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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Communication

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Nancy Jennings and Nanette Wier

Q3 Dean/Manager:

Alici Munoz

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

The Communication Department has not seen any major changes over the past year. We are holding steady and serving our students as best we can. Our fill rates continue to be excellent. To date, we are at about 95%. In the Communication Department we have not added many classes like in previous semesters. However, given the current enrollment issues across the district we are pleased to report that we have not had to cancel any classes this Spring 2020 semester. We have added additional new adjunct instructors since our last report. We now have a pool of strong, qualified and reliable adjunct instructors to support our department and meet our instructional needs. It was a challenge when the only two full time instructors needed to take family leave and sabbatical leave in back to back semesters. In spite of our absences the adjunct faculty jumped in to keep our department running smoothly and up to par. Also, we are very satisfied with the feedback we have received from students regarding our new communication tutoring services. The tutor has been imbedded in two different courses over the past two years and has been available to students outside of the classroom to help students better understand and complete assignments and succeed in examinations. This semester we intend to work on ways to expand and collect data on our tutoring services.

Currently we are not offering our Communication course at Valhalla High School. Our hope is to have that school back on board with us in the future. We continue to offer Communication courses at Health Science High and Middle College and our goal is to offer Communication courses at additional campuses such as Steele Canyon High School. We completed our deactivation of Communication courses that have not been offered for many years. We have revised and simplified our SLOs for all courses and we are in the process of submitting them to curriculum for approval. After analyzing the data and discussing the results at our department meeting we decided to revise our SLO assessments, as well. The Department chair is working with the SLO Coordinator and we hope to have the new assessments in place for the Fall 2020 semester.

One of the two full time instructors, Nancy Jennings completed a sabbatical project in Fall 2019. The project is called, "I Don't Know What to Say" and the topic of the project was communicating about grief and loss. Her research will be included as a new unit in our Interpersonal Communication courses. She also designed a workshop on the topic which will be presented during Professional Development Week for staff, faculty and administrators. Nanette Wier has signed up to participate in the upcoming Fall Equity-Minded Teaching and Learning Institute. She plans to share the knowledge and insight she gains from the course with the other instructors in our Department so we can all use it to enhance our instruction and student success. In addition, we have scheduled a mid semester department gathering to build camaraderie. The newly planned department gatherings are meant to increase bonding and create opportunities to share best practices. The instructors in the department overwhelmingly support the idea and our first gathering has been scheduled for May. We are also planning to work in collaboration with union representatives to help our adjunct instructors be more fully informed about their rights and contract responsibilities. We are pleased with what we have accomplished so far and look forward to even more positive changes in the coming year.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

We are in the process of revising our course level SLOs and SLO assessments. The assessment data we have is useful and is included in this analysis. But we hope to have improved assessments in place beginning this Spring 2020 semester. The assessment schedule will also be revised to reflect current best practices here at Cuyamaca. For the past 6 years, we have been assessing one or two SLOs for each class each semester. The SLO Coordinator has advised us that it is better to assess all of the SLOs for a particular course in each semester. This semester, we plan to follow that practice. The following is a report of the assessment results and analysis for both Spring 2019 and Fall 2019 by course.

COMM 110 Mass Media and Society

SPRING 2019

SLO # 3 SLO#3 Describe the role of new technologies on media globalization, and discuss the resulting effects on contemporary social and political discourse.

Assessment-

Assignment - 12 hours Without Media. Students must go without all electronic and mass media for 12 hours straight. Students compose a paper to discuss how the absence of technology affected them personally and socially. Students who receive B or better on the assignment have passed the assessment.

In the Spring 2019 semester, 78% of students passed the assessment. We last assessed the SLO in Fall 2018. In the Fall 2018, 73% of students passed the assessment. Although the difference isn't remarkable, at least we are moving in the right direction. Our Department goal is to see 70% of our students pass the assessment, so we were satisfied with the result.

