

2024-2025 Comprehensive Instructional Program Review - Communication Studies Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2024-2025. Review period: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024.

Section 1. Program Overview

A. Mission Alignment : Version by **Hurtado, Henrietta** on **02/26/2025 19:13**

1. **Explain how your program supports the College's Mission and Students First Framework** (<https://www.cerritos.edu/students-first-framework/default.htm>).

The Communication Studies Department's mission supports the broader Cerritos College mission by focusing on delivering high-quality, inclusive education while developing students' essential skills for academic, professional, and civic engagement in a diverse, global society. Our program supports each lever of the Student's First Framework in the following ways:

- Equitable Access:** The Communication Studies Department's commitment to a high-quality transfer program ensures that diverse teaching formats, including traditional, online, and hybrid courses, provide inclusive learning opportunities for all students. This flexibility allows students from various backgrounds to access classes that meet their General Education and Transfer Requirements, thus expanding their educational pathways.
- Completion:** The department supports timely student completion by offering 18-week and condensed 9-week and 6-week courses. The various course formats help students manage their schedules effectively, reducing excess units and helping them progress toward their program requirements and educational goals more efficiently.
- Career and Transfer Success:** We emphasize equipping students with effective communication skills to prepare them for successful career paths and transfer opportunities. The department's alignment with the local workforce needs through innovative course offerings, cultivates partnerships that enhance students' readiness for real-world challenges, thus fostering life-changing career opportunities.
- Institutional Health:** The Communication Studies Department's operations are grounded in effective resource use and agile practices. By focusing on student needs and outcomes, the department attracts and retains qualified educators dedicated to fostering a supportive learning environment, ensuring that all decisions are made in the best interest of students.

B. Degrees and Certificates : Version by **Hurtado, Henrietta** on **02/26/2025 18:59**

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
Communication Studies 2.0	AA-T	18
Communication Studies Certificate	Certificate of Achievement	12
Communication Studies Associate of Art	A.A.	18

Section 2. Program Trends

A. Program Data : Version by **Hanniff, Brooke** on **04/29/2025 21:50**

1. **Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:**

- **How do the demographics of your program and its related courses compare with the college as a whole?**
- **Have they changed over time?**

Race/Ethnicity	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Am.Indian/AN	Campus: 0.26% Dept: 0.16%	Campus: 0.25% Dept: 0.23%	Campus: 0.25% Dept: 0.18%	Campus: 0.31% Dept: 0.18%	Campus: 0.23% Dept: 0.21%	Campus: 0.18% Dept: 0.17%
Asian	Campus: 9.14% Dept: 8.46%	Campus: 9.12% Dept: 8.53%	Campus: 9.14% Dept: 8.5%	Campus: 9.46% Dept: 9.26%	Campus: 9.69% Dept: 8.49%	Campus: 9.94% Dept: 7.36%
Black/AA	Campus: 6.13% Dept: 6.38%	Campus: 6.45% Dept: 6.43%	Campus: 6.46% Dept: 6.7%	Campus: 6.57% Dept: 6.6%	Campus: 6.82% Dept: 7.5%	Campus: 6.57% Dept: 7.34%
Hispanic	Campus: 67.6% Dept: 73%	Campus: 67% Dept: 72.9%	Campus: 66.6% Dept: 72%	Campus: 65.6% Dept: 73%	Campus: 65.9% Dept: 72.5%	Campus: 64.8% Dept: 72.9%
Native HI/AAP	Campus: 0.37% Dept: 0.24%	Campus: 0.35% Dept: 0.36%	Campus: 0.33% Dept: 0.42%	Campus: - Dept: 0.4%	Campus: 0.28% Dept: 0.4%	Campus: 0.31% Dept: 0.43%
2 or more	Campus: 2.53% Dept: 3.52%	Campus: 2.28% Dept: 2.67%	Campus: 2.18% Dept: 2.47%	Campus: 2.17% Dept: 2.41%	Campus: 2.23% Dept: 2.37%	Campus: 2.31% Dept: 2.38%
Unknown	Campus: 3.86% Dept: 2.38%	Campus: 5.56% Dept: 3.78%	Campus: 5.43% Dept: 3.38%	Campus: 4.96% Dept: 2.81%	Campus: 4.11% Dept: 2.6%	Campus: 3.48% Dept: 2.28%
White	Campus: 10% Dept: 5.87%	Campus: 8.7% Dept: 5.05%	Campus: 9.52% Dept: 5.81%	Campus: 10.5% Dept: 5.53%	Campus: 10.7% Dept: 5.84%	Campus: 12.3% Dept: 7.1%

Gender	2018/19	2019/20	2020/21	2021/22	2022-23	2023/24
Women	Campus: 52.9% Dept: 55%	Campus: 53.9% Dept: 57.7%	Campus: 56.2% Dept: 60.87%	Campus: 54% Dept: 58.7%	Campus: 54.5% Dept: 54.7%	Campus: 56.1% Dept: 56.4%
Men	Campus: 45.4% Dept: 42.9%	Campus: 44.2% Dept: 40.9%	Campus: 42% Dept: 37.8%	Campus: 44% Dept: 37.89%	Campus: 43.3% Dept: 43.6%	Campus: 41.7% Dept: 41.5%
Unknown	Campus: 1.6% Dept: 1.36%	Campus: 1.8% Dept: 1.32%	Campus: 1.6% Dept: 1.25%	Campus: 1.8% Dept: 1.23%	Campus: 2.09% Dept: 1.55%	Campus: 2.1% Dept: 2%

The proportions of different racial and ethnic groups among our students enrolled in our classes closely match the proportions of those same groups across the entire college population and the surrounding communities we serve. Similarly, the ratio of male to female students in our program aligns with the overall gender ratio of the entire institution.

2. **Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:**

- **Identify enrollment trends.**
- **Have there been an increase or decrease in enrollment in the last year?**
- **Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?**
- **How will enrollment trends affect staffing decisions?**

Headcount	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Total	3,746	3,585	4,495	3,885	4,265	4,701

Enrollment	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Total	4,247	4,404	5,167	4,650	4,870	5,353

Our program has seen a slight increase in enrollment since last year. Since we've had a rise in fraudulent students, it's unclear if the enrollment data is slightly skewed. Our online courses have been impacted more by these fake actors than in our in-person classes. Our enrollment has not impacted staffing decisions yet; however, with Assembly Bill-928 (Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation) on the horizon, we anticipate a need to increase staffing as the demand for oral communication courses increases.

