



Program Review All Fields

Communication Studies [1]

Main

Overview

Academic Year 2022 - 2023

Originator Besson, Denise

Division Curriculum Division 10 - Liberal Arts and Sciences

Department Fine Arts

Program Communication Studies

Program Type Instructional

Co-Contributors

Contributor

- Andrade, Veronica
- Janes, Jan
- Lystrup, Noah
- Maringer-Cantu, Jane
- Richards, Grant

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Communication Studies Department has built a reputation for providing students with a quality and consistent educational experience that is engaging, empowering, and enriching beyond the completion of a required course. Students are pursuing the ADT, AA, and/or one of the certificate offerings, resulting in ranking Communication Studies as 5th campus wide, graduating 605 students from 2011-2021 with degrees and certificates. Collaborative and equity focused teaching drives the success of the program, with qualitative data showing higher success and retention rates than the college average. In addition, the curriculum is academically structured to empower students in a multitude of contexts in their lives assisting them in reaching their full academic and personal potential.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list:

Response and follow-up to previous program reviews

1. **Increase student achievement and gain an increased number of majors and minors.**
2. **Improve equity and increase achievement with Integrated Planning Initiatives/Guided Pathways in Communication Studies**
3. **Increase opportunities for networking, educating students about career pathways and improve employment readiness**

Have the services of your program changed over the past three years? Please explain (300 words or less).

The Communication Studies program has increased offering High Step CMUN 1A courses at Hollister, Gllroy, and Sobrato High Schools. This outreach has increased awareness for the degree and certificate options. Due to Covid, the program has offered multiple modalities of teaching courses, meeting the needs of students whether it be asynchronous, synchronous, hybrid, or face to face.

In addition, the Alumni Speakers Panel was once again offered face to face to a standing room only, with over 50 interested students, faculty, and staff. This panel provided opportunities for students to network, apply for summer internships, and learn more about the major, rendering new declared majors following the event..

Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

The Communication Studies course success rate is 77.4%. This is higher than the college average of 69.4%. These rates are expected due to Covid and the impact on enrollment, success, and retention rates. We were not surprised by this percentage.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate

Our program retention/persistence rates average 88.3%, above the college average of 86.8%. We are very pleased with the retention rates over the past three years.

Success

The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit

Our goal is to increase our success rate to 80%. Faculty will send reminders and personalize outreach emails to students who have missed class and/or assignments.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.

Over the past three years the program has served over 4,000 students. We had an 88.3% retention rate, which shows that students are completing coursework at a higher rate than the college average.

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.

Contact your support team for any needed assistance in using Tableau.

The program isn't responsible for what students enroll in each GE level course, however, where the program is responsible for retaining students once they are placed. After reviewing GavData, there is no consistent correlation between the populations experiencing disproportionate outcomes and our program. Each course provides individualized data that reflects varying positive and negative variables that affect enrollment and retention.

Our program material consistently addresses equity gaps in both intangible and tangible ways. For example, discussions, projects, and assignments occur around the following subject areas: structural violence and institutional power, privilege and intersectionality, cultural differences and views on equity-based issues, etc. These discussions often manifest in ways that impact their personal and professional relationships. For

example, a “privilege walk” in Intercultural Communication has led to a discussion on accessibility. The students noticed many buildings on campus are not ADA compliant and are researching how to create a petition to get buttons that will electronically open doors on every building on campus. The students noted, “when a student in a wheelchair comes to the CDC and has to wait for someone to walk by and open the door, this sends the message that these spaces are only for individuals with able-bodies...”

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

The Communication Studies discipline as a whole, as well as our program, aligns and supports BP 3420 (Equal Employment Opportunity). All courses in our discipline address cultural awareness and develop the communication skills necessary to promote diversity and inclusion—listening, empathy, and critical thinking are a few noteworthy skills. The skills we teach in the classroom carry over into hiring practices. Our desire is to hire adjunct instructors with diverse backgrounds and skills to model the very principles we teach. Our biggest barriers in addressing EEO outcomes is not our desire to hire diverse instructors, but the lack of qualified applicants (i.e. lack the proper degree requirements to teach in the discipline) and/or the lack of incentives for adjunct instructors to work at Gavilan (low pay, high cost of living, etc.).