FALL 2019

SLO #1 Identify social and political theories of mass communication and apply to print and electronic media contexts based on materials presented in class.

Assessment-

Discussion Board #2 Agenda setting Theory and Cumulative Effects Theory. Students must pick one theory and describe an example of that theory in the media. The example must be current. Students must receive a B or better on the post in order to pass the assessment.

In the Fall of 2019, only 60% of students passed the assessment. The last time the SLO was assessed was Fall of 2017. In the Fall 2017 semester, 70% of students passed the assessment. As a department, we engaged in discussions to investigate what changed in the intervening time. We have seen changes in our student demographics (discussed further in another section of the report) but we could not identify any specific reason for the change. Theory is a more difficult topic than others in the course. Our best guess is that the material was presented in a way that was less clear than in previous semesters. This course is the only one taught entirely online. Because theory is a subject that is difficult to grasp, it may be that we need to find a way to engage students in the topic more effectively online. At the meeting, we discussed changing the assessment tool so that it more accurately assesses what the students are learning.

COMM 120 Interpersonal Communication

Spring 2019

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SLO #2 Identify, explain and analyze the psychological, social, cultural and linguistic factors which affect the interpersonal communication of humans.

Assessment-

A question was included on an exam to assess students' knowledge of several cultural factors.

Example: Name one aspect of Nonverbal Communication that differs from culture to culture. How would you help to overcome this difference when communicating with someone from a different culture?

We believe this SLO is too complicated and therefore difficult to assess. We are in the process of simplifying the SLO, thus making the future assessment more effective. The assessment results are as follows: In Spring 2019, we saw 94% of students pass the assessment. The previous time we assessed SLO#2 was Spring 2017. In Spring 2017, 86% of students passed the assessment. We were pleased to see the significant improvement in student achievement with this SLO. We are not sure what factors may have contributed to this effort, but we are pleased to see the improvement. A discussion of the possible reasons for the increase are a subject for our mid semester Department meeting scheduled in April.

Fall 2019

SLO #3 Describe and apply specific skills to the following areas of the human communication process: perception, empathy, listening and public speaking.

Assessment-

A question was included on an exam that assesses students' knowledge of several skills applicable to this SLO.

In the Fall 2019 semester, 74% of students passed the assessment. The previous time this SLO was assessed was Fall of 2017, 96% of students passed the assessment. Once again, we are in the process of revising this complicated SLO to simplify it. We are also in the process of revising the assessments. We will have a more effective assessment in place for the Spring 2020 semester.

COMM 122

Spring 2019

SLO #3 Demonstrate that students are careful and critical thinkers and communicators, both as speakers and listeners.

Assessment: Students who complete 3 speeches with a B or better and at least two in class critiques have passed the assessment.

In the Spring 2019 semester, 81% of students passed the assessment. The previous time SLO #3 was assessed in Spring 2017, 82% of students passed the assessment. The results show that students are consistently passing this assessment.

Fall 2019

SLO #2 Research, write and deliver an effective speech.

Assessment: Students who give all graded speeches with a B or better have passed the assessment.

In the Fall 2019, 89% of students passed the assessment. We were pleased to see the high number of students who passed the assessment. The previous time this SLO was assessed was Spring of 2018. In Spring 2018, 87% of students passed the assessment. The results show a steady success rate with students in COMM 122.

COMM 123

Spring 2019

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SLO #1 Compose, organize, and present speeches to represent a variety of speaking goals such as to educate, to entertain, or to inspire.

Assessment: Students who successfully complete all graded speeches with a B or better have passed the assessment.

In Spring 2019, 88% of students passed the assessment. The last time this SLO was assessed was Spring of 2017. In the Spring of 2017, 80% of students passed the assessment. There was a significantly smaller number of students enrolled in Spring 2017, so maybe that statistic is less meaningful.

Fall 2019

There were no SLOs assessed in this course because it is not offered in the Fall semester.

