



# Program Review - Overall Report

Instructional: Communication Studies

# Data Review

2021 - 2024

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## Overall Trends

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**What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?**

Overall, students in (*Communication Studies* courses) have been (increasing/decreasing/about the same) from 77.7% to 74.1% in success and (increasing/decreasing/about the same) from 89.6% to 84.7% in retention over the past 3 years.

The students in (*Communication Studies*) courses have increased/decreased/stayed about the same in their rate of receiving less than passing (DF) grades during this time.

The number of students who have declared a major in (*Communication Studies*), went from 260 to 272 in 5 years. This represents increased/decreased/flat growth for this program. Of these students, 14.13% have met with a counselor and developed an educational plan.

The number of students who have completed a degree or certificate in (*Communication Studies*), program went from 19 to 31 in 5 years. This represents increased/decreased/flat growth for this program. In the most recent year (or whatever year is appropriate), 31 students graduated. The expected number of students who should get a degree would be approximately (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 23 more students to graduate with a degree or certificate.

## Disaggregated Student Subgroups

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**Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?**

In terms of student subgroups in (*Communication Studies* courses), (no groups) are showing gaps in success that are concerning. And (no groups) are showing gaps in retention that are concerning. Note: while nothing showed in red on the report there may be some success concerns for Pacific Islander females, Two or more females,

## Data Review

*and Pacific Islander Males. In retention, a similar concern for Pacific Islander females and males.*

**If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?**

Given that the concerns center on Pacific Islander groups, we will observe if these are a trend. Given the number of students in the group has been low it may and the changes have moved from 100% to below 60% it may be due to variables other than race and our particular discipline.

**Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

# Assessment Review

2021 - 2024

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## Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

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**Which Disciplines are included in this Assessment?**

COM

**What percent of SLOs in the disciplines you identified above have been assessed?**

100%

**Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).**

All SLOs have been assessed

## Section 2: Mapping Status (Based on Dashboard - Mapping Status)

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**Are all SLOs mapped to at least one PLO?**

No

**If all SLOs are not mapped to at least one PLOs, please explain why.**

The course is a JOU 7, because the course is outside the COM discipline we are uncertain if we can make a modification, but if we were to map the unmapped SLOs, they would map to Critical Thinking.

**Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)**

Yes

**If the appropriate SLOs are not mapped to GELOs, please explain why.**

All SLO map to GELOs

## Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

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**Which Programs are included in this Assessment?**

COM

**Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.**

COM (PLO 1) (PLO 2)

**To what to you attribute this success?**

Assignment design and centrality of adapting rhetorical principles and message creation and evaluation across COM courses both account for this success.

**Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.**

All PLOs met benchmarks

**If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?**

All PLOs met benchmarks

# Assessment Review

## Section 4: Alignment to Career and Transfer

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### **Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.**

When it comes to ensuring that our program aligns with career and transfer needs, the COM discipline follows the process of building courses that meet SLOs that almost uniformly include aspects of application of communication skills. Given that employers consistently list communication skills as the top skills they seek in prospective employees the process of learning theory and skill sets to support public speaking, interpersonal communication and relationships, understanding relationships and messages through a gender and intercultural lens, and growing the ability to express and analyze persuasive communication is central to our students success as future scholars, leaders, and employees. Our process is to ensure that classes are designed to ask students to apply what they learn in the current moment and beyond.

### **Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).**

The opportunities are built into the individual course and are unique to each instructor, and can range from speeches given, relationship analysis, small group projects. The opportunities that exist are to innovate beyond existing individual instructional design with a an eye toward sharing best practice and opportunities to take learning in partnership with each other and our community through content related projects.

### **Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).**

In harmony with the ideas presented above, program outcomes which best support student success as scholars, leaders, and employees is grounded in application of communication studies theory and practice. Our students should be learning the ability to grow and possess mindsets and skillsets as resources they can adapt to their career, relationship, and communication goals.

### **Review current PLOs. Do the outcomes listed above align with the current program outcomes?**

The outcomes listed above strongly correlate with the PLOs mapped to our program.

PLO 1 Apply and analyze rhetorical principles for a variety of purposes adapting to audience and context.

