

Annual Program Review Template 2023

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1. Number of full-time faculty in the program.

3

2. Number of part-time faculty in the program.

12

3. Number of staff in the program.

15

4. Do the above numbers reflect any staffing changes?

No

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

Minimizing student attrition, improving our course success rates, increasing retention, certificates and degrees awarded are all actions identified department-wide toward improvement. Strategies toward accomplishing these goals include but is not limited to increased conversations among full-time and part-time faculty centering: strategizes to improve student success rates including culturally responsive pedagogy, equity-informed curriculum design and authentic assessment. Additionally, the Communication department aspires to collaborate division-wide and campus-wide with the 13:55 Strategic Vision for Equity Initiative specifically focusing on important areas including mitigating stereotype threat and increasing student validation.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

In attaining our department-wide aspirational goals of improving student retention, maximizing student success and closing equity gaps our department: engaged in the division-wide 13:55 adopted strategies toward closing achievement gaps and improving student success rates including attaining student feedback of course design and layout through surveys and conversations increased coordination with part-time faculty centering curriculum evolution, revision, culturally responsive pedagogy and authentic assessment.

Additionally we submitted request for new full-time faculty hire, with expertise in culturally responsive pedagogy, authentic assessment along with a strong background in intercollegiate speech and debate, including coaching and adjudicating at intercollegiate competitions. Creating an avenue for students to compete in forensics events will bolster our collective strengths as a department and offer students a dynamic range of curriculum to meet the needs of the labor market and prepare for university transfer.

7. Explain your implementation timeline and if there have been any changes or updates.

Spring 2023: The Communication Studies Department completed its five-year Comprehensive Program Review, updating and evaluating data on course success, student retention, and stressing the need for hiring a new full-time Communication Studies faculty.

Fall 2023: The Communication Studies Department formally submitted a Faculty Prioritization Data form for the hiring of a new full-time faculty member, addressing an area of critical student and program need.

Fall 2023: A department chair is appointed, which will substantially enhance collaboration with part-time faculty members, foster curriculum development, increase student outreach, coordinate marketing and promotional efforts, and further cultural responsiveness, pedagogical innovation, and authentic assessment methods.

Ongoing Evaluation and Enhancement: The COMM Department is committed to the ongoing improvement of course success and student retention rates, focusing in particular on groups experiencing a disproportionate impact.

Ongoing Student Outreach and Marketing: The COMM Department continues to actively promote our Certificate of Achievement I and II, and Communication Studies Associate Degree for Transfer.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

The success rate gaps have improved (shrunk) for both Black students (-10% in 21-22 to -3 in 22-23) and Pacific Islanders (-14% in 21-22 to -8% in 22-23). Our Filipinx, Asian, and White students continue to show higher success rates than all student groups combined.

Continued improvement is needed in support of all disproportionately-impacted groups, especially Latinx and Native American. For our Native American students, who have been 100% successful in the courses they did not drop, we will focus on retention. Our department teaches two courses in Foothill's Umoja Community. Our Umoja scholars' success rate is 96% compared to their 92% college-wide course success.

Overall, the Communication Studies Department is trending in the right direction in course success (75% in 21-22 to 79% in 22-23), non-success (13% in 21-22 to 11% in 22-23), and retention (90% in 21-22 to 91% in 22-23.)

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/EctjgGNEurtMlb1n6ZQ5k3kBNTejiE9G_kGSHMhfM1tsrA?e=yDcC7c

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

Black

Percentage Point Gap: -3

Additional Success Needed to Erase Percentage Point Gap: 8

Latinx

Percentage Point Gap: -11

Additional Success Needed to Erase Percentage Point Gap: 99

Pacific Islander

Percentage Point Gap: -9

Additional Success Needed to Erase Percentage Point Gap: 5

Female

Percentage Point Gap: -3

Additional Success Needed to Erase Percentage Point Gap: 40

Unknown gender

Percentage Point Gap: -1

Additional Success Needed to Erase Percentage Point Gap: 1

Foster youth

Percentage Point Gap: -52

Additional Success Needed to Erase Percentage Point Gap: 6

Individuals with disabilities

Percentage Point Gap: -6

Additional Success Needed to Erase Percentage Point Gap: 8

Low Income

Percentage Point Gap: -10

Additional Success Needed to Erase Percentage Point Gap: 116

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

The Communication Studies department is pleased with the significant course success rate improvements across the department and for nearly every student group, and remains committed to closing equity gaps. Continued improvement is needed in support of all disproportionately-impacted groups, especially Latinx and Native American. For our Native American students, who have been 100% successful in the courses they did not drop, we will focus on retention.

Our department's extensive involvement in the Foothill Umoja Community continues. Communication Instructor Lauren Velasco is the only remaining original Umoja instructor campus-wide. Frequent interdepartmental faculty meetings about the scholars' progress, regular updates to the dedicated Umoja counselor, the mutual support provided through the cohort format, and particular attention to and frequent communication with each student are all vital components of this end result.

Overall, our department is trending in the right direction in course success and retention. Our goals include minimizing student attrition, improving our course success rates, and increasing the number of certificates and degrees awarded. All our classes, particularly fully-online sections, fill quickly and have wait lists. Our full-time faculty teach up to six overloads each year, and three of our twelve part-time faculty members are currently teaching full-time loads. We cannot meet current demand and look forward to the opportunity to welcome a new full-time faculty member and return the department to four full-time instructors.

Click on the link below to view the Annual Program Review Rubric.

This form is completed and ready for acceptance.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

Meets Expectations

Needs Improvement

Feedback

The Communication Studies department is a vital department whose courses are in demand, fill quickly, and regularly have wait lists. They actively promote their certificates and degrees, which are among the most awarded in the Division. FT faculty member Lauren Velasco has been actively engaged with the Umoja program. In collaboration with the Umoja program, she has implemented a communication system that includes frequent contact with interdepartmental faculty, the student, and the Umoja counselor which strives to keep the student on track and aid in their academic success.

This department offers the majority of its classes online, hybrid, and synchronous online. In addition to the department having conversations on strategies for retention, it is recommended that more faculty, particularly FT faculty, engage in Peer Online Course Review (POCR) to implement retention strategies for online classes. It is also recommended to make additional efforts to reach out to students who are missing assignments and/or consistently receiving low scores. The Canvas "Message Student Who" feature makes this easy to do after every deadline. It is also recommended to use it to message those students who did a great job on an assignment or who made improvements since the last deadline. The campus also provides Foothill Connect which can be useful to connect students with support services to help them get back on track.

Offering more class lectures on diverse topics and/or incorporating more imagery that shows diversity might also help students see themselves in the course content and close the achievement gap. When done through Heritage Month programming this might also raise awareness of the instructor and the department and result in increased enrollment. The department has engaged in conversations about a ZTC pathway which if fully realized could help to close the achievement gap.

Ironically, one area in which this department needs improvement is communication. Strained faculty relations make regular communication and collegial interactions difficult. Improvement needs to be made in this area so that regular departmental business can be conducted effectively. It is recommended that the department hold a team-building retreat and conduct regularly scheduled departmental meetings.

This form is completed and ready for acceptance.
