Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO INTO TRACDAT!!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (http://www.deanza.edu/slo/tracdat.html) or contact: papemary@fhda.edu.

Section I: Overall program description (including CTE)
Section II: Overall student enrollment and success
Section III: Equity
Section IV: Assessment Cycle
Section V: Resource requests

In TracDat, Limit narrative to 100 words.

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks in TracDat)
	Program Description	
	Department Name:	Communication Studies [Formerly Speech Communication]

	Program Mission Statement:	"What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies"? (https://www.deanza.edu/about-us/mission-and-values.html) .
		
		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 equity driven, facilitative, dialogic communication to advocate social justice. [ICC: Civic Capacity For Global, Cultural, Social, & Environmental Justice]

I.A.1	What is the Primary Focus of Your Program?	Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A **Transfer**
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A **Personal Enrichment**
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the current academic year. Please refer to: https://www.deanza.edu/ir/program-review.18-19/index.html or access within the program review tool. If you do not offer Certificates of Achievement" please state "none offered". **45**
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to https://www.deanza.edu/ir/program-review.18-19/index.html . or access within the program review tool If you do not offer Certificates of Achievement" please state "none offered".
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by you department during the current academic year. Please refer to https://www.deanza.edu/ir/program-review.18-19/index.html or access within the program review tool. If you do not offer Associate Degree Transfer, please state "none offered". **77**
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to https://www.deanza.edu/ir/program-review.18-19/index.html or access within the program review tool. If you do not offer Associate of Arts or Associate of Science Degree, please state "none offered". **6**
I.B.5.	Trends in # Degrees Awarded	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? • AA-T Degrees increased 18% from AY2016-17 to AY2018-19 • Certificates increased 200% from AY2016-17 to AY2018-19

I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) 1.) Mapped out clear course-taking patterns each quarter in collaboration with Guided Pathways. 2.) Revised certificate requirement (19-20 instead of 20 units) to increase ease of completion. 3.) Boosted our outreach with marketing postcards at Opening Day and spring quarter COMM Night. 4.) Promoted our certificates at General Counseling, DSPS, and Veterans Services. 5.) Mentor students one-on-one in completing A.A. Degree specialty proposals. 6.) Use Canvas, student email, and in-class presentations to encourage students to enroll in additional Comm Studies courses. 7.) Send quarterly reminders to faculty, collaborate at department meetings and retreats, and promote our certificate in learning communities and across departments within the division.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports: https://www.calpassplus.org/LaunchBoard/Home.aspx Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx **N/A**
I.C.2	CTE Programs: Labor Market Demand and Industry Trends :	Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable. California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj

		N/A
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.18-19/index.html . **19.1**
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes.
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.18-19/index.html or access within the program review tool. **31.2%**
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease of employees/resources has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) 1.) While our Communication Studies Department gained two full-time faculty retirement replacements in 2017-18, we still need to fill one faculty position due to a full-time

		instructor resignation as of June 2018.
		2.) While we gained a .55 partial faculty reassignment to Communication Studies in AY2018-19, this replaced a .55 prior retirement.

		3.) These net losses have resulted in:
		    a. A notable reduction in sections from 194 in 2014-15 to 181 in 2018-19. This may partially be due our Department's change from 4 to 5 units in 2017.
		    b. A notable reduction in enrollment.
		    c. An inability to offer enough classes at peak times. Classes at peak times always have full waitlists. We could increase enrollment with more classroom availability.
		    d. 69% of classes taught outside FT load in 2018-19.
		    e. Increase in faculty overload from 14.7% in 2014-15 to 19.9% in 2018-19, placing an overload burden on FT faculty to staff classes and meet student demand.
		
		Strategies in place:
		• Hired two new full-time faculty members, added sections, and reversed enrollment decline.
		• Faculty teach overloads to ensure student access to classes.
		• Faculty advise students (yet there is a need for dedicated counselor to support student advising and success).
		• Increased online availability/support to create more personal connections plus opportunities for faculty-student and student-student communication.

	Enrollment	
<mark>II.A</mark>	Enrollment Trends	What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/program-review.18-19/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? • Enrollments increased in AY 2018-19. While we experienced declines in census enrollment from 2014-15 to 2017-18, the trend is shifting as we see an increase in enrollment from 2017-18 to 2018-19. • Communication Studies experienced a 4.6% census enrollment decline compared to 12.3% decline for De Anza College overall over the past three year period (2016-17 to 2018-19).