COMM 124

Spring 2019

SLO #1 Compare and contrast one's own culture and communication style with those from other cultures.

Assessment: Students who complete the immigrant interview paper with a B or better pass the assessment.

In Spring 2019, 75% of students passed the assessment. The previous time the SLO was assessed was Fall 2017. In Fall 2017, 65% of students passed the assessment. The course has been affected, in part, by the changing demographics of our students over the years. We feel that the trend is in the right direction.

Fall 2019

SLO #2 Interact respectfully with those who hold divergent perspectives.

Assessment: An exam question was included on an exam that assesses students' knowledge.

In Fall 2019, 100% of students passed the assessment. We were quite pleased with that result, of course. The previous time this SLO was assessed was Spring of 2018. In Spring 2018, 90% of students passed the assessment. Both of the past two assessments of this SLO indicate that the students are successfully learning the course material on the topic of divergent perspectives.

COMM 137

Spring 2019

SLO#1 Organize a group discussion.

Assessment: Students who receive a group grade of 22 or higher plus a B or higher on the group presentation have passed the assessment.

In Spring 2019, 72% of students passed the assessment. The previous time this SLO was assessed was Fall 2017. In Fall 2017, 68% of students passed the assessment. We were pleased to see the improvement in the pass rate, but will continue to monitor the SLO and discuss ways to improve how we address the SLO in class.

Fall 2019

SLO#2 Demonstrate successful conflict management strategies.

Assessment: An exam question was included on an exam that assessed students' ability to demonstrate successful conflict management strategies

In Fall 2019, 67% of students passed the assessment. The previous time this SLO was assessed was Fall 2017. In Fall 2017, 74% of students passed the assessment. In our department meeting we discussed what might have changed in the intervening time to lower the pass rate. The instructor who teaches Comm 137 was asked to take a close look at the lecture material and assignments associated with conflict management to try to find a way to make the material more clear.

COMM 145 Argumentation

Spring 2019

SLO#1 Identify and classify claims

Assessment: An exam question was included on an exam that assessed students' ability to identify and classify claims.

In Spring 2019, only 55% of students passed the assessment. The previous time this SLO was assessed was Fall 2017. In Fall 2017, 95% of students passed the assessment. There is a large disparity between these two pass rates. The department met to discuss the results and discussed possible reasons for the disparity. There is only one section of the course offered per semester. The Spring 2019 section finished with only 22 students. It is possible that the small number of students assessed may have made the results less comprehensive and therefore less helpful.

Fall 2019

In Fall 2019, COMM 145 was not offered, so no SLOs were assessed.

Q8 3. Does your department or discipline offer any degrees and/or certificates? **Yes**

Q9 4. How are you currently assessing your PLOs?

4. We assess our PLOs on a schedule that is similar to our SLO Assessments. In addition to our SLOs, we assess one or two PLOs each semester. We assess them in the courses to which they are mapped. Since there are seven of them, we assess them all over a two year cycle. The following are the results for the current Program Review report.

Program Level Outcomes

Spring 2019

PLO#4 Describe and interpret communication similarities and differences between people from varying cultural backgrounds

Assessment: COMM 124: A grade of B or higher on the Cultural Analysis Final Presentation

In Spring 2019, 96% of students passed the assessment. The previous time this SLO was assessed was Spring of 2016. Ironically the assessment results were exactly the same: 96% of students passed the assessment. The takeaway from this result is that the assessment likely needs to be more rigorous. We are currently in the process of revising the assessments for SLOs and PLOs and will keep rigor in mind as we revise this particular assessment.

Fall 2019

PLO#7 Critically analyze, critique and synthesize arguments and information.

Assessment: COMM 110: A grade of B or better on the Media Hype Paper

In Fall 2019, 80% of students passed the assessment. The previous time the PLO was assessed was Fall 2016. In Fall of 2016, 78% of students passed the assessment. The pass rate has remained relatively steady.