Enrollment	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
F2F	90.39%	82.11%	10.7%	49.01%	37%	41.38%
Online	9.61%	17.89%	89.3%	50.99%	62.9%	58.62%

The significant spike in online enrollment from the academic year 2019/2020 to 2020/2021 was due to the pandemic and the entire college transitioning to online instruction. During this time, all classes accounted for this increase in online enrollment. Comm 100 (Introduction to Communication Studies) and Comm 130 (Public Speaking) saw the most significant increase in enrollment, as illustrated in the table below. Since that time, these two courses have remained our most offered classes both in-person and online. We will see how this data compares to next year when AB-928 is implemented.

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Enrollment

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Show Annual Plan Question
Show IPR Question

Division
Liberal Arts

Department
COMM

Subject
COMM

Division	Department	Subject	Course	Select Student At.	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					4,247	4,404	5,167	4,650	4,870	5,353
Liberal Arts	COMM	COMM	COMM 60	Online			60	21		
			Traditional		47	39		25	11	
			COMM 100	Online	106	505	2,463	1,261	1,783	1,875
			Traditional		2,116	1,933	343	1,266	1,018	1,102
			COMM 103	Online			210	128	135	169
			Traditional			208	65	103	128	140
			COMM 110	Online	174	136	181	116	159	148
			Traditional		123	76	42	85	8	24
			COMM 115	Online	20	67	61	22	75	58
			Traditional					23		
			COMM 120	Online			477	299	304	360
			Traditional		355	410	30	165	166	208
			COMM 125	Online			110	32	69	65
			Traditional			83		52		15
			COMM 130	Online			776	404	435	326
			Traditional		664	668	27	422	405	609
			COMM 132	Online			107	57	51	46
			Traditional		103	96		54	26	51
			COMM 140	Online			32		26	36
			Traditional		47	48	19	38	11	
			COMM 145	Online			54		27	55
			Traditional		29	8		8		
			COMM 150	Traditional	84					
			COMM 200	Online	108	80	72	31		
			COMM 231	Online			7			
			Traditional		25	38	15	27	21	28

3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- **How have the success and retention rates changed over time?**

- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

****Statewide= 74%****

Program Success Rates	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Campus	69%	67%	67%	66%	67%	68%
Department	79%	75%	67%	63%	65%	65%

Program Retention Rates	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Campus	73%	71%	76%	75%	75%	73%
Department	88%	83%	83%	82%	84%	84%

S=Success Rate R=Retention Rate *Bold= Disproportionately impacted (DI) group identified

Course	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Comm 60	S= 53% R= 70%	S= 71% R= 76.9%	S= 65% R= 83%	S= 74% R= 82.6%	S= 81% R= 81.8%	Not offered
Comm 100	S= 78.6% R= 88.5%	S= 74% R= 83%	S= 67.5% R= 83%	S= 61% R= 81%	S= 64.8% R= 83% DI= Native Hawaiian/PI	S= 62.7% R= 83% DI= Native Hawaiian/PI
Comm 103	N/A	S= 72% R= 80.7% DI= Black/African American	S= 70.5% R= 81% DI= Black/African American	S= 61.4% R= 78%	S= 66.9% R= 82.5%	77.6% 88%
Comm 110	S= 73% R= 83%	S= 71.7% R= 81%	S= 64.5% R= 81.6% DI= Black/African American	S= 71% R= 80.6%	S= 76.6% R= 88.6%	S= 70.3% R= 88.9% DI=White
Comm 115	S= 50% R= 75%	S= 53.7% R= 67%	S= 63.9% R= 73.7%	S= 60% R= 82%	S= 49.3 R= 70.6% DI= Black/AA, Unknown	S= 41.3% R= 63.7% DI= Unknown
Comm 120	S= 84.7% R= 93%	S= 81.7% R= 90% DI= Unknown	S= 67.6% R= 85%	S= 69.4% R= 85.9%	S= 66.6% R= 88.5%	S= 68.4% R= 88%
Comm 125	N/A	S= 78% R= 83%	S= 71.8% R= 88%	S= 45.2% R= 77%	S= 75.3% R= 89.8%	S= 66.25% R= 85%
Comm 130	S= 78% R= 87.8% DI= Unknown	S= 76.6% R= 83.6% DI= Two or more races, Unknown	S= 68% R= 84.9%	S= 66% R= 86%	S= 64% R= 85% DI= Unknown	S= 69.9% R= 84.8%
Comm 132	S= 92% R= 95%	S= 88.5% R= 91.6%	S= 60.7% R= 80% DI= Asian	S= 69.3% R= 91.8%	S= 76.6% R= 89.6%	S= 64.9% R= 90.7%
Comm 140	S= 93.6% R= 95.7%	S= 85% R= 85%	S= 86% R= 92%	S= 65.7% R= 86.8%	S= 62% R= 83.7%	S= 69% R= 94%
Comm 145	S= 82.7% R= 93%	S= 87.5% R= 87.5%	S= 51.8% R= 74%	S= 62.5% R= 62.5%	S= 59% R= 96%	S= 40% R= 90.9% DI=White
Comm 231	S= 56% R= 64%	S= 52.6% R= 55.2%	S= 81.8% R= 86.3%	S= 48% R= 66.6%	S= 28.5% R= 47.6%	S= 25% R= 42.8%
Comm 232	S= 87% R= 85.7%	S= 25% R= 50%	S= 77.8% R= 88.8%	S= 33.3% R= 66.6%	S= 80% R= 80%	S= 10% R= 25%
Comm 233	S= 0% R= 0%	S= 100% R= 100%	S= 85.7% R= 85.7%	S= 75% R= 75%	S= 100% R= 100%	S= 11.1% R= 11.1%

The above table illustrates success and retention rates as well as the race and ethnicity of the disproportionately impacted student populations that have been identified. Changes were made in pedagogy to address disproportionately impacted students. Course assignments and/or assessment strategies were explored to determine what would best suit the needs of those students. None of the classes we offer has a low success rate that would be seen as a barrier to completion. We continue to promote campus resources such as Umoja, Success Center, and EOPS in our classes. Due to Assembly Bill 928 (Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation), we revised SLOs for the listed classes. In Fall 2022, we updated our COMM ADT to comply with the transfer model curriculum (TMC) changes at the state level. As part of this process, the SLOs for all courses were updated to reflect TMC changes. The department has not observed any changes in student success attributed to revisions/updates in our student learning outcomes. The SLO changes may serve as tools to improve the identified students' success and retention rates across all groups. We will likely not see the revised SLOs' impact on our students, as most of those changes won't go into effect until Fall 2025. We give our students another support layer by encouraging them to attend the Success Center. Topics such as public speaking and constructing speech outlines are the most common areas where students need additional support.

