🏛 Dept - (LA) Communication Studies › Department › Program Review

ⓘ Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update.   ✕
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▼ 🏛 **Dept - (LA) Communication Studies**

For 2017-18 Submitted by:: Russell Hong, Communication Studies Department Co-Chair
(formerly Speech Communication)

APRU Complete for: 2017-18

Program Mission Statement: Our core Program Level Outcomes:
1. Increase student confidence in ability to effectively use a range of speaking, listening,
and collaboration skills. [ICC: Communication and Expression]
2. Design and relate messages clearly for effective and appropriate oral communication to
diverse audiences. [ICC:Communication and Expression]
3. Recognize when information is needed and have the ability to locate, evaluate, and use
information effectively. [ICC: Information Literacy]
4. Think critically through competent analysis, evaluation, and response. [ICC Critical
Thinking]
5. Prepare global citizens for facilitative, dialogic communication to advocate social justice.
[ICC: Civic Capacity For Global, Cultural, Social, & Environmental Justice]
6. Offer and assess hybrid and online communication courses.
7. Create a culture of equity and engagement that promotes student success.

De Anza College and our Communication Studies Department are committed to creating
a culture of equity and engagement that promotes competencies in communication and
expression, critical thinking, and information literacy for all students. Our recent changes
to formally incorporate information literacy into all of our GE COMM 1 and COMM 10
courses make these the only courses on campus that officially meet this ICC. Success for
all students is central to our mission.

Our Mission Statement:
The ways in which we communicate contribute significantly to the quality of our lives. The
Communication Studies faculty seeks to create an engaging, facilitative, and equitable
learning environment to honor the diverse cultures, traditions, perspectives, voices, and
goals of our learners. We are constantly updating our courses, exploring new ideas, and
collaborating to foster our own professional growth and to provide the best possible
opportunities for our students. Our mission is to guide our learners as they develop their
intellect, character, and abilities, realize their goals, and be socially responsible leaders in
their communities, the nation, and the world.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: N/A

I.B.1 Number Certificates of Achievment Awarded: 15

I.B.2 Number Certif of Achievment-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 65

I.B.4 # AA and/or AS Degrees Awarded: 9

I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 19.7

I.E.2 #Student Employees:

I.E.3 % Full-time : FT faculty load declined from 35.3% in 2015-16 to 25.2% in 2016-17 [2-year trend].

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: Our Communication Studies Department has experienced significant changes in staffing:
1. 2 replacement hires AY2017-18
2. 1 FT instructor retired AY2016-17
3. 1 FT instructor sabbatical leave fall quarters through AY2019
4. 1 FT instructor on leave AY2017-18
5. 5 PT faculty hires in AY2017-18

This has resulted in:
1. Increased access to courses for transfer, major, certificate, and degree requirements.
2. Reduction in waitlisted students.
3. Additional faculty support in student success initiatives [mentor and guide students towards attainable goals to facilitate retention and success].
4. Faculty led workshops on Fostering an Inclusive Transgender Community [Opening Day], Conference panels on Evaluating Audience, Use of Comm Lab, Fluid Feedback [WSCA].
5. Even with these staffing changes, a total of 5 sections were cancelled in AY2016-17 due to an inability to staff them.

II.A Enrollment Trends: Our Communication Studies Department experienced a 4.3% census enrollment decline compared to 8.5% decline for De Anza College overall over the past three year period.

These declines may be attributed to:
1. Department name change from Speech Communication to Communication Studies effective AY2017-18.

2. Department change to 100% hybrid course offerings.
3. Change from 4 to 5 units for all COMM Studies courses.
4. Cancelled classes due to understaffing.
5. Insufficient room availability during prime times to sustain enrollment and meet student demand.
6. Increased commute times for students living outside of Cupertino.
7. Competition for enrollment with other local colleges.

Importantly, we have maintained consistent productivity rates and anticipate the two replacement positions in AY2017-18, along with having a year to adapt to the above-mentioned department changes, will positively impact number of sections and enrollment trajectory.