Assessment: COMM 145: An exam question was included on an exam that assesses students' ability to critically analyze, critique and synthesize arguments and information.

In Fall 2019, COMM 145 was not offered, so this PLO was not assessed.

ANALYSIS

At the present time, our SLO and PLO assessments generally affirm that we are meeting our goals. Over the two semesters, we had two SLO assessments that did not exceed our pass rate goal of 75%. We discussed those courses at our department meeting and made decisions to make changes to the way the material was presented in class to improve student success or to make changes to the assessment tool to improve the accuracy of the assessment or possibly both.

In the department meeting we also addressed the fact that while our overall rates show that a high percentage of students passed the assessment, there were individual sections that had a much lower pass rate. Instructors present at the meeting compared notes to determine why the rates in just one section were lower than the others. In one case, the instructor had a very small section, so the numbers may not have accurately reflected the effectiveness of the teaching. In the other, the wording of the exam question was slightly different. We adjusted the wording to make sure the assessment is the same for all sections.

Overall, the department is aware that the SLOs are out of date. We have revised and simplified them and we are currently in the process of sending the course outlines through the curriculum approval process. The department chair has met with the SLO coordinator and the SLOs and assessment process are currently being revised. By the next annual update, report, we will have the new SLOs and the new SLO assessments in place. We will also have a new SLO assessment schedule that reflects current best practices. We feel confident our process will be more effective in the future.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, click here. **Yes**

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **Yes**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

The overall success rate for the Communication Department has stayed relatively steady over the past 5 years at around 80%. The success rate reached a peak of 83% in the Fall of 2015. As a Department, our success rate goal has been 77%, so we are pleased that our success rate has not fallen below our goal.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

Since our department meets and exceeds the college wide goal of 77%, we would say we are already helping the college wide goal. We intend to continue using strategies to increase student success, and will make a point of reminding instructors to implement those strategies, which include:

- a. Calling students who are on the roster, but have stopped attending class
 - b. Encouraging students to ask questions about assignments in class
 - c. Posting examples of completed assignments on Canvas for students to use as models
 - d. Encouraging students to meet in groups to discuss the assignments
 - e. Making sure instructors are available in office hours and via email to answer student questions in a timely manner
 - f. Encourage students to take advantage of tutoring services
 - g. Continue to recognize and celebrate diversity in our classrooms
-

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

Our Department average success rates over the past 5 years show that female students succeed at a rate about 5 points higher than male students on average. Female success rates averaged 83% and male students success rates averaged 77% over the five years. Our White and Asian students are succeeding at higher rates than our Latino and African American students. The success rate for White students averaged 84% and the success rate for Asian students averaged 89% over the five years. In contrast, success rates for Latino students averaged 77% and for African American students averaged 76% over the five years. The African American students' success rates were much lower for the Fall semesters: 67% on average. Our department does not know why the success rates would differ so significantly between Fall and Spring semesters; the rates did not vary significantly for other groups between Fall and Spring. Success rates for all groups were at or above our goal of 77% for the most part, but we would like to see high success rates for all students, regardless of gender or ethnicity.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

In Communication, we take equity gaps seriously. One of our courses is called Intercultural Communication and the entire semester in that course is spent covering diversity related topics. All of our courses include descriptions and discussions of equity among students. We are proud of our inclusive curriculum. However, we can clearly see that the success rates for our department show a disparity. We discussed this disparity at our department meeting on January 22nd, 2019. Though we do not know what is causing the gap, we are willing to learn as much as we can and address any issues as we identify them. At this point, trying to determine what is causing the gaps would be entirely speculation. We had very low success rates for African American students about 10 years ago. We discussed strategies for increasing success rates and saw a significant improvement when those strategies were implemented. It is clearly time to revisit the strategies that have worked for us in the past. We need to ensure that those strategies are being implemented throughout the Communication Department and we are open to incorporating new strategies.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