COMM 60: Due to AB 1705, we have been slowly phasing this course out and thus do not have data to report for the 2023/2024 academic year.

Notes on Forensics Activity Courses (Competitive Speech and Debate) Comm 231 (Forensics Activity 1), 232 (Forensics Activity 2), 233 (Forensics Activity 3): These courses are linked to Forensics: Speech and Debate program participation. Bots may have contaminated the data for 2023-2024. The forensics courses are all open entry/exit so that they would show as "open" even in the middle of the semester. We had to ask the division to turn off enrollment and make it instructor-added only, but the damage was already done (in terms of fake students adding and needing to be dropped).

Generally, Comm 231 success rates are a little lower than for 232/233. We get a fair number of students who join the team and attend a few practices; however, a few may drop out due to a lack of time or interest. Those students typically enroll in Comm 231. The students in Comm 232 and Comm 233 are usually returning students with a better track record of commitment. A more detailed explanation of each individual forensic course is listed below.

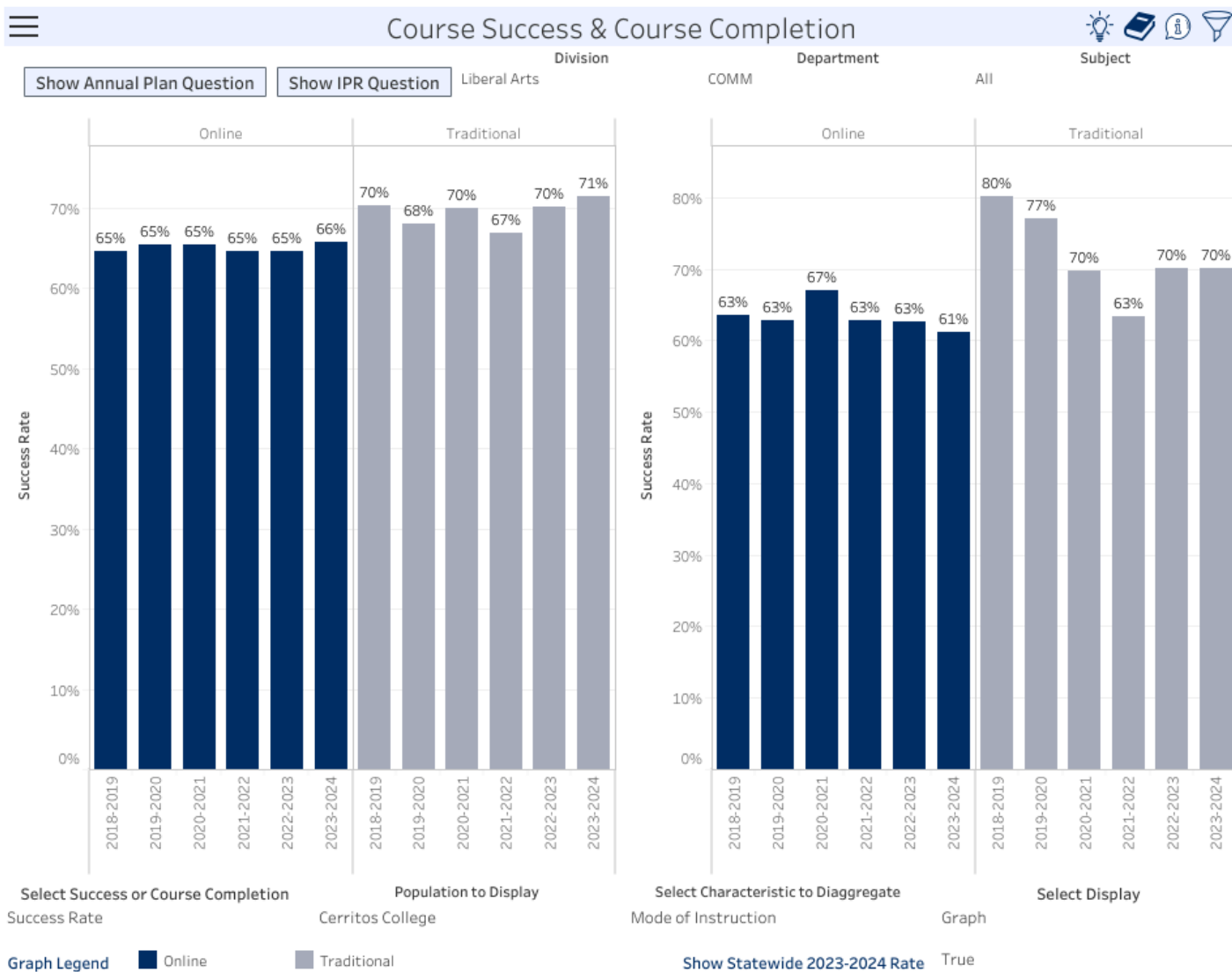
Comm 231 (Forensic Activity 1): The significant improvement in success rates for 2023-2024 coincides with the shift back to in-person learning from the pandemic. During the pandemic, forensics tournaments and practices were held online. The decrease in success rates is consistent with the decrease in success rates across the campus. This can be attributed to the increase in the number of incompletes awarded during the 21-22 and 22-23 academic years.

Comm 232 (Forensic Activity 2): The success rates in 2023/2024 may be a result of the sample size. In spring 2024 there were also a number of students who were not doing much more than the bare minimum in terms of practice attendance and tournament preparation which may have influenced how the instructor (Aguirre) evaluated enrolled students.