		Initiatives/strategies/activities to maintain or increase enrollment trends: 1.) Increased number of sections overall, and grew number of sections fully online to create opportunities for students to complete their Oral Communication requirement. 2.) More widespread adoption of affordable texts, including OER to ensure equity of access. 3.) Collaborated with General and Outreach counselors on how best to attract and retain students. 4.) Increased number of certificates/degrees through marketing, advising, and mentoring. 5.) Increased online availability to create more personal connections plus opportunities for faculty-student and student-student communication and support. 6.) Explored/beta test Starfish Early Alert with COMM 10 sections.

II.B	Overall Success Rate	What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.
		   • What could be factors that influence differences in success rates?
		   • What strategies does your department have in place to increase or maintain current success rates?
		
		   • We continue to maintain student success rates above institutional standards. Current success rate for all Communication Studies students is 84%, compared to college success rate at 78%.
		
		   • AA-T Degrees and Certificates have increased, another measure of success.
		
		Factors that influence differences in success rates:
		   • Elimination of basic skills courses (AB 705)
		   • College readiness
		   • Preparedness to navigate Canvas
		   • Access to counseling and advising
		   • External pressures (finances, work, family, housing, transportation)
		
		Strategies in place to increase/maintain success rates:

		- Working collaboratively on Guided Pathways initiatives to help students achieve their goals. - Grew number of sections fully online to create opportunities for students to complete their Oral Communication requirement online. - Ensured that our SLOs and assessments serve our student needs. - Increased number of certificates/degrees through marketing, advising, and mentoring. - Continued professional development efforts and to expand best practices that are already yielding positive results. - Continue to work in collaboration with the Listening and Speaking Lab and Cross Cultural Partners. - Continue Canvas orientations to influence student success in our hybrid and fully online offerings. - Updated OER resources so that some of our sections now offer Zero-Textbook cost to students.
II.C	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) Communication Studies program is impacted by the following state legislation/FHDA Board/District/College initiatives: 1.) Guided Pathways principles to create a structured approach to student success including: - Programs that are mapped out to promote successful course sequencing/enrollment planning. - Support services that ensure students get the advising/guidance/help they need. - Integrated developmental/basic skills to accelerate students to college-level coursework. - Improved assessments/placement and action-oriented on-boarding and tracking processes. - Instructional support aligned with classroom learning. 2.) AB 705 policy changes may result in more underprepared students enrolling in our classes. To support student success the Communication Studies Department will: - Assess level of preparedness of students entering our COMM 1 and 10 classes, especially in regards to communication apprehension, information literacy, and writing outlines and reflection essays. - Make a case for more support for our courses through initiatives, such as dedicated

		counseling, lab support, and embedded tutors, especially since every Communication Studies class has a writing and research component. 3.) Open textbooks, open educational resources and other appropriate approaches to reduce costs for students and community colleges. Shagun Kaur, our statewide and campus OER coordinator, has worked with faculty to identify, develop and adopt free or low-cost textbooks/course materials and to designate classes that use these materials so students can easily identify the courses in the class schedule. Several of our department faculty have adopted open educational resources and one of our faculty members has taken a regional and statewide leadership role to support this priority (Source: FHDA Board priorities). 4.) Access to quality community college education via both face-to-face and online instruction for students from all demographic, social, and economic groups. Every faculty member of our Dept. is trained to teach a hybrid, and in some cases, a fully online course on Canvas. https://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AVS2TW7AC1BB
	Equity	In order to meet the goals within our State Equity Plan, Institutional Metrics, and Educational Master Plan, the following section asks you to reflect on questions focused on student equity to help inform our goals.
III.A.	Program Success	Can you share any events/program changes/successes that you would like to share relative to you equity efforts? 1.) Closed the performance gap between traditional, hybrid, and online sections from 12% to just 3% over the last 3 years. 2.) More widespread adoption of affordable texts, including OER to ensure equity of access. 3.) Statewide and college leadership in developing and advancing Open Resource initiatives for Zero-Textbook cost to students. 4.) Working collaboratively on Guided Pathways initiatives to help students achieve their goals. 5.) Grew number of sections fully online to create opportunities for students to complete their Oral Communication requirement online. 6.) Offered additional support in technology use (especially Canvas) and progress towards

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		becoming information literate. 7.) Taught our targeted populations in the IMPACT AAPI, First Year Experience (FYE), and LinC cohorts. 8.). Brought awareness to the Comm Studies Dept. with outreach events, such as COMM Night, which emphasized a social justice perspective. 9.) Ensured that our SLOs and assessments serve our student needs. 10.) Encouraged professional development to increase cultural competency and awareness of our LGBTQ communities. 11.) Expanded service learning and peer mentoring opportunities to support student retention and success through our Honors courses/projects. Provided counseling/tutoring/mentoring for specific target groups. 12.) Attended UndocuAlly training to support equity and inclusion on campus. 13.) Increased number of certificates/degrees through marketing, advising, and mentoring. 14.) Continued professional development efforts to expand best practices that are already yielding positive results.