Despite (a) hiring 2 FT and 5 PT faculty in AY2016-17, (b) full-time faculty teaching multiple overloads to accommodate demand/prevent classes from being cancelled, (c) taking students over cap, (d) increasing hybrid and online classes, (e) capping waitlists at 6 to encourage students to enroll in open sections, (f) working with our dean to optimally schedule classes—we still are unable to meet student need for our classes.

II.B.1 Overall Success Rate: We continue to maintain student success rates above institutional standards. Current success rates for all Communication Studies students is 83%.

Another measure of success, our AA-T Degrees rose significantly from 23 in AY2014-15 to 65 in AY2016-17, a 183% increase over 3 years. In addition to outreach, we are helping students identify primary courses of study to focus on pathways instead of disparate courses.

AA-T degrees awarded		Students who transferred
AY2016-17	65	Not Available
AY2015-16	45	39
AY2014-15	23	21

Source: De Anza College Office of Institutional Research and Planning

II.B.2 Plan if Success Rate of Program is Below 60%: Maintained success rates for all Communication Studies students above institutional standards [83%] and we are committed to growing it further.

II.C Changes Imposed by Internal/External Regulations: We made significant program and curriculum changes:

1. Changed our department name from "Speech Communication" to "Communication Studies" effective AY2017-18. This name change aligns our program with undergraduate and graduate programs throughout the nation, National Associations in our discipline, and The Communication Transfer Model Curriculum. In the short term this renaming may impact enrollment as students adjust to the change. In the long term this renaming should positively impact our program and make transfer more seamless.

2.   Revised our curriculum effective Fall 2016 which has driven assessment, training, retreats, curriculum updates, and teaching and learning pedagogy. Specifically now the curriculum:

• Better aligns our SLOs with CID descriptors in the discipline, making our AA-T degree more consistent with state standards.

• Reflects a transformative shift in our discipline to an equity and social justice framework.

• Formally incorporates/integrates information literacy into all of our GE COMM 1 and COMM 10 courses, making these the only courses on campus to officially meet this ICC.

III.A Growth and Decline of Targeted Student Populations: 1. Enrollment of African American, Filipino/a, Native American, and Pacific Islander populations have historically hovered at disproportionately low levels.

2. We have observed notable enrollment growth among Filipino/a and Latinx populations in Communication Studies classes despite overall enrollment declines.

3.   We expect recovery/growth in targeted and not-targeted student enrollment with two new faculty hires.

III.B Closing the Student Equity Gap: Gaps in success rates between targeted and non-targeted groups persist. Our goal is to close the achievement gap between Targeted Groups (77%) and Non-Targeted Groups (87%). Relative to plans stated in our program's 2013-14 CPR, we have made progress towards decreasing the student equity gap in the following ways:

1.   Increased weekend, online, and Adult Ed classes to accommodate diverse student needs.

2. Revised syllabi, rubrics, grading practices, instructor and peer feedback processes, webpages, text adoptions, and 100% of our course outlines to reflect equity pedagogy, learning, and assessment data.

3.   Use assessment data to help diagnose learning needs and to improve teaching and learning.

4. Created a culture of inclusiveness where our students feel welcomed, supported, and respected by training and mentoring faculty in culturally inclusive pedagogical practices.

5. Offered course as part of AAPI grant to support college-wide endeavors to close the equity gap.

6. Supported students with peer tutors, mentors, cross-cultural partners, support services, and resources on campus (i.e. Writing and Reading Center, library orientations, and the Listening and Speaking Lab are used or promoted in course syllabi).

7. Supported students with basic communication proficiency for gainful employment.

Prepared students for job interviews and professional communication in the workplace via mentoring, guest speakers at our Department Career Day, and by revisions made in curriculum.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: Overall success rates of targeted groups is 77% and we are committed to growing it further.
Success of targeted groups AY2016-17

74%   African American

83%   Filipino/a

76%   Latinx

III.D Departmental Equity Planning and Progress: To achieve the objectives laid out in our program's 14-15 and 15-16 Equity Plans, the Communication Studies faculty supported our targeted student populations through the following department and college-wide initiatives aimed to increase retention and success.

