



Program Review - Overall Report

2024 - 2027

Instructional: Communication Studies

Overall Trends

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 about the same from 67.9% to 67.6% in success and increasing from 85.6% to 88.3% in retention over the past 3 years.

The number of students who have declared a major in Communication Studies went from 187 to 186 in 3 years. This represents flat growth for this program. Of these students, about 30% have met with a counselor and developed an educational plan.

The number of students who have completed a degree or certificate in the Communication Studies program went from 39 to 22 in 3 years. This represents decreased growth for this program. In the most recent year (or whatever year is appropriate), students graduated. The expected number of students who should get a degree would be approximately 37 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 15 more students to graduate with a degree or certificate

Please add any relevant documents here.

Disaggregated Student Subgroups

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 our Hispanic students and African American women are showing gaps in success that are concerning. Only African American women are showing gaps in retention that are concerning.

The number of students who have declared a major in Communication Studies went from 187 to 186 in 3 years. This represents flat growth for this program. Of these students, about 30% have met with a counselor and developed an educational plan.

(Look at Awards Dashboard-Instruction)

The number of students who have completed a degree or certificate in the Communication Studies program went from 39 to 22 in 3 years. This represents decreased growth for this program. In the most recent year (or whatever year is appropriate), students graduated. The expected number of students who should get a degree would be approximately 37 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 15 more students to graduate with a degree or certificate

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?

After much discussion, we the Communication Studies discipline believe the variables below have impacted our equity gaps in a significant way:

- Modality: In the spring of 2020, Norco College switched to fully online and continued this practice for three consecutive semesters. The Communication Studies discipline had to quickly get DE approval for most of our classes. Students were pushed into a modality that may have not been their learning preference and our faculty did not have the needed training with this overnight mandate to provide online classes with an equitable lens.

Plan of action to address the equity gaps:

Data Review

- New Flex Requirements: RCCD has new flex requirements that will ensure that all fulltime faculty are receiving a minimum of 8 hours of equity training. We hope this training positively impacts our faculty to be more effective in identifying and addressing these equity gaps in their classroom.
- The tenured faculty will stay updated on all programs and resources (e.g., LRC, tutoring, transfer center, academic counseling) that could benefit our students and aide them in their academic success. The chair will communicate to all discipline members to consider these resources for their students and to promote them in their syllabus and/or class announcements.

The Communication Studies discipline will keep a close watch on the annual trends. If these changes do not help close the equity gaps, we will continue to further brainstorm and generate ideas to help get all our students on a successful track.

Please add any relevant documents here.

Regular Course Assessment

Program/Unit Goal

During our last cycle, assessment was not completed in a regular, timely fashion. This can be attributed to a number of factors including transitions in our full-time discipline faculty, the shift in priorities related to the pandemic, and a college-wide change in the process incorporating Canvas. Canvas makes data collection simple, so moving forward, the discipline goal is to increase associate faculty participation, regularly assess all courses, analyze the data together, and recommend changes as needed.

Goal 1 (Assessment) maps to 2030 Goal 2: (Success) Implement Guided Pathways framework.

2025 Objective 2.1 Increase number of degrees completed by 15% annually

2025 Objective 2.2 Increase number of certificates completely by 15% annually

2025 Objective 2.4 Increase number of transfers 15% annually

Nearly all students must take at least one COM course to complete a degree, certificate, or meet transfer requirements, so assessing and improving COM courses can impact the college goals related to increasing attainment. In 2025, when Cal-GETC is implemented, the COM 1 course will be the only course that will fulfill the oral language requirement. As such, we will put extra emphasis on that course, ensuring that all COM faculty engage in practices that help students successfully achieve the course outcomes.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

First, we learned the process for completing course assessment in Canvas.

Second, we created a cycle of assessment starting with our full time faculty assessing COM 1. Then, the assessment information and an instructional video was shared with the COM 1 associate faculty. They were encouraged to participate in assessment in their own courses. The next semester, COM 9 full time faculty assessed their courses, and they are currently providing assistance to part time faculty teaching those courses.