III.B.	Enrollment Trends	Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans
		   1. What could be contributing to the differences?
		   2. What strategies does your department have in place to increase or maintain enrollment of these student groups?
		   3. Are there other trends that you see when drilling into the data that may be important to explore?
		
		Enrollment Trends:
		   1.) Enrollment percentage of African American, Filipinx and Pacific Islander is comparable to total college population. Latinx enrollment is 4% higher than total college population.

2.) Enrollment of African American, Filipinx, Native American, and Pacific Islander populations have historically hovered at low levels compared to non-targeted populations.

3.) No significant growth or decline in percentage African American, Filipinx, Native American and Pacific Islander populations over the past 5 years.

What could be contributing to differences?

- Reduction in basic skills offerings, population trends in cities De Anza serves, decline in F1 visas/International enrollment, # high school students flat, immigrant status.
- Social-cultural factors, economic barriers, access, readiness, college and life skills, adjustment to college, goals and commitments, language skills, immigrant status, first generation status, sense of inclusion, external pressures (cost-of-living, work, family, housing, transportation), access to resources, communication apprehension.

Source: https://www.deanza.edu/ir/deanza-research-projects/enrollment/Justifications Declining_Enrollment.pdf

Strategies in place

- Inclusive student-centered curriculum and classroom environment.
- Increase in number of online sections.
- Online/face-to-face student orientations at the beginning of every quarter to help students navigate Canvas LMS and succeed in online/hybrid classes.
- Resources to advance Open Resource initiatives for Zero-Textbook cost to students.
- Early intervention measures like Starfish to maximize the probability of success.
- One-on-one and group faculty-student and student-student advising
- Continued professional development efforts to expand best practices that are already yielding positive results.
- Taught our targeted populations in the IMPACT AAPI and First Year Experience (FYE) cohorts.

III.C.	Success, Non-Success and Withdraw Rates	Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group): 1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences? 3. What strategies might be helpful in closing gaps in successful course

completion?

Differences in success rates based on AY 2018-19 disproportionate impact (di) data:
- Data shows 7% disproportionate impact for African Americans (compared to 14% all college) and 6% di gap for Latinix (compared to 9% all college).
- Foster Youth significantly underperform (note small sample size limitation: n=18/di -40 AY2018-19).

Differences in college success rates (using Program Review Tool):
- Overall success rates for targeted groups improved from 2017-18 to 2018-19.
- Success rates for Latinx, Filipinx, and Pacific Islander improved while African American success rates remained steady.
- Withdraw rates declined for all targeted ethnicity groups.
- Closed equity gap between hybrid and online classes to just 3%.
- Students who pass transfer level EWRT1A or MATH10 enroll and succeed in COMM1 and COMM10 at a higher rate.

Thoughts:

Plan to do research, share best practices, collaborate with counselors, equity team, and support programs to learn of resources and new strategies we could use to increase success rates/close the equity gaps, especially among African American, Latinix, and Former Foster Youth.

Strategies:

- Dedicated Comm Studies counseling support.
- Peer mentoring to support student retention and success through our Honors courses/projects.
- Early intervention measures to maximize probability of success.
- Online and embedded tutor support.
- Ongoing mentoring/training/professional development for FT and PT faculty to share/develop pedagogical best practices and available resources for student success.
- Teach learning communities in the First Year Experience (FYE), IMPACT AAPI, and LinC cohorts.

III.D.	Equity Planning and Support	Has equity work generated any need for resources? If, so what is your request?