A. Equity Assessments
1.   Assessed and reflected on challenges to faculty and students regarding needs for training and support in 5-unit hybrid, LMS, and Information Literacy transition via peer feedback sessions [30 minute in person dialogs in AY2015-16] and Information Literacy and Technological Use Survey [AY2016-17].
2.   Added equity questions in our quarterly survey administered in all COMM classes for the years 2014-15, 2015-16, and 2016-17. Discussed data at annual department retreats and devised strategies to close the equity gap further including use of OER resources, inclusive and facilitative pedagogy, and balancing emotional and cognitive learning.

B. Students—We directly responded to assessed student needs to get supports in place designed to lessen the equity gap so that everyone can succeed:
1. Promoted accessible, free/affordable texts and resources through OER initiatives (7% of our sections use completely OER materials and 100% of our online units use OER materials. We are committed to growing this number to 15%).
2. Increased weekend, online, and Adult Ed classes to accommodate diverse student scheduling needs.
3. Provided online/in person student support to ease transition to 5-unit hybrid based on assessed challenges. This has resulted in us maintaining our success numbers even with the changed modality.
4. Created 7 information literacy videos that aid our students in not just academic readiness and success, but also engage them to be critical thinkers and informed citizens. This has helped the college meet its information literacy ICC and has shown to help underprepared students enrolled in basic skills courses.
5. Collaborated with counselors to:
a. Explore student success initiatives aimed at providing students with clear information regarding Communication Studies Certificate and Degree programs.
b. Develop a plan for seamless transition with department name change from Speech Communication to Communication Studies.
c. Discuss curriculum changes from 4-5 units and addition of Information Literacy.
6. Updated department website, and streamlined the process for students to obtain a

Certificate or AA-T/AA degree (AA-T degrees doubled from AY2015-16 to AY2016-17).

7. Designed Degree and Certificate brochures for guidance on student transfer process, major completion, and career planning.

C. Faculty—We directly responded to assessed faculty needs for resources and best practices in closing the equity gap:

1. Provided training and mentoring for Canvas coupled with instructional design concepts to achieve 100% successful faculty LMS adoption for teaching 5-unit hybrid. [January 2016]

2. Facilitated FT and PT faculty best practices dialogue to support transition to 5-unit hybrid, LMS, and Information Literacy. [May 2016]

3. Closed the loop through reflection on transition to 5-unit hybrid, LMS, and Information Literacy. [January 2017]

4. Refined and further developed our faculty mentoring program to ensure new FT and PT faculty have access to the accumulated instructional knowledge and expertise of colleagues in ways that contribute to student success. [AY2016-17 and 2017-18]

5. Developed 7 Information Literacy Videos and 25 assessment tools in partnership with Learning Resources and Marketing, a valuable resource for any class.

6. Undertook initiatives to adopt affordable texts, including open educational resources (OER) to ensure equity of access. 7% of our sections use completely OER materials and 100% of our online units use OER materials. We are committed to growing this number to 15%.

7. Included equity pedagogy in our COMM 70 and COMM 16 classes in the context of oppression, systemic racism/sexism/inequality, organizational hierarchy, leadership and gender, perception management, and role of technology in relationships.

8.   Modeled facilitation tools like ice-breakers, world café, and concentric circles to engage in deeper, more nuanced and personal discussions on equity and social justice via shared readings; exercises (Pie of Life); discussions at monthly department meetings; department and division annual retreats; attendance of regional conferences; and mentoring faculty in using equity pedagogy in their classrooms.

9. Facilitated department retreat workshop on designing syllabi to represent equity pedagogy from a strength based instead of deficit based frame.

10. Modeled faculty equity walk at department retreat to sharpen and focus inclusion initiatives, and especially to open dialogue about the challenges and disparities faced within institutions of learning.

11. Designed department SLO assessments that make it easier for all FT and PT faculty to participate in the assessment process. This has enhanced our ability to assess the needs of all our students and better shape policy and pedagogy to address those needs.