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

CMUN 10 and CMUN 4, fully online courses, rank as #1 & #2 in success rates in the 80th percentile in addition to retention rates in the 90th percentile. This confirms that our distance education offerings in these courses are aligned or above the overall average of communication courses offered.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SAOs mapped in curiQunet?

No

Are your SAOs up to date in curriQunet?

Yes

Have your SAOs been assessed in the last five years?

Yes

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes

If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?

We are waiting for the forms to be created so we can officially map our PLOs. We are currently working on updating our ADT 2.0 Communication Studies degree, so updated PLOs are necessary.

Outcome Assessments

Services Area Outcomes (SAO)

Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?

Students reported 80-90% understanding of SLOs upon course completion. A consistent pattern across courses reflects higher levels of speech anxiety. Understanding SLOs related to effective public speaking hovered around 70%.

Institutional Learning Outcomes (ILO)

How do your SAO support the college ILOs? Be specific (200 words or less).

Communication courses meet ILO's A, B, C, & D. The very nature of all communication courses require the teaching, comprehension, and effective application of critical thinking, creative thought, and open communication. Cultivating well being through reflection and application of skill sets related to self improvement, communication, and relational maintenance in a variety of contexts in life.

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

Communication Studies is meeting its SLO success goals, reflecting patterns of 4 and 5 in ratings regarding understanding and application of communication skill sets and concepts. An area that will need to be improved is educating adjunct faculty to align their SLOs with the course content. Also, surveying students throughout the semester and periodic check ins to determine students understanding.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Currently, the ADT Communication Studies 2.0 version is being modified through Curriqunet. In addition, certificates are being updated adding CMUN 3, Argumentation and Debate.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

All Communication courses are active and will continue to be offered annually.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Courses are being offered in all modalities; face to face, hybrid, asynchronous, synchronous, fast track and high step. We offer classes in the morning, afternoon, and evening. The trend since Covid is asynchronous and online offerings, however, the faculty in the department are cognizant that this is not optimum for teaching Communication Studies curriculum.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2020**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

1400

Full Time Faculty

2

Part Time Faculty

8

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

2. **2018**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

1400

Full Time Faculty

2

Part Time Faculty

8

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

3. **2019**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

1400

Full Time Faculty

2

Part Time Faculty

8

Full Time Staff

0

Part Time Staff

0

Full Time Mgr/Admin

0.00

Part Time Mgr/Admin

0.00

Faculty Percentages**Percentage Full to Part Time Faculty**

Year:2018

FT = 20.00%

PT = 80.00%

Year:2019

FT = 20.00%

PT = 80.00%

Year:2020

FT = 20.00%

PT = 80.00%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

Retirements of part time faculty (estimated 3-4) over the next couple of years will adversely affect the program. Hiring qualified adjunct faculty has become an issue given a multitude of variables. Priority will have to be placed on building a strong cohort of committed and qualified faculty.

Additional Comments

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

No

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. If you do not have student contact, please fill out Total allocated budget and Total spending.

- 2021 - 2022

Total Number of student contacts

Total allocated budget

500.000

Total spending

Total cost per student (Student Contact/ Total Spending)

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

The only program expenses are instructional supplies. The cost align with the budget.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

The Communication Studies ADT degree and certificates are mapped under Guided Pathways. Guided Pathways is in its early stages, however Communication Studies has been operating under this guided framework for majors and minors for years. We're pleased that our students will now have a designated counselor and access to support services under a coordinated care model.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Hiring and retention of adjunct faculty continues to threaten the viability of the Communication Studies program. Without incentives to teach in the South Bay, non-competitive pay for cost of living, and only a two-person full-time department, faculty choose to teach at institutions north of Gavilan or go into the corporate and private sectors. The discipline is only as good as the faculty who teach in it.

What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?