Comm 233 (Forensic Activity 3): The data demonstrates that 100% of our forensics students achieved 100% SLO attainment. This is not a surprising outcome, as students enrolled in 233 are often our most advanced forensics students. These students typically have participated in forensics in previous terms and have a clear understanding of the expectations of the team and the course. Further, the sample size of our 233 students is typically much smaller than that of 231 and 232 courses. Because of both of these factors, it is no surprise that 233 boasts a 100% attainment rate.

4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?



While AB-705 (Irwin Seymour-Campbell Student Success Act of 2012: matriculation: assessment) has been implemented for some time, we are still feeling the effects of its passing. For example, students are not coming to college-prepared. As a result, the department plans to continue implementing interventions such as using OER (Open Educational Resources), embedded tutors, and the guidance of LCP (Learning and Career Pathways) success team's Success Coaches. Our department would also like to increase the number of Comm 100 and 130 Tutors in the Success Center. Adding the student-run Communication Studies Club is another way for students to connect and mentor each other in courses that may be more challenging. This club was started in the middle of the Spring 2025 semester so we are still in the recruiting process. We are hopeful that we will add additional members in the coming semesters and begin peer-to-peer mentorships. All these interventions are designed to remove or limit barriers to student success.

As a department, we have increased our use of OERs, removing the cost barrier for our enrolled students. The Communication Studies Department offers a fully ZTC Communication Studies ADT. Students can complete the required courses to earn their degree or certificate using OER materials. Though students' anecdotal responses indicate that they appreciate using OERs and other ZTC materials, we cannot attribute any changes to student success due to using OERs.

We give our students another support layer by encouraging them to attend the success center. Topics such as public speaking and constructing speech outlines are the most common areas where students need additional support. Due to CalGETC, we will likely see an increase in Comm 130, and adding extra support for our students in the success center is essential to the success of our students. The department incorporated embedded tutors as an initiative in COMM 130 to address the disproportionate impact on student success rates. This effort was implemented during the pandemic. Due to inconsistent success rates caused by the pandemic, it is too soon to discern the impact. The department is participating in the college's Strategic Enrollment Management Top Eight Tutoring Project, which will target COMM 130/COMM 1000 tutoring efforts beginning Fall 2025.

Despite implementing various initiatives to support student success—such as embedded tutors, Grading for Equity, Zero Textbook Cost (ZTC) classes, Open Educational Resources (OER), updated curricula, extracurricular opportunities, and faculty professional development—the Communication Studies Department has faced a significant decline in most student success metrics over the past six years. This decline is primarily due to external factors:

1. **Legislative Changes:** The passage of AB 705 and AB 1705 removed class prerequisites, resulting in a student population often lacking the preparation needed to succeed.
2. **Pandemic Impact:** The COVID-19 pandemic forced students to navigate external challenges as they transitioned to online learning environments.
3. **Online Course Expansion:** While the department has prioritized high-quality online instruction to meet student needs, these courses still report lower retention and success rates. This can be attributed to online fatigue, as students want more in-person class experiences. Additionally, the fraudulent students may have also impacted the data, given how difficult it is to identify these fake actors at times. We will continue to evaluate our online teaching strategies as a department. Participating in professional development opportunities, such as training in CidiLabs, allows faculty to learn new and innovative ways to improve our online classroom environments.
4. **Fraudulent Enrollment:** Beginning in 2023, like many departments at Cerritos College, we experienced a surge in fraudulent student enrollments.

5. **Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.**

- **Embedded Tutoring and Peer Coaching in Public Speaking:**
 - Integrate embedded tutors and peer coaches directly into public speaking courses. These individuals will provide real-time feedback on speech delivery, organization, and content, offering personalized support, especially for students who may experience anxiety or lack prior experience.
- **Early Alert System with Targeted Intervention for Public Speaking Anxiety:**
 - Implement an early alert system that identifies students struggling with public speaking anxiety or performance challenges. When flagged, students will receive tailored support, such as workshops on anxiety management, one-on-one coaching, or access to mental health resources. Our department is participating in the Strategic Enrollment Top 8 Tutoring program, which will allow us to connect students with Comm 130/COMMC1000 tutors, who will be trained to help students manage communication apprehension.
- **Zero-Cost or Low-Cost Materials with Diverse Examples:**
 - Transition to zero-cost or low-cost materials (e.g., open educational resources, library resources) for all communication studies courses, including public speaking. We encourage all faculty in the department to consider ZTC materials. Ensure that examples and case studies used in coursework reflect diverse cultural backgrounds and experiences, promoting inclusivity and relevance.
 - The Communication Studies Department offers a fully ZTC Communication Studies ADT. Students can complete the required courses to earn their degree or certificate using OER materials.
- **Faculty Professional Development on Inclusive Pedagogy for Public Speaking:**
 - Provide targeted professional development for faculty on inclusive teaching practices specific to public speaking. This training will cover strategies for creating a safe and supportive learning environment, addressing implicit bias in feedback, and incorporating diverse communication styles. Additional professional development is necessary as state legislation continues to make changes to these courses.
- **Structured Practice and Feedback Loops in Public Speaking:**
 - Implement structured practice sessions with consistent feedback loops in public speaking classes. Utilize video recording and peer review to provide students with constructive criticism and opportunities for improvement in a supportive setting, such as our updated classrooms.
- **Mentorship Programs Connecting Students with Communication Studies or Related Professionals:**
 - Establish mentorship programs that connect students with communication professionals from diverse backgrounds. These mentors can guide career paths, public speaking skills, and professional development, fostering a sense of belonging and support. By creating the Communication Studies Club and our Communication Studies Faculty Mentoring of Students program, we can provide students with faculty and peer mentors.
- **Accessible Technology and Accommodations:**
 - Ensure that all technological tools and resources used in communication studies courses, particularly public speaking, are accessible to students with disabilities. Provide appropriate accommodations and support to ensure equitable participation and success.