In addition to committing to our department equity goals, our FT faculty continues to be part of the institutional dialog and effort to close the equity gap. Specifically:

1. Partner and liaise with LA Division Equity Core Team to develop and implement campus equity action plans. Help division equity core team plan and facilitate division meeting with presentations from Outreach and Men of Color Community, Veteran's Services, and STEM to share information and insights about a variety of campus resources and programs that support student success.

2. Become the campus faculty coordinator for Online Education. This position supports campus-wide initiatives to transition from Catalyst to Canvas and mentor faculty in on-line pedagogy.

3. Participate/Lead campus-wide equity training/workshops/retreats/community conversations (Sexual Harassment Training, Equity Walk, Inclusive Syllabi, Compassionate Communication in the Classroom, Compassionate Communication with colleagues, Cultural Humility, Advocates Supporting LGBTQ, Suicide and Anti-bullying, etc.).

4. Teach CREM courses under Impact AAPI and LINC classes, both of which have proven records in fostering students' success in targeted populations. We will share pedagogical strategies learned from these experiences in future department meetings/retreats.

5. Increase student awareness and engagement with support groups [FYE, APALI] and learning resources [WRC and Library] via in class announcements, listing resources in the syllabus, department webpage and in-person counseling.

6. Join the OER Task Force for the state Faculty Association.

D. Next Steps—The next phase in our equity/success plan will include the following initiatives:

1. More widespread adoption of affordable texts, including open educational resources (OER) to ensure equity of access.

2. Develop student orientations at the beginning of every quarter to help students succeed with use of Canvas.

3. Facilitate student panel represented by our targeted groups and other student-focused equity initiatives in collaboration with other campus equity partners.

4. Develop and scale measures to monitor student needs and progress in technology use (especially Canvas) and progress towards becoming information literate.

5. Grow number of sections fully online.

6. Expand service learning and peer mentoring opportunities to support student retention and success through our Honors courses/projects. Provide counseling/tutoring /mentoring for specific target groups.

7. Improve early alert.

8. Analyze assessment data so we can utilize student success data and develop strategies to decrease inequities.

9. Advocate for waiting later in the enrollment process to cancel low-enrolled classes.

10. Advocate for more classroom space during prime time to sustain enrollment and meet student demand.

11. Professional development to increase diversity and cultural competence among our faculty (attend NCORE & share resources).

12. Improve messaging to students about benefits of completing certificate/degree.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100% [7 PLOs (100%) assessed in Cycle 2 12 PLO Reflections and Analysis (171%) using multiple assessment measures in Cycle 2]

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 75% [21/28 SLOs (75%) assessed in Cycle 2 26 Reflection & Analysis (93%)]

V.A Budget Trends: Our district and college administration are placing more emphasis on increased productivity in an effort to rein in the projected $15 million FHDA budget

deficit over the next three years. This has resulted in the push for early cancellation of low-enrolled classes during open enrollment. Subsequently, 5 Speech classes (now COMM) were cancelled in AY2016-17.

Our Department is working to improve access to COMM classes with the following initiatives:

1. Increase online, weekend, and Adult Ed classes to meet diverse needs of students.
2. Cap waitlists at 6 to encourage students to enroll in open classes.
3. Direct waitlisted students to open classes via email.
4. Improve outreach with marketing brochures, postcards, posters, an updated department website, cross-disciplinary course promotion, and coordination with counseling.
5. Support Affordable Textbooks and Materials (ATM Project) for students.