Following the pandemic, Communication Studies is adapting to the needs and demands of students. Courses will continue to be offered in all formats: face to face, hybrid, asynchronous, synchronous, dual enrollment, etc.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

Given the nature of what we teach, many Communication Studies courses are optimally taught face to face. Hoping to balance course offerings, so that the shift returns to more of a balance between online offerings and face to face.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Communication Studies faculty participate in Convocation break out sessions, deliver Guided Pathways training, and advise other departmental faculty upon request on matters pertaining to dealing with difficult colleagues and students to classroom management techniques.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

Our program operates on an 80/20 ratio - 80% part time to 20% full-time faculty. This has been problematic over the years in terms of retaining qualified and competent faculty to teach the majority of the courses offered in the discipline. More tenure track full time faculty would stabilize the program without dependency on an ever-changing adjunct pool.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

With the recent cluster hire interviews, Communication Studies will gain its second full-time tenure track member. However, the reality remains that Gavilan College is one of the lowest paying community colleges, with non-competitive pay/cost of living wages, with little to no incentives to work for the college, all outside the department's control.

How we assist in attracting and retaining faculty is continuing to be one of the most reputable programs in the bay area, offering degrees and certificates and assigning multiple sections to existing adjunct faculty.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

Our Annual Communication Studies Alumni Speakers panel will be returning face to face after a hiatus due to Covid. Faculty member Denise Besson recently graduated from Leadership Gilroy Class of 2022 and was chosen by the graduating class to be the keynote speaker.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

There needs to be more room for answers in various sections of the PIPR.

Goals

Three-Year Program Plan Goals

1. Offer CMUN 3 Argumentation and Debate

Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Offering ***CMUN 3 Argumentation and Debate in person*** is a significant addition to the discipline curriculum as well as offering all Gavilan students another option to fulfill their Area A GE requirement. This GE transfer course will enhance critical thinking, personal and professional growth, and transferability across a vast number of the student population.

Proposed Activity to Achieve Goal**

Offering CMUN 3 every semester and monitoring declared majors/minors.

Responsible Party

Denise Besson and Veronica Andrade

Fund amount requested. If a collaboration, what % required from each partner?

No funding is required

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

Semesterly goals with intent of achieving highest numbers/enrollments by Spring 2026

How Will You Evaluate Whether You Achieved Your Goal

Monitoring enrollment, success, and retention rates. Recognize major and minor milestones and graduation completers as well encouraging students to pursue further academic goals to enhance their economic potential beyond Gavilan College.

2. Active marketing and online discipline specific videos and posting to increase declared majors and minors

Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Implement ***a more active marketing and online discipline-specific approach to increasing interest in Communication Studies as a major or minor.***

Showcasing the relatability and applicability of Communication Studies curriculum in students' lives

increases interest in pursuing degree and/or certificate options. By actively marketing on campus and having an online presence, the intent is to increase declared majors and minors. In addition, Communication Studies is aligned with Guided Pathways, offering a holistic approach to teaching and advising majors and minors in the discipline. Events such as the Annual Alumni Speakers Panel and short videos showcasing classes, faculty, and alum will round out this marketing movement.

Proposed Activity to Achieve Goal**

Outreach and advertising

Responsible Party

Denise Besson, Veronica Andrade, Grant Richards, Jan Janes, Gavilan TV crew

Fund amount requested. If a collaboration, what % required from each partner?

0

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

Three years

How Will You Evaluate Whether You Achieved Your Goal

Monitor declared majors, minors, and graduates.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Communication Studies program continues to be at the forefront of offering a vast number of courses in a variety of modalities, including dual enrollment sections. Our rate of declared majors and minors as well as graduate completions are in the top five of all disciplines across campus. With that said, we are cognizant of trends, changes, and challenges, never becoming complacent and actively serving students.

Over the next three years, the Communication Studies program will:

1. Offer CMUN 3 Argumentation and Debate in person, a general education course fulfilling Area A in the GE pattern and further expanding the number of offerings in the discipline.
2. Implement a more active marketing and discipline-specific approach to increasing interest in Communication Studies as a declared major or minor. This will include on-campus and online promotional outreach showcasing coursework, faculty, and alumni.
3. Continuation of offering coursework that is diverse, purposeful, inclusive, and equitable, allowing for personal and professional growth for our student body at Gavilan College. Aligning this approach with Guided Pathways will allow for a more holistic, coordinated care model of teaching, serving, and retaining our students.

Attach Files

Attached File