B. Career Technical Education (CTE) Supplemental Questions

1. **How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.**

No Value

2. **How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.**

No Value

3. **What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.**

No Value

4. **List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.**

No Value

Section 3. Learning Outcomes Assessment

A. SLO Assessment Report : Version by Hanniff, Brooke on 02/01/2025 05:56

Course By SLO	Expected Performance	Performance
COMM100 - Introduction To Communication Studies		
Students demonstrate an understanding of ethical communication behaviors and perspectives including the role communication plays in creating a culture of inclusion. (Active from 2023 FA)	0.00%	55.95%
COMM103 - Argumentation, Persuasion, and Critical Thinking		

Course By SLO	Expected Performance	Performance
Students use ethical, culturally-sensitive arguments in oral and written communication. (Active from 2023 FA)	100.00%	69.12%
COMM110 - Intercultural Communication		
Demonstrate understanding of the relationship between culture, communication, and relational contexts and apply effective communication skills to a variety of intercultural interactions. (Active from 2021 FA)	100.00%	73.05%
Develop a deeper understanding of one's own culture as well as learning about the cultures of others. (Active from 2021 FA)	100.00%	75.93%
Identify different verbal and non-verbal communication patterns across cultures and groups. (Active from 2021 FA)	100.00%	74.53%
Identify and explain cultural values, beliefs, and rules, their historical origins, and their role in the intercultural communication process. (Active from 2021 FA)	100.00%	76.19%
Demonstrate understanding of overt and covert cultural behaviors that manifest in the forms of communication barriers such as prejudice, discrimination, and ethnocentrism. (Active from 2021 FA)	100.00%	73.54%
Apply a critical intercultural communication lens to analyze the culture, history, and diversity of ethnic, subcultural, and co-cultural groups within domestic and global contexts. (Active from 2021 FA)	100.00%	78.10%
COMM120 - Interpersonal Communication		
Students explain the role communication plays in the creation, development, and change of personal identities and perceptions, including variables such as culture, gender, ethnicity, and race. (Active from 2023 FA)	0.00%	67.46%
COMM1000 - Introduction to Public Speaking		
Students understand the social and ethical responsibilities of a speaker. (Active from 2023 FA)	100.00%	70.00%
Students articulate the connection between communication, culture, and respect for diverse perspectives (Active from 2023 FA)	100.00%	76.67%
COMM132 - Small Group Communication		
Students demonstrate awareness of social and cultural influences in small group dynamics. (Active from 2023 FA)	0.00%	0.00%
Students compare and contrast small-group communication theories related to systems, leadership, conflict management, power, and persuasion. (Active from 2023 FA)	0.00%	0.00%
COMM140 - Oral Interpretation of Literature		
Students identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts. (Active from 2023 FA)	0.00%	0.00%
COMM145 - Storytelling		
Demonstrate an understanding and appreciation of the origins and history of the oral tradition across cultures and genres. (Active from 2023 FA)	100.00%	77.27%
Demonstrate appropriate storytelling structure and technique including the use of appropriate verbal and non-verbal delivery (Active from 2023 FA)	100.00%	77.27%
Identify and differentiate different genres of storytelling as forms of cultural expression (Active from 2023 FA)	100.00%	72.73%
Describe the social, cultural, and historical influences of specific cultural stories as a critical tool to communicate change (Active from 2023 FA)	100.00%	81.82%
Evaluate multiple forms and genres of stories using theory and techniques to identify and interpret the meanings and values inherent in multiple forms and genres of stories. (Active from 2023 FA)	100.00%	81.82%

Course By SLO	Expected Performance	Performance
COMM231 - Forensics Activity 1 (Competitive Speech and Debate)		
Students research in-depth arguments on a variety of current political, economic, legal and social problems affecting diverse co-cultural groups (Active from 2019 FA)	100.00%	70.45%
Students adapt public discourse to a variety of situational considerations (Active from 2019 FA)	100.00%	64.86%
Students analyze and evaluate the content and style of public discourse in a culturally component manner (Active from 2019 FA)	100.00%	71.11%
Students deliver a wide variety of types of discourse and adapt to a variety of situational considerations. (Active from 2019 FA)	100.00%	66.67%
COMM231 - Forensics Activity 1 (Competitive Speech and Debate)		
Students manage communication apprehension to improve speech delivery, effectiveness, and confidence (Active from 2023 FA)	100.00%	0.00%
COMM232 - Forensics Activity 2 (Competitive Speech and Debate)		
Students research in-depth arguments on a variety of current political, economic, legal and social problems affecting diverse co-cultural groups (Active from 2019 FA)	100.00%	45.45%
Students adapt public discourse to a variety of situational considerations (Active from 2019 FA)	100.00%	75.00%
Students analyze and evaluate the content and style of public discourse in a culturally component manner (Active from 2019 FA)	100.00%	45.45%
Students deliver a wide variety of types of discourse and adapt to a variety of situational considerations. (Active from 2019 FA)	100.00%	45.45%
Students integrate feedback from outside critics into public discourse (Active from 2019 FA)	100.00%	45.45%
COMM232 - Forensics Activity 2 (Competitive Speech and Debate)		
Students manage communication apprehension to improve speech delivery, effectiveness, and confidence (Active from 2023 FA)	100.00%	0.00%
COMM233 - Forensics Activity 3 (Competitive Speech and Debate)		
Students research in-depth arguments on a variety of current political, economic, legal and social problems affecting diverse co-cultural groups (Active from 2019 FA)	100.00%	100.00%
Students adapt public discourse to a variety of situational considerations (Active from 2019 FA)	100.00%	100.00%
Students analyze and evaluate the content and style of public discourse in a culturally component manner (Active from 2019 FA)	100.00%	100.00%
Students deliver a wide variety of types of discourse and adapt to a variety of situational considerations. (Active from 2019 FA)	100.00%	100.00%
Students integrate feedback from outside critics into public discourse (Active from 2019 FA)	100.00%	100.00%
Students provide constructive feedback to beginning forensics students. (Active from 2019 FA)	100.00%	100.00%
COMM233 - Forensics Activity 3 (Competitive Speech and Debate)		
Students manage communication apprehension to improve speech delivery, effectiveness, and confidence (Active from 2023 FA)	100.00%	100.00%