V.B Funding Impact on Enrollment Trends: The Communication Studies Department is not supported by any funding aimed at special populations, which directly impacts our ability to provide resources needed to meet the needs of underprepared students. For this reason, our students need access to online tutoring and academic assistance geared towards crafting a speech outline, dealing with communication anxiety, and working in small groups. Lack of these programs and resources has adversely impacted our ability to close the achievement gap. Since this has been an ongoing trend, we are concerned of these needs being neglected in the future with a continued budget crisis.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): We need another faculty member to grow enrollment and sustain our program:

1. In the span of 3 years, our COMM 9, 15, 16, and 70 courses have tripled in offerings and are still unable to meet student demand.
2. In Spring 2017, 3 sections were eliminated (at prime times) due to inability to staff. Both FT and PT faculty were maxed out on overloads or course quantity.
3. Long Waitlists – In Winter 2017, we had 166 students waitlisted across 52 sections. In Spring 2016 there were 342 students waitlisted across 53 sections as our classes consistently fill within first two weeks of registration. Waitlists for COMM 1, 16, and 70 were maxed out in Spring 2017.
4. Every COMM course fulfills GE requirements. Therefore, our students need assurance that they will have access to the courses required for their transfer, certificate, major, and degree requirements.

V.D.1 Staff Position(s) Needed:

V.D.2 Justification for Staff Position(s)::

V.E.1 Equipment Requests: Over $1,000

V.E.2 Equipment Title, Description, and Quantity: Hardware
1.   Replace lecterns [units required =4] in all speech classrooms. [$300 per unit x 4 = $1200]

- Requested lecterns (4): Safco Products 8922BL Scoot Multi-Purpose Lectern, Black
  https://www.amazon.com/Safco-Products-8922BL-Multi-Purpose-Lectern /dp/B00355426A
- The prototypes for new lecterns (presented in March 2018) are ineffective in terms of size, function, and adaptability.
2. Google Cardboard Virtual Reality Headset [$20 per unit x 35 = $700]
• https://www.amazon.com/Cardboard-Virtual-Reality-Headset-CardboardKid /dp/B01A5TRJBI/ref=br_lf_m_wv2ez8gw8qnj52y_ttl?_encoding=UTF8&s=wireless

V.E.3 Equipment Justification: Hardware: Lecterns are used by both faculty and students and should be a standard presentation aid in every speech class.
1. The lectern is an important tool for speakers and an anchor for those who experience speech anxiety.
2. Speakers need to practice using a lectern to prepare for future situations where they will be expected to use a lectern.
3. From an equity perspective a) comfort in interpersonal distance (high-low power distance) and (b) high-low context is directly related to reduction in communication apprehension especially amongst our targeted population.

Software: The qualitative data of our PRCA-24 post survey indicates that (a) collaborative spaces and a supportive communication climate via class interaction and activities, (b) immediate objective feedback, (c) practice/repetition, and (d) the ability to visualize results and learn from their experiences are the biggest contributors to reducing communication apprehension. This equipment will be used by the faculty and students of the department and without it we cannot:

1. Provide virtual reality training platforms that boost self-awareness, like Google Cardboard, achieve more realistic and immersive speaking experiences, and reduce communication apprehension.
2. Successfully implement hybrid/online curriculum in all COMM courses as this change needs to be supported by mediated instruction and engagement.

V.F.1 Facility Request: 1. Replace/add chairs and tables in L43, L45, and L48 with new ones that support collaborative pedagogy. L49 has a surplus of chairs, but needs upgraded tables.
2. Sound baffling in existent classroom to allow for reduction in noise transference and interference between classrooms.
3. Gradated lighting system in all speech classrooms to ensure effective delivery and optimum recording of student and instructor speeches.
4. Replace all chalkboards with white boards. [L43, L45, L48]
5. Increase electrical outlets in all rooms and replacement of ones that do not work.
6. Install/replace working drop down door stand that attaches to the door. [L43, L45, L48, L49]
7. Increase availability of classrooms that support collaboration and facilitative pedagogy during peak times between 8:30am and 1:30pm.
8. Install/upgrade to a more reliable WiFi Internet connection in the L-quad to make curriculum more accessible to students without a reliable Internet connection at home.

9. Replace damaged projector overhead screen in L49.

V.F.2 Facility Justification: 1. The facilitative pedagogy in our discipline requires chairs that can be set up around tables and moved for ease of collaboration. The current chairs are missing, broken, or have foldable tablet arms making it difficult to collaborate. In our smaller classrooms like L48 and L43, they leave limited space for presenters to stand or present in teams.