PLO 2 Understand the theoretical and practical relationships between and among symbols, culture and among symbols, culture and gender to competently create, interpret and/or evaluate messages.

# Program Review: Part 1

## EMP GOAL 2. Implement Guided Pathways framework.

### GOALS AND ACTIVITIES

#### What are you doing now in support of this goal?

1. Ensure a sufficient number of COM sections are offered to meet the needs of students moving through the COM ADT, transfer, GE, and certification pathways.  
This is a goal from the previous and current program review.
2. Ensure that the COM ADT is serving students' goals.  
This is a goal from the previous and current program review.
3. Support COM ADT student success at Norco and at their transfer institutions and careers.  
This is a goal from the previous and current program review.

#### What are your plans/goals (3-year) regarding this goal?

1. We have continued to grow the number of sections to keep pace with the needs of our students on a number of paths that require COM course work. In 2017-2018, 71 COM sections were offered and by 2019-2020, 95 COM sections indicating a 25% increase. These statistics were drawn from class schedules and do not include any sections that were added after the class schedule was published.
2. In the past we began a COM Club, contacted all COM ADT students about the start up, began meetings with programs designed for use of the major in transfer and partnerships in the community; the club failed to gain traction with students. We determined that a future club would need to be driven by grass root student leadership. Our future plans are to redirect our support efforts into the Mustang Mentors program in support of COM ADT students and the Guided Pathways program.
3. In the past, we researched Communication Studies transfer programs and their curriculum and worked with Nick Franco to confirm transferrability of all courses in the COM ADT. In the future we will revisit our COM ADT 2-year scheduling rotation to plan increased access through instruction delivery modes of online, hybrid, and face-to-face.

### EVIDENCE

#### Do you have assessment data or other evidence that relates to this goal?

In support of Goal 2

#### Norco Communication Studies Course Rotation

Includes scheduled classes only – does not include classes added after the published schedule

Term	1	9	1H	9H	2	3	6	7	11	12	13	20	Winter & Summer COM1/COM9	Total Sections by AY	% of sections 1/9
					Pers	Arg	Sm Grp	Oral Interp	Story telling	Inter cultural		COM Theory			

# Program Review: Part 1

FAL 17	13	10	X			2	X		X	X			S 4/4	70	80%
SPR 18	7	12			X	2		X		X	X	X	W 4/3 COM12		
FAL 18	13	11		x	X	2	X		X				S 4/4	78	82%
SPR 19	12	14				3	X	X		X		X	W 3/4 COM12		
FAL 19	21	14	x			2			X	X	X		S 5/4 COM12,13	79	83%
SPR 20	11	15			X	2	X	X				X	W 4/4 COM2,12		
FAL 20	17	17		(x)	2	2	X		X	2	2	2	S 5/6	98	80%
SPR 21	17	22			2	2	2	X		2	X	X	W 6/7 COM 2		
FAL 21			X		X	X	X		X						
SPR 22						X	X	X		X		X			
FAL 22				x		X	X		X	X	X				
SPR 23					X	X	X	X				X			
FAL 23			x			X	X		X	X					

## Program Review: Part 1

SPR 24					X	X	X	X		X	X	X			

### **RESOURCES**

**Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

**EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.**

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### **GOALS AND ACTIVITIES**

**What are you doing now in support of this goal?**

We are building and maintaining relationships between COM faculty (associate and full-time) in support of assessment and professional development. This is a goal from the previous and current program review.

**What are your plans/goals (3-year) regarding this goal?**

In the past, we have assigned each associate faculty member a full-time faculty member to coach and support completion of assessment. We have a few associate faculty members who are able to complete assessment without full-time faculty support.

We will coach and partner with associate faculty toward full independence in assessment completion for all sections.

### **EVIDENCE**

**Do you have assessment data or other evidence that relates to this goal?**

Assessments completed by associate faculty.

### **RESOURCES**

**Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No



## Program Review: Part 1

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

We are working to grow the percentage of our growing course offerings are covered by full-time instructors. This is a goal from the previous and current program review.