All additional courses (COM 2, COM 3, COM 6, COM 7, COM 11, COM 12, COM 13, COM 20) are taught by full-time faculty and the discipline is on track to have them all completed this year. The data will help us evaluate whether students are achieving course outcomes and it will inform our practices moving forward.

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

Establish a rotation that ensures all COM courses are regularly assessed using Canvas to capture the data. In our discipline meetings, we will discuss the data and use it to set goals for improvement. This information will be shared with all COM faculty.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

Cal-GETC Training and Alignment

Program/Unit Goal

In 2025, the California General Education Transfer Curriculum (Cal-GETC) is scheduled to become the singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC). To facilitate ease of transfer for California Community College students, Cal-GETC certification will replace CSU and IGETC patterns.

The COM discipline is significantly impacted by these changes. Oral Communication was preserved as a requirement (A1C), but the standards changed as to what is accepted in that area and the curriculum that is used.

Area A1C “can be fulfilled by an approved course that provides students with the foundational knowledge and practice of public speaking in a democratic society, to enable them to successfully communicate ideas of an informative and persuasive nature in the public speaking mode, and to critically evaluate the speeches of others.” This definition means that courses that were formally met the Oral Communication Requirement for CSU transfer (COM 9, COM 6), no longer will be accepted.

Additionally, to fulfill this category, there are new course content requirements (i.e., role of speaking in a democratic society, theoretical underpinnings, rhetorical analysis, etc.), and strict guidelines about the methods of evaluation (faculty-supervised, faculty-evaluated speeches delivered to a live audience).

Many of our faculty who teach COM 9 in support of the Oral Com requirement, will need to develop their skills teaching COM 1 instead. Even those faculty who have taught COM 1, will need additional support in updating their course to meet the new requirements.

Additionally, we anticipate the need to offer additional COM 3 courses in the future as we expect it will be approved as one of a small number of courses that will fulfill the Area 1B: Critical Thinking and Composition requirement. In the past, many students selected ENG 1B to fulfill the critical thinking requirement as it was the only allowable IGETC option. This choice kept their options open if they were unclear about where they would transfer. Now, students can confidently select from a larger variety of courses and we think Argumentation and Debate will be an attractive option. Again, some training will be needed as the discipline updated the Course Outline of Record to align with Cal-GETC standards for this area, including more intensive writing expectations, and specific course content that was not previously included.

Goal 2 (Community of Practice) maps to 2030 Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. The community of practice goal also maps to 2030 Goal 3: (Equity) Close all student equity gaps and 2030 Goal 2: (Success) Implement Guided Pathways framework.

This goal is tied to both faculty and student equity. As full time faculty, we have been involved in conversations about Cal-GETC changes for over a year. We have worked diligently to update our Course Outlines of Record to ensure that they clearly meet the requirements. We have engaged in dialogue both within and outside of our district so that we can do what is best for the college and our students. Not all part-time faculty have had the same experience with the information, and yet, they will be significantly impacted by the forthcoming changes. Considering that ALL Norco College students who intend to transfer to a UC or Cal-State will now be required to take COM 1, and considering large number of courses that are taught by associate faculty, it is necessary to appropriately prepare our associate faculty with what they need to be successful during the transition. If faculty are ill-equipped to meet the requirements, it will certainly impact success, retention, and equity gaps.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Currently, we are collaborating district wide to revise our CORs to align with standards. Our timeline to submit them for review is Spring 2024 so that they are approved when Cal-GETC launches the following year.

Program/Unit Goals

We are discussing ways to support of associate faculty with the new expectations, including facilitating workshops, clear communication, sharing content, and the creation of a common assignment to fulfill the new requirement of using a rhetorical framework to critique current and historical speeches.

To meet the re requirements set by the state, and to ensure that our faculty are well supported throughout the transition, we would like to create a community of practice and compensate associate faculty for participating.

We see this as being similar to the work the Math and English faculty engaged in following the changes to their curriculum after AB705 was passed. The part-time faculty were compensated for participating in training designed to maximize the likelihood that they could adapt to the changes so that students could succeed in their courses.

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

2024 - Finish COR revisions and submit for approval. Develop support resources for all faculty.