		We've maintained success rates relative to institutional standards. We continue to take measures [LinC, OER, IMPACT AAPI, FYE, Instructional Skills Workshops, online and evening offerings] to reduce the equity gap. However, Comm Studies does not have the support structures needed to close the equity gap. In order to significantly reduce the disproportionate impact, we need: • A dedicated Comm Studies counselor. • Online and embedded tutor support for COMM classes in the Listening and Speaking Center.
III.E.	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help? • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation **1.) Professional Development – what areas?** • Professional Development stipends/release time/support/resources to develop and scale Guided Pathways in addition to what is being offered. • Funds, stipends and reassigned time to provide ongoing mentoring/training/professional development for all faculty in the following: equity, hybrid online/Canvas, Guided Pathways, information literacy, use of inquiry tool, and SLO assessments. • 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. • Ongoing mentoring/training/professional development for FT and PT faculty to share/develop pedagogical best practices and available resources for student success. • 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. • A minimum of one faculty-training workshop per year to use customized data reporting tools so we can utilize student success data to develop strategies to decrease inequities. • Clifton Strengths Finder Assessment workshop for all Comm Studies faculty. **2.) Enhanced Support for Students** • Online/face-to-face student orientations at the beginning of every quarter to help

students navigate Canvas LMS and succeed in online/hybrid classes.
- Resources to advance Open Resource initiatives for Zero-Textbook cost to students.
- Dedicated Comm Studies counseling support for AB 705 and transfer, major, and career planning.
- Early intervention measures like Starfish to maximize the probability of success.
- Dedicated Comm Studies Lab; online and in-person tutor support for COMM classes.
- Opportunities for students to speak with industry professionals, explore career paths, or tour organizations, such as LinkedIn.

3.) Department Collaborations
- Ongoing mentoring/training/professional development for newest FT and PT faculty (pathways, equity, hybrid online, Canvas, information literacy, and SLOs/PLOs).
- Ongoing SLO and PLO assessment analysis, reflection, and planning in addition to a minimum of one faculty workshop/retreat per year for SLO and PLO assessment analysis, reflection, and planning.
- Reflection on holistic aspects of teaching, managing a work/life balance, and/or physical/mental wellness.

4.) Best Practices
- Share best teaching practices/strategies for student success and closing the equity gap (at department meetings and annual department/division retreats).

5.) Coaching/Consultation
- Ongoing SLO assessment Coaching/Consulting/Mentoring.

III.F. Yes/No Box	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices to help facilitate student success? **Yes**
	Assessment Cycle	Refer to document with title "XXXX Summary of Assessments as of Fall 2019" and document with title "XXXX All Assessments completed as of Fall 2019" which may be found in the middle of page https://www.deanza.edu/slo/ under "Student Learning Outcomes and Assessments Summaries by Division:"
IV.A	SLOAC Summary	Describe an accomplishment that was the result SLO assessment and enhancement. • Assessment data revealed success rate disparities between face-to-face, hybrid, and online classes. We successfully reduced the gap to 3% by sharing best practices and adding student orientations and ongoing support to help students navigate Canvas LMS

		and succeed in online/hybrid classes.
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed during 2019-20 academic year. • Every Comm Studies course has one assessment planned during AY2019-20 (Comm Studies 1, 8, 9, 10, 15, 16, 70). • Each full time faculty will take the lead for one SLO course.
	Resource Requests	
V.A	Budget Trends	Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information. Our district and college administration are placing more emphasis on increased productivity in an effort to rein in the budget deficit. This has resulted in the push for rigid cancellation dates for low-enrolled classes. Given more time, these classes may have filled, and consequently, would have a positive impact on enrollment. These early cancellations negatively impact student ability to complete requirements for transfer, degrees, and certificates. This is counterproductive to our AB 705 and Guided Pathways initiatives.
V.B	Funding Impact on Enrollment Trends	Describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: 1.) As a result of reduced funding we have yet to replace one faculty vacancy due to resignation. This has resulted in a reduction of sections and negatively impacts enrollment. 2.) The Communication Studies Department is not supported by funding aimed at special populations. This directly impacts our ability to provide resources needed to meet the needs of underprepared students.
V.C.1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy **Replacement due to Vacancy**
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position?https://www.deanza.edu/ir/program-review.18-19/index.html If so provide the

		SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. We have a critical need for another faculty member due to vacancy from resignation and in order to grow enrollment and sustain our program. 1.) While our Communication Studies Department gained two full-time faculty retirement replacements in 2017-18, we still need to fill one faculty position due to a full-time instructor resignation effective June 2018. 2.) While we gained .55 partial faculty reassignment to Communication Studies in AY2018-19, this replaced a .55 prior retirement. 3.) These net losses have resulted in: • A notable reduction in sections from 194 in 2014-15 to 181 in 2018-19. • A notable reduction in enrollment. • 69% of classes taught outside FT load in 2018-19. • 35% increase in faculty overload from 2014-15 to 2018-19 placing an overload burden on FT faculty to staff classes and meet student demand. • Inability to offer enough Comm Studies sections for students to complete transfer, certificate, and degree requirements especially during high demand times. 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. 5.) In the span of 3 years, our COMM 9, 15, 16, and 70 courses have tripled in offerings. We are still unable to meet student demand for COMM 15 and 16.
V.D.1	Staff Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.
V.E	Equipment Requests	List all equipment resource needs on the spreadsheet. Be sure to include to justification and

