculty member with expertise in culturally relevant pedagogy and critical scholarship will help us close equity gaps for Black and Latinx students, ensuring inclusive and effective learning environments.

Supporting transfer readiness: A new faculty hire will allow us to meet the increased demand for transfer-level oral communication courses, directly supporting the college’s mission to facilitate student transfer.

Improving workforce readiness: Communication skills are consistently ranked as the top competency employers seek. Additional faculty will allow us to offer more opportunities for students to develop these essential skills, enhancing career mobility and job prospects.

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel | Faculty |
| Facilities | Salary for one full-time faculty member |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** |  |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)Yes |