Spring 2025 - Launch Community of Practice with our associate faculty to provide training on COM Cal-GETC changes, and provide resources to help them meet the new requirements. The focus will be on modeling best practices, and sharing content and assignments that they can use in their courses to increase student success.

Fall 2025 - Support faculty as they implement their courses according to the new Cal-GETC standards. Assess Student Learning Outcomes in COM 1 and COM 3 courses.

Spring 2026 - Analyze assessment data, along with faculty and student feedback. Share the results and revise any shared materials based on the feedback.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

The responses in these 3 sections represent a summary of the equity related professional development training, outcomes, and needs as reported by both our full time and associate COM faculty.

I've participated in the following professional development equity training courses: "Growing Equity in the Classroom," "Diversity, Inclusion and Belonging," "Unconscious Bias"

I am currently taking a Canvas course with the CSU called "Equity-Minded Pedagogy." The training runs from now (March) until May 10.

I have completed the following: Academic Achievement study; Shifting your idea: Empowering Students Success through Inclusive Support; Do I Have to Do That? Accommodating Students Managing a Dis/Ability

Center for Organizational Responsibility and Advancement (CORA) courses: Racial Microaggressions; Teaching Men of Color in the Community College. Dr. Mayad: Beyond Theory: A Practical Approach to Trauma-Informed Teaching & Learning. Decolonizing the Syllabus and the Classroom. Various DE trainings.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

I have become conscious of unconscious biases now. I've included more student support links in my courses to help bridge equity gaps. I haven't noticed any direct changes yet.

From previous trainings, I have incorporated culturally sensitive course materials, opportunities for students to share cultural experiences and accessible courses for students with disabilities.

From attending these workshops, I have learned to accommodate students with unique situations. Such as extending an assignment, giving them the time to explain their situation to me, holding office hours, or meeting them on campus on my own time to meet with them, understanding some of the hurdles that students have to overcome to attend class, succeed, and pass the class. I know members in my area focus greatly on syllabi language, providing a welcoming environment and presence for the students, learning to be more accommodating to students with unique situations, and being aware of the resources on campus that can help students. I've learned about language and behaviors that can create inclusive welcoming environments and those that can make students feel invisible and/or disrespected. I've intentionally redesigned some elements in my syllabus, assignments, examples, visuals, and I am more thoughtful about my communication in my online and in-person classes. I seek opportunities to create environments where students feel supported and acknowledged with their learning. Some ways include exhibiting sincere validation (talking with students before and after class, messaging them when they do especially well or are falling behind, top speaker awards, learning about their current life and future goals), promoting positive engagement (building in a little time for small talk and self disclosure, connecting to their lived experiences, offering rich feedback that acknowledges strengths and encourages specific growth, using a variety of images and examples that reflect my student population, sharing my challenges as a student and teacher), and creating a sense of belonging (acknowledging we are all learners-myself included, actively seeking alternative perspectives, learning names and pronouns, empowering students to create community and honest, helpful feedback, being open to questions and suggestions with mid and end of the year anonymous surveys about the course). Above all, I've learned to stay curious and recognize that there is much I need to learn. The training has given me an additional lens to use when designing my courses. It compels me to consider multiple perspectives and whether my expectations have any inherent barriers that could be modified while still achieving the outcome needed. That is exciting! I have not yet seen dramatic changes in the data related to success and retention that I am hoping to see from this work, but I am hopeful the next 3 years will reveal

Equity

continuous growth in those areas.

3. What additional equity-related professional development/trainings do you seek to better support your area?

We are not requesting any specific resources here. These are simply ideas that were shared by COM faculty.

I would like to see trainings specifically related to equity issues in the online classroom. I know not all students have access to the same technologies and this can present a challenge.

I am completing the equity requirement for online teaching for RCCD. As I learn more through the CSU equity course, I will be re-designing all of my courses. Currently, I possess the @one Online Teaching and Design certification. I will also take the Equity & Culturally Responsive Online Teaching course in the Fall semester.

There are many trainings I would like to experience. I believe we should have a session educating faculty on how unique our student population is here within the district. Additionally, educating faculty on some of the cultural values of our student population could help us better understand our students. This could include their familial values and traditions, some of the hurdles they may have to overcome, financial responsibilities and more. I believe this could help faculty understand our students' situations and provide more equitable alternatives to allow them to succeed in our classes.