We plan to include examples in lectures that our students can relate to. Images we use reflect the diversity of our students. We use stories from the news that include people of color. We use inclusive language in the classroom. We encourage discussions about awareness and sensitivity. We encourage our immigrant students to share their experiences in our classes to help build empathy and cultural awareness. We try to create safe spaces for students to talk about their concerns in our classes. It is time to revisit these practices. We also have a full time faculty member who is enrolled in the Diversity training course beginning in the Fall 2020. We hope to learn more about best practices in teaching to our diverse students. In addition to that training, we are hoping to disaggregate the data so that we can come to a deeper understanding of the challenges we face in this area.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

We haven't specifically addressed equity gaps in our short term goals, but our long term goals have included equity for many years. In addition to our successful work to decrease equity gaps between our White and African American students in the past, we also strive to create safe space for our LGBT students. One of the full time instructors volunteers her time to work with a team of faculty, staff and students to improve equity for the LGBT Community. The instructor presents as a part of a program on campus called Safe Zones, which helps to create a safe environment for LGBT students, staff, faculty and administrators. We are proud to make Equity and Diversity an important part of our department.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

As stated above, we have a full time faculty member who is enrolled in the Diversity training course beginning in the Fall 2020. We hope to learn more about best practices in teaching to our diverse students. Also, as previously mentioned, one of the full time instructors volunteers her time to work with a team of faculty, staff and students to improve equity for the LGBT Community. The instructor presents as a part of a program on campus called Safe Zones, which helps to create a safe environment for LGBT students, staff, faculty and administrators.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses? **Yes**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

This is a difficult question to answer for Communication. We offer only one fully online course. We offer at least one section of Comm 110 online each semester, including winter and summer sessions. We do not offer the course in face-to-face format so we cannot compare success rates between face-to-face and online. The data show that success and retention rates for our online classes are slightly lower than for our face-to-face classes.

SUCCESS RATES

Success rates over the past 5 years in face-to-face classes averaged 81%. Our online classes had success rates that averaged between 66 and 69%.

Hybrid courses background:

We offer two of our courses in hybrid format, Comm 120 (Interpersonal Communication) and Comm 122 (Public Speaking). We have offered the Comm 120 in hybrid format for the past couple of semesters.

Offering the Public Speaking class in online format is controversial. Until very recently, the CSU campuses refused to accept Comm 120 to fulfill the oral communication requirement if it was taught in online format. One of the Communication Department's full time instructors focused her sabbatical project (2013) on online and hybrid instruction in Comm 122. She conducted a survey of Communication department chairs in the California Community Colleges. Very few (30%) of the chairs supported the idea of teaching public speaking in a fully online format. But a large majority (80%) supported the idea of teaching it in hybrid format. The department has offered one section of the public speaking course hybrid format for the past 4 semesters.

Our success rates for the hybrid classes averaged between 81 and 86%.

Although it is not addressed in this question, we discovered some interesting disparities in success rates between face-to-face and online classes, when they are broken out by ethnicity. Although White, Latino and Asian students are generally more successful in face-to-face classes, African American students were more successful in online classes, than in face-to-face classes. We would only be speculating if we addressed the reason for this disparity, but it may be that the online format, since the visual element of face-to-face classes is removed, it may be less likely for stereotypes about ethnicity to come into play. It would be interesting to compare success rates in face-to-face classes with success rates for online classes for students with disabilities to see if the same disparity shows up for that community. Currently, statistics for students with disabilities are not broken out. We believe doing so in the future might offer valuable insight.

Ethnicity	Average Success Face-to-face	Average Success Online
White	85%	67%
Asian	84-92%	71-75%
Latino	77-79%	61-69%
African American	67%	76%

Retention Rates

For Communication over the past 5 years, the overall retention rates for face-to-face classes have averaged 92%. In the online class, our retention rates over the past 5 years have averaged between 80 and 82%.