Course By SLO	Expected Performance	Performance
SPCH110 - Intercultural Communication		
A. Students understand the relationship between culture, communication, and relational contexts and apply effective communication skills to a variety of intercultural interactions. (Active from 2018 FA)	100.00%	25.00%
B. Students identify different verbal and non-verbal communication patterns across cultures. (Active from 2018 FA)	100.00%	25.00%
C. Students understand overt and covert cultural behaviors that manifest in the forms of communication barriers such as prejudice, discrimination, and ethnocentrism (Active from 2018 FA)	100.00%	25.00%
D. Students describe cultural values, beliefs, and rules, and their role in the intercultural communication process. (Active from 2018 FA)	100.00%	25.00%
Students will describe the dimensions of cultural variability. (Active from 2013 FA)	100.00%	0.00%
Students understand the relationship between culture, communication, and relational contexts and apply effective communication skills to a variety of intercultural interactions. (Active from 2013 FA)	100.00%	67.07%
Students identify different verbal and non-verbal communication patterns across cultures. (Active from 2013 FA)	100.00%	64.88%
Students understand overt and covert cultural behaviors that manifest in the forms of communication barriers such as prejudice, discrimination, and ethnocentrism. (Active from 2013 FA)	100.00%	64.88%
Students explain cultural values, beliefs, and rules, and their role in the intercultural communication process. (Active from 2013 FA)	100.00%	64.88%
A. Students understand the relationship between culture, communication, and relational contexts and apply effective communication skills to a variety of intercultural interactions. (Active from 2017 SU)	100.00%	0.00%
B. Students identify different verbal and non-verbal communication patterns across cultures. (Active from 2017 SU)	100.00%	0.00%
C. Students understand overt and covert cultural behaviors that manifest in the forms of communication barriers such as prejudice, discrimination, and ethnocentrism (Active from 2017 SU)	100.00%	0.00%
D. Students describe cultural values, beliefs, and rules, and their role in the intercultural communication process. (Active from 2017 SU)	100.00%	0.00%
COMM115 - Gender, Communication, and the Digital Revolution		
A. Explain how digital and media culture have impacted conceptualizations of gender. (Active from 2018 FA)	100.00%	61.81%
B. Identify the promises and pitfalls of digital technologies in terms of real, transformative outcomes for gender identity and communication. (Active from 2018 FA)	100.00%	61.81%
C. Analyze and evaluate how gender roles are created, redefined, and perpetuated by various mediated and face-to-face contexts. (Active from 2018 FA)	100.00%	63.64%
D. Demonstrate communication competence as it pertains to applying the information learned to improve communication within and between gender groups. (Active from 2018 FA)	100.00%	63.19%

Course By SLO	Expected Performance	Performance
E. Interrogate the intersection between power, gender and digital technology. (Active from 2018 FA)	100.00%	65.28%
F. Explain artificial intelligence's impact on gender, identity, and communication. (Active from 2018 FA)	100.00%	64.58%
COMM132 - Small Group Communication		
Students demonstrate the role systems theory plays in relation to group's productivity and cohesiveness. (Active from 2019 SP)	100.00%	69.81%
COMM145 - Storytelling		
Select written materials appropriate for storytelling. (Active from 2017 SP)	100.00%	81.82%
Edit written material to accommodate listening time of audience. (Active from 2017 SP)	100.00%	72.73%
Read literature aloud with clarity, projection and variety appropriate to the text. (Active from 2017 SP)	100.00%	77.27%
Demonstrate understanding of storytelling structure and technique. (Active from 2017 SP)	100.00%	77.27%
COMM60 - Basics of Speech Communication		
Students identify the elements of the communication model. (Active from 2013 FA)	100.00%	77.55%
Students demonstrate understanding of conversation skills. (Active from 2013 FA)	100.00%	63.27%
Students research, prepare, and deliver a speech. (Active from 2013 FA)	100.00%	51.02%
Students participate effectively in small group interactions. (Active from 2013 FA)	100.00%	61.22%
SPCH100 - FUNDAMENTALS OF ORAL COMMUNICATION		
Students will demonstrate an understanding of the basic research methods used to build and validate knowledge within the field. (Active from 2018 FA)	100.00%	0.00%
Students will demonstrate an understanding of the history of human communication studies and demonstrate a basic knowledge of the specializations comprising the discipline. (Active from 2018 FA)	100.00%	0.00%
Students identify the elements of the communication model as they apply to a variety of communication contexts. (Active from 2013 FA)	100.00%	60.17%
Students will demonstrate an understanding of the basic research methods used to build and validate knowledge within the field. (Active from 2015 FA)	100.00%	71.96%
Students demonstrate a basic understanding of human communication theories and events related to culture, self-concept, perception, listening, verbal communication, and nonverbal communication. (Active from 2013 FA)	100.00%	57.91%
Students demonstrate an understanding of ethical communication behaviors and perspectives. (Active from 2015 FA)	100.00%	61.74%
Students prepare and deliver an effective oral presentation. (Active from 2013 FA)	100.00%	57.64%
Students will demonstrate an understanding of the history of human communication studies and demonstrate a basic knowledge of the specializations comprising the discipline. (Active from 2015 FA)	100.00%	74.42%
Students participate in small group activities to demonstrate a basic understanding of leadership communication, problem solving, role orientation and conflict management strategies. (Active from 2015 FA)	100.00%	59.65%
COMM120 - Interpersonal Communication		