- For example, I had a student miss class due to an aunt's funeral, which is a 3-day process within the Pilipino culture that he needed to be a part of. Another student had to leave early to take her daughter to the doctors office. Some do not have rides to school, etc.

-Another idea would be to hold a workshop/training on educating faculty of the ways we as faculty can take baby steps to providing a more equitable approach in the classroom. Such as educating faculty on equitable syllabi language, grading policies that have been proven effective & not effective, being personable, relatable and so much more.

-Educating faculty on trauma awareness. A large percentage of people (in general) experience at least 1 traumatic experience in their life. This type of training can help faculty understand how trauma affects individuals (students and faculty) in the classroom and become aware of how common these experiences can be. This can allow faculty to take steps toward becoming more understanding and educated on trauma and some resources we can provide for students on campus.

There is already so much content available to us, and I am thankful for that. I appreciate that Norco College supports coupon codes for several of the continuing education courses offered by CORA. Perhaps additional courses could be considered as well. I'd love to complete the Course Design for Racial Equity unit with a small cohort of faculty. I would also like to participate in Canvas accessibility training coupled with a hands on workshop facilitated by accessibility experts. A 2-3 hour guided session could help us make one course more accessible and equip us with tools to apply the practices to all of our courses.

Please add any relevant documents here.

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

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?

All of our current classes are current, although we plan to update all DE courses within the next academic year. Specifically, COM 1, 9, 12, 13, and 20.

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

Please add any relevant documents here.

Cal-GETC Curriculum Training

Resource Year

2024 - 2027

What resources do we already have?

Information re: Cal-GETC changes, revised COM Course Outlines of Record, COM Hub on Canvas.

What resources do you need?

Training materials development, classroom space, compensation for associate faculty (The proper category for this request was not available in the pull-down menu. It best fits as "Faculty - Professional Development" using the "Resource Requests-Categories" document.

\$ Amount Requested

8,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

COM courses have undergone modifications due to the adoption of Cal-GETC. These changes will need to be made by all instructors to support EMP Goal 7.

This request for my area is Priority #:

1

Is this request

New

Mapping

Instructional: Communication Studies: (.)

- Cal-GETC Training and Alignment: .

Continued funding of Tutorial Services and COM-Relevant Library Databases

Resource Year

2024 - 2027

What resources do we already have?

The college currently supports the services identified.

What resources do you need?

Continued funding for Tutorial Services and the following library databases: EBSCO (\$10,618), Opposing View Points (\$4,359), Academic Search Complete (\$8,876), Communication and Mass Media Complete (\$2,610), and Gale Research Complete (\$15,436).

\$ Amount Requested

41,899

Resource Type

ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

These resources support student success in COM course work related to EMP 7. We add this item more as an argument to continue the funding of this key resource rather than asking for something new.

This request for my area is Priority #:

2

Is this request

New

Faculty Professional Development Requests

Faculty Hiring Resource Requests

Program Review Reflections

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

- a. Here at Communication Studies, Norco, we would love feedback about our program review. If you see areas that need improvement, we would value your input on what can be improved and any tips on making needed improvements.
- b. We would value recommendations for resources connected to our plans, goals, and needs.
 - i. If feedback led us to discover other units at Norco who are working on similar projects that would help expedite internal collaboration.
 - ii. If feedback could link us to external resources (articles, organizations, best practices) that might support our efforts related to identified plans, goals, and/or needs that would help us to access key support.

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

Current program review questions are sufficient.

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

- a. Updated Contact information distributed to the COM discipline each semester for ease of identifying ADT COM majors and sending and receiving messages.
- b. Individual student progress reports showing course completion, unmet requirements, projected graduation semester, and expected transfer institution.
- c. COM ADT links to Transfer Center to access specific career and transfer pathways.
- d. Course fill rates with each modality implemented (e.g., EduNav) to document student access to COM class available.
- e. We need data to demonstrate the EduNav, or other program used in the future, is giving students' access to see COM classes for registration and pathway guidance in completing COM ADT.
- f. Data about student "home college".

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

Submission

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

Yes