#### **What are your plans/goals (3-year) regarding this goal?**

In the past, we requested an additional full-time instructor in COM. This request was granted and we welcomed Estrella Romero as our new full-time Communications Studies instructor. In the present, we are losing colleague, Jan Muto, to retirement and will be requesting a replacement position.

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

Estrella Romero was hired as a full-time Communications Studies instructor for the Fall of 2019. Jan Muto retired, copy of email thread below:

**From:** Green, Monica <Monica.Green@norcocollege.edu>

**Sent:** Friday, April 2, 2021 5:46 PM

**To:** Muto, Jan <Jan.Muto@norcocollege.edu>

**Cc:** Minter, Shannon <Shannon.Minter@rccd.edu>; Lee, Samuel <Samuel.Lee@norcocollege.edu>; Bader, Melissa <Melissa.Bader@norcocollege.edu>; Reade, Dan <Dan.Reade@norcocollege.edu>; Olaerts, Ana-Marie <Ana-Marie.Olaerts@norcocollege.edu>

**Subject:** RE: retirement

Congratulation, Dr. Muto!

While your retirement is a loss for the college, I am so excited for you. I am grateful for all that you have brought to Norco College and the legacy you leave behind.

Wishing you all the best,

Monica

**Monica L. Green, Ed.D.**

President v Norco College

## Program Review: Part 1

2001 Third Street v Norco, CA 92860  
(951) 372-7015 v [www.norcocollege.edu](http://www.norcocollege.edu)

*30-Years of Student, College and Regional Transformation*



*Norco College is temporarily providing all services and instruction online to help prevent the spread of COVID-19. The health and safety of our students and employees is our top priority. Click here for [RCCD Updates](#) and for [NC online education support](#).*

**From:** Muto, Jan

**Sent:** Friday, April 2, 2021 11:45 AM

**To:** Green, Monica <Monica.Green@norcocollege.edu>

**Cc:** Minter, Shannon <Shannon.Minter@rccd.edu>; Lee, Samuel <Samuel.Lee@norcocollege.edu>; Bader, Melissa <Melissa.Bader@norcocollege.edu>; Reade, Dan <Dan.Reade@norcocollege.edu>; Olaerts, Ana-Marie <Ana-Marie.Olaerts@norcocollege.edu>

**Subject:** retirement

Dr. Green,

Please accept this email/letter as formal notice of my retirement on 6/12/2021. Of course, all of my related responsibilities to submitting course grades for the spring semester will be completed by that time.

J

Jan Muto, Ph.D. (she/her)

Associate Professor, Communication Studies

Norco College

### **RESOURCES**

**Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

## Program Review Part 2

2021 - 2024

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### Curriculum

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**Are all your courses current (within four years)?**

No

**What percentage of your courses are out of date?**

10% or less

**If you have courses that are not current, are they in the curriculum process?**

No

**For out of date courses that are not already in progress of updating, what is your plan?**

For COM 1DE and COM 9DE - these show as out of date, but they are current and show in the COR Report as COM 1 DE2 and COM 9DE2 and are current as of 4/5/20.

For COM 20 DE we plan to have it updated by end of SPR 22.

**Do you have proposals in progress for all the DE courses you intend to file?**

No

**Do you require help to get your courses up to date?**

No

### Program Review Reflections

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**What would make program review meaningful and relevant for your unit?**

No suggestions

**What questions do we need to ask to understand your program plans, goals, needs?**

No suggestions

**What types of data do you need to support your program plans, goals, needs?**

No suggestions

**If there are any supporting documents you would like to attach, please attach them here.**

## Resource Requests

2021 - 2024

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**What resources do we already have?**

Nothing - no podiums at all

**What resources do you need?**

2 wooden, height-adjustable speaking podiums

**Request related to EMP goal or Assessment?**

EMP Goal 7

**\$ Amount Requested**

1,500

**Resource Type**

ITEM: Equipment, Technology, Services, Software, Furniture

**Potential Funding Source(s)**

Instructional Equipment Allocation

**The evidence to support this request can be found in:**

**This request for my area is Priority #:**

1

## Submission

2021 - 2024

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**All parts of my Program Review have been completed and it is ready for review**

Yes