2. Our equity assessments (PRCA24, SLO, and PLO measures) confirm a classroom arrangement conductive to collaboration, participation, and sharing of personal experiences helps to foster a strong community, reduce apprehension, and ultimately student retention and success. In addition, our assessments show:
• Noise from adjacent classrooms and outside noise has often resulted in a speaker losing their place, causing unnecessary stress and loss of confidence. Confidence plays a key role in mastering communication apprehension.
• Noise distractions adversely affect ability of students to focus.
• Noise distractions impede the recording of student speeches.
• Noise distractions interfere with verbal feedback of student speeches.

3. Our classes have single electrical switches for lights and the rooms have poor to no natural light. This makes it difficult for our students to:
• See the images/text on PowerPoint and simultaneously read board instructions
• This is in violation of ADA guidelines for accommodation.

4. Writing on chalkboards is messy and difficult to read, which is an equity and ADA compliance concern.

5. All our classes are hybrid. Our students need more electrical outlets in our classrooms for their iPads, laptops and other smart devices to
• Support reduction in B budget costs
• Use web based tools for collaboration and information literacy in the classroom.

6. Our ability to increase staffing, offer more sections of our high demand classes [COMM 1, COMM 15, COMM 16, COMM 70], and increase enrollment has been severely hampered by limited classroom space and availability. Currently we run 50-55 sections each quarter out of primarily 4 classrooms [L43, L45, L48, L49]. Three of these classrooms [L43, L45 and L48] are not conducive to facilitative pedagogy with limited space for movement, zero sound baffling, no natural light, and a classroom configuration that is inadequate for speeches.

V.G Equity Planning and Support: To grow equity initiatives we need:
1. Professional Development stipends/release time/support/resources to develop and scale measures to monitor student progress/needs in technology use (especially Canvas), and to monitor progress towards becoming information literate.
2.   Online/face-to-face student orientations at the beginning of every quarter to help students navigate Canvas LMS and succeed in online/hybrid classes.
3. Ongoing mentoring/training/professional development for new FT and PT faculty hires

approved for AY2017-18 hires (SLOs/PLOs, equity, hybrid on-line, Canvas, information literacy)

4. A minimum of one faculty training workshop per year in using customized data reporting tools so we can utilize student success data and develop strategies to decrease inequities.

5. A minimum of one faculty workshop per year for SLO and PLO assessment analysis, reflection, and planning.

6. Structures that support pathways for transfer, major, and career planning.

7. Resources to advance Open Resource initiatives for Zero-Textbook cost to students.

V.H.1 Other Needed Resources: We've maintained success rates relative to institutional standards. We continue to take measures [LinC, OER, Instructional Skills Workshops, online and evening offerings] to reduce the equity gap. In order to continue this work, we need:

a. More counseling support and early intervention measures like Starfish to maximize the probability of success.

b. Funds for stipends and reassigned time to train in changing instructional technologies ; design hybrid/online course content; and adapt instructional materials specifically to targeted populations.

c. Extended library and lab hours; online and in-person tutor support for COMM classes.

V.H.2 Other Needed Resources Justification: 1.   Early Intervention and Counseling Support-Course retention data indicates that since initial implementation of the early alert software Starfish, retention rates have increased, while qualitative data indicate that students have changed their behaviors as a result of receiving Starfish alerts. Data indicate that students receiving a flag for poor performance early in the course are more likely to successfully complete the course than students who are not notified of concerns. Furthermore, both faculty and students report increases in student engagement and accountability in courses since implementation of Starfish. (2018 Achieving The Dream: Starfish Early Alert http://achievingthedream.org/intervention/16783/starfish-early-alert)

2. Changing Instructional Technologies-100% of COMM faculty transitioned to using a Learning Management System (LMS) for their hybrid classes. To successfully do this, we need:

a. Continued support to use the college LMS.
b. Staff training in online pedagogy, particularly towards targeted populations.
c. Development of student training and orientation at the beginning of the quarter and ongoing technical support to navigate the LMS.

