

Program Review, Analysis, and Planning

Department Name: Communication Studies

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

Our average FTES/FTEF is lower than the college-wide average. Why? Our average enrollment per section is also lower than the college-wide average. The smaller classes sizes are purposeful as the nature of the Communication Studies curriculum dictates small class sizes to insure maximum time for interaction and performance by students.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

As with the college as a whole we are experiencing a moderate decrease in enrollment over the last two years, but our numbers are still stronger than they were three years ago. As a department we are working to improve enrollment by updating our major course offerings to give students more choice and flexibility in building their schedules. We are also working to advertise and encourage students to select Communication Studies as their major. We are creating a major brochure and have attended recruiting events on campus. Finally, we have added online sections of a couple of courses to give students more flexibility in scheduling.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

The largest racial demographic group that we serve is Hispanic/Latinx while the largest special population are economically disadvantaged students. Our department attends trainings, such as Undocually, Safe Zone, and Vet Net to better serve the needs of these student populations. Finally, this semester we also partnered with the PUENTE program to offer a public speaking course specifically for their cohort students.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

Our retention rates continue to be above the college-wide average even as the college numbers are increasing.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

As our Hispanic/Latinx population has continued to grow so has their gap in success rate. Hispanic/Latinx students currently face a considerable completion and retention gap in our courses. This semester we partnered with the PUENTE program to offer a cohort public speaking class. We are optimistic that this partnership will help us address this particular student population by implementing a proven model for success in our classrooms.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

Communication studies currently offers an AA-T degree. Our completion rates have remained relatively steady in the past three years. Despite the success of our current students we are always looking for ways to grow our major. We have actively been recruiting majors into the department to improve our numbers. More importantly we have begun tracking our majors so we know who they are and can work with them on a more individualized basis. Moving forward we need to implement a more formalized means for tracking students so faculty can advise them and help them complete their degrees.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

Our students are transferring to four-year universities but at the moment we don't have a formalized way to follow students who have completed. We have begun reaching out to graduating and graduated students so we can compile a database of where our students are going. The long-term goal is to create cohorts of former GWC students at the local universities as a resource for transferring students.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

N/A

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

Our SLO completions were outstanding in the last couple of years but significantly declined last year. A change in department leadership resulted in a hiccup in the organization of SLO data collection and input. This has been remedied with the help of both full-time and part-time faculty and as a result we have accomplished active and robust participation from faculty in assessing SLOs.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

While we have updated a number of our CORs in the last three years we do have several that are now more than six years old and need to be reviewed. The department needs to create a rotating schedule so that CORs are continually being reviewed by the full-time faculty who teach them.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

- Faculty assignments have been stabilized with the addition of three new full-time faculty members
- Two new courses were added to the major providing more options for students to complete their AA-T degrees.
- The department has continued to update course CORs to reflect current trends and make sure our students are getting the most from our courses.
- The department webpage was updated to include faculty bios for both full-time and part-time faculty.
- Expanded options for students to complete their general education requirements in oral communication online has allowed the department to meet the changing demands of our current students and to reach new students not currently enrolled at GWC.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- Our department would like to see the number of full-time faculty increased to 5 so we may continue to improve our involvement on campus.
- Improve our average FTES/FTEF.
- Create a formal timeline and process for submitting SLOs each semester and updating CORs in a timely manner.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p><u>Goal 1:</u></p> <p>Hire an additional full-time faculty member to stabilize the staffing at 5 FT faculty members.</p>	<p>Number of FT faculty serving our students.</p>	<p>Submit faculty hiring request and recruit qualified candidates to apply and interview.</p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p>Staffing</p>
<p><u>Goal 2:</u></p> <p>Improve our average FTES/FTEF.</p>	<p>FTES/FTEF measurements and growth over time.</p>	<p>Continue to work on improving the schedule and course offerings to maximize the number of courses our majors can take. Improve faculty counseling for Communication Studies majors.</p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	
<p><u>Goal 3:</u></p> <p>Create a formal timeline and process for submitting SLOs each semester and updating CORs in a timely manner.</p>	<p>The implementation of a formal system and the timely completion of SLO data and COR updates.</p>	<p>The department chair will engage faculty in creating a rotating schedule for delegating SLO and COR update responsibilities.</p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	