The retention rates for the hybrid classes have averaged 94%.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Our online and hybrid instructors are expected to be certified according to the recommendations of the online teaching and learning committee. We have had all but one of our instructors complete the Canvas course taught by Rhonda Bauerlein. Faculty in the department are evaluated according to the guidelines established by the online teaching and learning Committee.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Revise SLOs for the following courses: Comm 110, Comm 110, Comm 120, Comm 122, Comm 123, Comm 124, Comm 137, and Comm 145.

Q26 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q27 Please describe how this goal advances the college strategic goal identified above.

The revised SLOs are more clear and easier to assess. We believe that if the SLOs are more clear and easier to assess, our data will be more helpful and will help us help students.

Q28 Goal Status **Completed**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal:

The department accomplished our goal of revising all SLOs. The only step remaining is to submit the revisions to the curriculum process for approval.

We needed to revise our SLOs so that they would be less complicated and therefore easier to access. We also believe the revised assessments will provide more accurate and useful data.

Q30 Do you have another goal to update? **Yes**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated?

Respondent skipped this question

Q33 Do you have another goal to update?

Respondent skipped this question

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:

Revise the SLO assessment plan and the assessment schedule

Q35 Which College Strategic Goal does this department goal most directly support?

Guided Student Pathways

Q36 Please describe how this goal advances the college strategic goal identified above.

Better SLO assessments will lead to more clear and helpful data, which will help us to be more effective at helping students.

Q37 Goal Status

In Progress-will carry this goal forward into next year

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q39 Do you have another goal to update?

Respondent skipped this question

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year:

This goal is actively in progress. The department chair is scheduled to meet with the SLO coordinator to revise the SLOs assessments and create an assessment schedule that reflects best practices.

Q41 How will this goal be evaluated?

Once we have the new assessments and assessment schedule in place, we will be able to collect more effective data. We will compare the new results with the previous results.

Q42 Do you have another goal to update?

Yes

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:

Midsemester meeting and bonding session

Q44 Which College Strategic Goal does this department goal most directly support? **Organizational Health**

Q45 Please describe how this goal advances the college strategic goal identified above.

This process will facilitate closer relationships and more effective communication among faculty in the Department. It will increase levels of commitment and a sense of belonging. It will streamline information sharing.

Q46 Goal Status **Completed**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal:

This meeting has been discussed at the professional development faculty meeting and received overwhelming support. Those in attendance expressed a desire for more time to communicate with one another beyond the two hour Professional Development Department meeting. The meeting has been scheduled over a barbeque at an instructor's home this semester.

Steps

Check calendars and find a date and time when all Communication Department Instructors can be there

Organize an agenda that balances information sharing, discussions about relevant issues and bonding

Follow up after the meeting to stay available for and connected to one another

Q48 Do you have another goal to update? **No**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: **Respondent skipped this question**

Q50 How will this goal be evaluated? **Respondent skipped this question**

Q51 Do you have another goal to update? **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4: **Respondent skipped this question**

Q53 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q54 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q55 Goal Status **Respondent skipped this question**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q57 Do you have another goal to update? **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

Q59 How will this goal be evaluated? **Respondent skipped this question**

Q60 Do you have another goal to update? **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5: **Respondent skipped this question**

Q62 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q63 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q64 Goal Status **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated? **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)? **Yes**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Revisit diversity and equity in teaching and learning

Q70 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

We hope to revitalize our commitment to diversity and equity in our teaching. We hope to increase student engagement with respect and inclusion.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Our student data show disparity between success rates for various student groups. We plan to learn as much as we can about current perspectives and approaches to equity and diversity in our classrooms. Our goal is to continue to make our approach relevant and effective for all our students and to promote equity and improve success among the entire student population.

Q73 Action steps for this year:

One full time instructor has signed up to attend the 2020-2021 Equity-minded teaching and learning Institute (EMTLI) Information the instructor obtains from (EMTLI) will be shared with the department faculty during professional development department meetings and midsemester meetings.