		costs **1.) Critical – Replace Overhead Projector (L49)** • Projector and screen are standard classroom technology. • 100% of Comm Studies students use audiovisual technology including projector and screen to deliver presentations. • Competence using presentation software and audiovisual technology is essential to help students create and deliver more powerful presentations. • 100% of Comm Studies instructors use projector and screen/audio visual technology to help students navigate canvas, visualize ideas, and to support more engaging student learning. **2.) Critical - Replace Overhead Screen (L49)** • Justification same as above. **3.) Needed - Add Gradated Lighting** • 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.) Desired - Add Acoustic Soundproofing Foam Tiles (L43, L45, L48, L49)** • Noise from adjacent classrooms and outside noise has often resulted in a speaker losing their place, causing unnecessary stress and loss of confidence, especially for non-native speakers and those who suffer from anxiety. • Noise distractions adversely affect ability of students to focus, record speeches, and provide feedback.
V.F	Facility Request	List all equipment resource needs on the spreadsheet. Be sure to include to justification and costs. **1.) Needed - Replace Chalkboards With Whiteboards** • Chalk dust is a health hazard that has toxic effects on the human respiratory system. https://academia.stackexchange.com/questions/109389/health-aspects-of-white-board-vs-black-board • Writing on chalkboards is messy and difficult to read, which is an equity and ADA compliance concern.

		• 66% of students who completed our Comm Studies Classroom Tech Use Survey report that upgrading chalkboards to whiteboards would enhance their learning experience in class (Comm Studies Classroom Tech Use Survey 3/2019). 100% of our faculty support the need for whiteboards.
V.G	Other Needed Resources	List all equipment resource needs on the spreadsheet. Be sure to include to justification and costs. **N/A**
V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals? • Clifton Strengths Finder Assessment workshop for all Comm Studies faculty. • Professional Development stipends/release time/support/resources to develop and scale Guided Pathways in addition to what is being offered. • A minimum of one equity-training workshop per year to develop strategies to decrease inequities. • Funds, stipends and/or reassigned time to provide ongoing mentoring/training/professional development for all faculty and especially part time faculty in the following: equity, hybrid online/Canvas, Guided Pathways, information literacy, use of inquiry tool, and SLO assessments.
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. • Clifton Strengths Finder workshop will provide faculty opportunities to assess, discuss, and maximize strengths, connect them with opportunities to contribute, and identify potential areas for personal growth. • Stipends, funding, and release for guided pathways, equity training, mentoring, hybrid online will allow us to scale initiatives to close the achievement gap and support student success.

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VI.	Closing the Loop	How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes "What were the assessments showing the results of receiving the requested resources over the last five years?" **Assessments showing results of receiving requested resources over the past five years:** 1.) Assessed faculty and student needs to transition to 100% hybrid model for our course offerings. 100% of faculty successfully transitioned to hybrid. 2.) Assessed and closed the gap in success rates between online, hybrid, and face-to-face instruction. 3.) Assessed Canvas training needs. 100% of our faculty currently use Canvas LMS for the 1 unit online. 4.) Assessed full- and part-time faculty interest and availability to attend annual department retreat and assessed what training/activities would be of most value. 5.) Assessed ways to successfully grow our Communication Studies certificate and degrees. Successfully increased Certificate and AA-T degrees. **Assessments for resource requests in this program review.** We will continue to assess/monitor: 1.) Student and faculty needs/progress towards developing guided pathways initiatives in order to encourage, advise and mentor students towards successful completion of a Communication Studies Certificate, AA-T, or AA degree. 2.) Success of pedagogical strategies to close the equity gap. 3.) Enrollment to manage classroom usage. 4.) Student and faculty technology use. 5.) Program level outcomes/core competencies across our program.

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		6.) Student information literacy. 7.) Number of faculty who use the Information Literacy modules. 8.) New ways to use the data inquiry tool in order to facilitate department discussion on how to close the achievement gap. 9.) Full and part-time faculty mentoring needs.
	Submitted by:	APRU writer's name, email address, phone ext.
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).

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