Course By SLO	Expected Performance	Performance
Students understand the role interpersonal communication plays in relation to self-concept, perception, and emotional processes. (Active from 2013 FA)	100.00%	68.06%
Students apply and analyze elements of communication models as they apply to interpersonal communication contexts. (Active from 2013 FA)	100.00%	65.09%
Students analyze relationships using theories of interpersonal communication. (Active from 2013 FA)	100.00%	65.63%
Students identify communication behaviors that promote competent and ethical interpersonal communication. (Active from 2013 FA)	100.00%	66.03%
Students examine and distinguish unique features of messaging, with an exploration of listening, verbal, and nonverbal communication. (Active from 2013 FA)	100.00%	67.59%
COMMC1000 - Introduction to Public Speaking		
Students identify the elements of the communication model and apply rhetorical principals to public discourse (Active from 2013 FA)	100.00%	61.23%
Students use rhetorical principles to prepare and deliver an effective oral presentation. (Active from 2013 FA)	100.00%	53.99%
Students compose a written speech outline. (Active from 2013 FA)	100.00%	57.42%
Students demonstrate ability to manage communication apprehension (Active from 2013 FA)	100.00%	57.85%
Students research and incorporate credible, effective evidence into speech presentations. (Active from 2013 FA)	100.00%	57.90%
COMM132 - Small Group Communication		
Students identify the elements of the communication model as they apply to small group communication contexts. (Active from 2013 FA)	100.00%	57.32%
Students describe communication factors that shape group member's roles, stages of group development, and functions in the group process. (Active from 2013 FA)	100.00%	59.76%
Students understand the role systems theory plays in relation to group's productivity and cohesiveness. (Active from 2013 FA)	100.00%	0.00%
Students effectively prepare for, conduct, and participate in group meetings, decision making, and problem solving. (Active from 2013 FA)	100.00%	56.10%
Students effectively conduct and participate in group meetings. (Active from 2013 FA)	100.00%	56.71%
COMM140 - Oral Interpretation of Literature		
Students select and analyze written materials from poetry and prose appropriate for oral presentation. (Active from 2013 FA)	100.00%	79.59%
Students edit written material to accommodate listening time of audience. (Active from 2013 FA)	100.00%	69.07%
Students read literature aloud with clarity, projection and vocal variety appropriate to the text. (Active from 2013 FA)	100.00%	72.16%
Students interpret literature orally and dramatically. (Active from 2013 FA)	100.00%	71.13%
COMM125 - Organizational Communication		
Students identify the elements of the communication model as they apply to organizational communication contexts. (Active from 2013 FA)	100.00%	57.43%
Students prepare and deliver an effective oral presentation. (Active from 2013 FA)	100.00%	59.73%
Students demonstrate the ability to apply organization concepts and perspectives to both case studies and real world circumstances. (Active from 2013 FA)	100.00%	57.49%

Course By SLO	Expected Performance	Performance
Students persuasively and confidently present themselves during a job interview. (Active from 2013 FA)	100.00%	60.36%
Students use their communication skills to effectively organize, chair and/or participate in a group meeting. (Active from 2013 FA)	100.00%	64.84%
COMM200 - Contemporary Communication Topics		
Students demonstrate the ability to apply communication concepts and skills to both case studies and real world circumstances. (Active from 2013 FA)	100.00%	48.48%
Students analyze a communication interaction and determine what modifications, if any, would improve that interaction. (Active from 2013 FA)	100.00%	48.48%
Students apply various approaches to communication problem solving using contemporary, critical communication issues. (Active from 2013 FA)	100.00%	46.97%
Students become aware of unconscious communication assumptions to uncover the invisible influences on their communication effectiveness. (Active from 2013 FA)	100.00%	48.48%
COMM103 - Argumentation, Persuasion, and Critical Thinking		
Students critically evaluate the basic elements of an argument: claim, reasoning, and evidence. (Active from 2013 FA)	100.00%	65.78%
Students research credible evidence to support a claim. (Active from 2013 FA)	100.00%	59.60%
Students recognize flawed reasoning and evidence in an argument. (Active from 2013 FA)	100.00%	56.88%
Students use sound-valid reasoning to support a claim and distinguish flawed reasoning and evidence in an argument. (Active from 2013 FA)	100.00%	60.78%
Students use critical thinking skills to write and speak persuasively. (Active from 2013 FA)	100.00%	60.00%
Students deliver, analyze, and critique ideas in academic debate. (Active from 2013 FA)	100.00%	64.35%

B. SLO Assessment Analysis : Version by Hanniff, Brooke on 04/29/2025 21:50

1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

The data from eLumen shows inconsistencies. The Communication Studies Department has previously worked with IERPG and Academic Affairs to address inconsistencies in Elumen data. For example, the course name change from Comm 130 to COMMC1000 will not be implemented until Fall 2025. The data dashboards helped analyze the current CSLO data and helped in our discussion below.

Discussion of the CSLO for each course:

Comm 100: Communication Studies 100, Introduction to Communication Studies has five course-level student learning outcomes. In light of AB-928, changes from CCN (Common Course Numbering), and new TMC (Transfer Model Curriculum) versions, the department reviewed and revised our SLO in 2023 and 2024. Student learning outcomes are assessed every semester.

Comm 103: Communication Studies 103: Argumentation, Persuasion, and Critical Thinking currently has six course-level student learning outcomes. Comm 103 SLOs were last revised in 2023 and need to be revised again as part of the upcoming CCN (Common Course Numbering) cycle. Student learning outcomes are assessed every semester. Instructors have the academic freedom to plan, design, and implement methods of assessment, which include tests and quizzes, discussion boards, survey instruments, self-reflection, presentations, group projects, and written assignments. A review of SLO performance and action plans are reported in Elumen. Department members share relevant SLO data at department meetings to discuss findings and strategize interventions.

Comm 110: Communication Studies 110, Intercultural Communication currently has six course-level student learning outcomes. In light of AB-928 changes from CCN (Common Course Numbering) and new TMC versions, the department reviewed and revised our SLOs in 2023 and 2024. Student learning outcomes are assessed each and every semester, and instructors have the academic freedom to plan, design, and implement methods of assessment, which include tests and quizzes, discussion boards, survey instruments, self-reflection, presentations, group projects, and written assignments. A review of SLO performance and action plans are reported in Elumen. Department members share relevant SLO data at department meetings to discuss findings and strategize interventions.

Comm 115: Communication Studies 115, Gender, Communication, and the Digital Revolution has six course-level student learning outcomes. Student learning outcomes are assessed each and every semester. Instructors have the academic freedom to plan, design, and implement methods of assessment, which include tests and quizzes, discussion boards, survey instruments, self-reflection, presentations, group projects, and written assignments. A review of SLO performance and action plans are reported in Elumen. Department members share relevant SLO data at department meetings to discuss findings and strategize on interventions.

Comm 120: Communication Studies 120, Interpersonal Communication, currently has five course-level student learning outcomes. In light of AB-928, changes from CCN, and new TMC versions, the department reviewed and revised our SLO in 2023 and 2024. Student learning outcomes are assessed each and every semester. Instructors have the academic freedom to plan, design, and implement methods of assessment, which include tests and quizzes, discussion boards, survey instruments, self-reflection, presentations, group projects, and written assignments. A review of SLO performance and action plans are reported in Elumen.