Information and ideas shared will be incorporated into classroom activities, lectures and assignments where applicable. Follow up discussions among faculty will occur to exchange feedback on the success of any new equity minded teaching strategies employed.

Q74 How will this goal be evaluated?

We will watch our success and retention rates for our diver groups over the next year to see if there is any improvement

Q75 Do you have another new goal? **Yes**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Extend or supplement education on contract issues for our adjunct instructors

Q77 Which College Strategic Goal does this department goal most directly support? **Organizational Health**

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

Our adjunct instructors have indicated that they are confused about the new contract and have not been as effective in their jobs as a result. If they are more informed about their rights and responsibilities, they will be more effective. We can also avoid some common mistakes and misunderstandings.

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

We have noted over the past few semesters that our adjunct instructors are confused about the policies relating to adjuncts, including the POA process and office hours. Instructors have had questions about rules and best practices for syllabi and other academic issues. We believe that educating out instructors about the issues will be beneficial. We did not have time to cover all the instructors' concerns at the Department meeting. We want to make sure adjunct faculty feel informed on these issues. We intend to hold a series of informational meetings to clarify any question adjuncts may have or to update them on any current changes to their contract. We realize there are many places adjuncts can obtain this information but we also realize because they teach numerous classes on various campuses as so their time is precious. We would like them to have an opportunity to sit together, ask questions and make sure they are well informed on these important topics. Also, we want to provide these meetings so adjunct faculty know they are valued and feel fully supported by our department.

Q80 Action steps for this year:

Contact union to see if a representative is available and willing to be present at a meeting.
Schedule with adjunct faculty a time when they all would be available to meet.
Conduct small poll prior to see if there are any specific issues they would like clarified or discussed.

Q81 How will this goal be evaluated?

We will check in with adjuncts at our next Department meeting to see if they are feeling less confused. We also hope to have fewer mistakes and misunderstandings

Q82 Do you have another new goal? **Yes**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:

Expand and evaluate tutoring services

Q84 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q85 Please describe how this goal advances the college strategic goal(s) identified above.

We have seen improvement in student success on assignments and exams since we have implemented Communication tutoring. We believe adding a second tutor will increase this success even more

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

For the past two years we have enjoyed having a Communication tutor supporting the students in our Department. She was assisted students in all our Communication courses. She scheduled tutoring hours in the library to help students with communication assignments.

We plan to expand our services in several ways. Our original tutor has moved on to a university and is no longer available. We need a qualified tutor to take her place. Ideally, we would like to select one or two tutors from a pool of qualified students. Additional tutors will be needed, as we intend to make students aware that these services are in place and encourage more of them to use this service. We know anecdotally that our students have benefitted from the tutor's assistance. We would like to collect data about our students' experiences data collection from students who visit the tutor to use their feedback as a way to expand or improve our tutoring service.

Q87 Action steps for this year:

1. Hold faculty discussion on ideas for advertising tutoring services. For example, possibly posters in the classrooms or flyers attached to the syllabus.
 2. Hold faculty discussions to eventually create a form for data collection. Begin by asking faculty to have those who attended tutoring to write a brief review of their experience. Compile their feedback into possible open ended questions for a data collection form.
 3. Speak to tutoring serve specialists regarding the possibility of adding additional tutors.
 4. Hold faculty discussions to think of ways to encourage people to join the pool of tutor candidates. Possibly, create a letter telling them their achievements in our classes have been well noted and we would recommend them for tutor consideration.
-

Q88 How will this goal be evaluated?

We will look at our success rates. We will also continue to hear from students about what works for them.

Q89 Do you have another new goal? **No**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **No**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **Respondent skipped this question**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **Respondent skipped this question**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **Respondent skipped this question**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **Respondent skipped this question**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?

Respondent skipped this question

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review