3. Extended Library Hours-Increased demand for lab space, including Language Arts Labs, limits options for online/library orientations needed to meet the Information Literacy Core Competency. Faculty requested increased lab availability during prime time, evenings and weekends to meet the Information Literacy Core Competency.

V.J. "B" Budget Augmentation: Additional "B" Budget Augmentation will support:

1. Marketing brochures, postcards, and posters for various outreach, student success, and counseling programs on campus to boost enrollment.

2. Software adoption, training and continued support to enable curriculum to grow and adapt with the changes in the field [online conferring; instructor video lectures; teaching apps].

3. Teaching resources including flip charts.

4. Stipends for part time faculty to attend professional development events and to take leadership roles in department initiatives.

5. Money to maintain newly acquired recording equipment; extended warranties; and yearly cloud based video storage needs.

6.   Department-specific events such as Career Day, and/or COMM Award Night.

V.K.1 Staff Development Needs: Communication Studies, as a 100% hybrid program, is responsible for 2 out of the 5 ICC's on campus. In order to fulfill them, we need:

1. Training on how to successfully transfer best practices from face-to-face to online instruction to create similar outcomes.

2. Information and assistance in navigating copyright and fair use with materials both online and in print.

3. Increase discipline-specific training in online pedagogy; finding and integrating OER, Creative Commons Images and text, and Canvas in traditional courses

4.   Stipends and release for faculty mentoring.

V.K.2 Staff Development Needs Justification: Training and Mentoring - In the past year, as we have geared up for the changes in our curriculum; incorporation of Information Literacy ICC; and change in medium of instruction (hybrid) with minimum help from the college resulting in faculty within the department shouldering the responsibility of (a) training new faculty in online pedagogy and LMS; (b) designing online learning materials; and (c) implementing the materials according to college policies on fair use, etc. This has been done with no compensation or release time putting a tremendous burden on faculty and delaying the process. This also impacts the ability of the department to hire, train, and mentor new faculty.

Release Time, Support, & Stipends - This has created a tremendous burden on our faculty who have had to (a) learn online pedagogy; (b) learn a new LMS; (c) design an online unit for all their classes; (d) learn how to teach this new modality to students; (e) Learn rules and regulations surrounding copyright. This is an ongoing challenge with limited college support.

V.L Closing the Loop: Assessments for requested resources over the past five years:

1. We have successfully transitioned to 100% hybrid model for our course offerings.

2. 100% of our faculty are currently using Canvas LMS for the 1 unit online.

3. We purchased new recording equipment and will design a metric in assessment Cycle 3 to assess impact on student success.

4. We will continue to assess the number of faculty who use the Information Literacy modules. (76%)

5. We are developing/migrating online modules and OER resources in Canvas to create a

faculty resource library.

6. We are embedding assessment in these online modules.

7. We are using the data inquiry tool to initiate department discussions on closing the achievement gap.

8. We will in our meetings/workshops develop and share pedagogical strategies to close the equity gap.

9. We will continue to assess student level of effective use of Canvas.

10. We will develop a measure/survey/assessment of information literacy and technology use for faculty to administer to all COMM Studies students.

Assessments for resource requests in this program review.

We have and will continue to:

1. Monitor enrollment to manage classroom usage.

2. Assess student and faculty technology usage and stay current in emerging technologies and applications in education and in the workplace.

3. Assess program level outcomes/core competencies across our program.

4. Do our info lit assessments.

5. Embed assessment in online modules.

6. Include best practices in our information literacy modules based on what we have learned from prior assessments.

7. Schedule and support additional Canvas training/to support hybrid 5th online unit for our faculty.

8. Schedule a department retreat on closing the equity gap and online pedagogy in AY2018-19.

9. Train/mentor new faculty in online pedagogy and new preps.

10. Encourage and mentor students towards a Communication Studies Certificate, AA-T, or AA degree.

For 2016-17 Submitted by: Prepared by Russell Hong in collaboration with Donna Stasio, Shagun Kaur, Brandon Gainer, Alex Kramer, Elaine Lee, Stephanie Anderson, Nick Chivers, Anu Khanna, and Dean Thomas Ray.

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