Comm 125: Communication Studies 125, Organizational Communication has five course-level student learning outcomes. Student learning outcomes are assessed each and every semester. Instructors have the academic freedom to plan, design, and implement methods of assessment, which include tests and quizzes, discussion boards, survey instruments, self-reflection, presentations, group projects, and written assignments. A review of SLO performance and action plans are reported in Elumen. Department members share relevant SLO data at department meetings to discuss findings and strategize interventions.

Comm 130 (COMMC1000 beginning Fall 2025): Communication Studies 130: Introduction to Public Speaking currently has six course-level student learning outcomes. Comm 130 SLOs have just been revised, effective Fall 2024. Student learning outcomes are assessed each and every semester. Instructors have the academic freedom to plan, design, and implement methods of assessment, which include tests and quizzes, discussion boards, survey instruments, self-reflection, presentations, group projects, and written assignments. A review of SLO performance and action plans are reported in Elumen. Department members share relevant SLO data at department meetings to discuss findings and strategize interventions.

Comm 132: Communication Studies 132: Small Group Communication currently has five course-level student learning outcomes. Comm 132 SLOs have just been revised, effective Fall 2025. As of Fall 2025, COMM 132 will have six SLOs. Student learning outcomes are assessed each and every semester. Instructors have the academic freedom to plan, design, and implement methods of assessment, which include tests and quizzes, discussion boards, survey instruments, self-reflection, presentations, group projects, and written assignments. A review of SLO performance and action plans are reported in Elumen. Department members share relevant SLO data at department meetings to discuss findings and strategize interventions.

Comm 140: Communication Studies 140: Oral Interpretation of Literature currently has five course-level student learning outcomes. Comm 140 SLOs have been revised effective Fall 2025, but the current SLOs were last revised in 2023. Student learning outcomes are assessed each and every semester. Instructors have the academic freedom to plan, design, and implement methods of assessment, which include tests and quizzes, discussion boards, survey instruments, self-reflection, presentations, group projects, and written assignments. A review of SLO performance and action plans are reported in Elumen. Department members share relevant SLO data at department meetings to discuss findings and strategize interventions.

Comm 145: Communication Studies 145: Storytelling currently has five course-level student learning outcomes. Current SLOs were last revised in 2023. It is anticipated the SLO will be reviewed and revised in the next two years in response to AB-928. Student learning outcomes are assessed each and every semester. Instructors have the academic freedom to plan, design, and implement methods of assessment, which include tests and quizzes, discussion boards, survey instruments, self-reflection, presentations, group projects, and written assignments. A review of SLO performance and action plans are reported in Elumen. Department members share relevant SLO data at department meetings.

Comm 231: Communication Studies 231: Competitive Speech and Debate currently has five course-level learning outcomes (SLOs), which are regularly assessed each semester. Significant improvement was from 21-22 to 22-23 and 23-24. That coincides with our shift back to in-person learning from the pandemic. We had more incomplete grades in 231 during the pandemic than in previous years.

Comm 232: Communication Studies 232: Competitive Speech and Debate currently has five course-level learning outcomes (SLOs), which are regularly assessed each semester. It is unclear why the academic year 23-24 rates are so much lower than 21-22 or 22-23. It may be a sample size issue. There were a number of students in the spring of 2024 who were not as active in terms of practice attendance and tournament preparation, so that may have influenced how the SLOs were evaluated.

Comm 233: Communication Studies 233: Competitive Speech and Debate currently has five course-level learning outcomes (SLOs), which are regularly assessed each semester. This is our most advanced forensics, so a success rate of 100% is typical.

2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

The plans are as follows for each course:

Comm 100: The Communication Studies department created a common course shell available via Canvas, which offers a variety of design ideas, including discussion boards, written assignments, quizzes, and self-reflection. The department meets regularly to discuss SLO and assessment strategies to increase student success rates. Introduction to Communication 100 offers a large number of sections in different modalities and class start times. This course offers a bulk of our course offerings due to its current standing as an Oral Communication General Education Requirement, but AB-928 can impact this. The department reviews course data regularly and documents action items through Elumen.

Comm 103: The department has created a Canvas course shell where faculty members post lessons, assignments, tests, and assessments to share and promote student success. Comm 103 was also the very first course at the college to receive Peer Online Course Review (POCR) certification. Comm 103 has SLO faculty completion rates that range from 56.88% to 69.12%. Completion rates run slightly ahead of averages for Comm 100 but behind other courses such as Comm 110 and Comm 120. While Comm 103 does not draw as many first- and second-semester students as Comm 100, it is much more writing-intensive than other Comm courses. Additionally, Comm 103 does not have the same quality and quantity of OER materials compared to other Comm courses. Therefore, strategies such as increased use of embedded tutors may positively impact SLO performance, as may efforts to develop and/or procure more OER materials.

Comm 110: The department has created a Canvas course shell where faculty members post lessons, assignments, tests, and assessments to share and promote student success. COMM 110 has been a steady performer course with generally high success rates due in part to participation in the Scholar Honor Program.

Comm 115: Department members share relevant SLO data at department meetings to discuss findings and strategize on interventions. Instructors frequently share resources, discuss challenges, and implement strategies across courses. COMM 115 is offered solely online due to the fact that it is a cross-listed course that serves both Communication Studies majors and Women and Gender Studies majors, majors with a high proportion of working women and/or single mothers. This results in a high demand for online course options. One intervention employed in COMM/WGS 115 is to help students connect with each other more frequently and more meaningfully. Thus, students are now put in support groups by the 2nd week of the semester and are asked to report on their interactions. They are also given two group assignments to complete. To combat time constraints, these assignments are introduced early to provide ample time for collaboration.

Comm 120: Department members share relevant SLO data at department meetings to discuss findings and strategize on interventions. Instructors frequently share resources, discuss challenges, and implement strategies across courses. For example, one intervention employed in COMM 120 was to develop free course materials for students. In response to student need for low-cost course materials, two COMM 120 instructors participated in an ASCCC Statewide taskforce and collaborated on the creation of a free OER (Open Educational Resources), Interpersonal Communication: Context and Connection, which several members of the department now use.

Comm 125: Department members share relevant SLO data at department meetings to discuss findings and strategize on interventions. Instructors frequently share resources, discuss challenges, and implement strategies across courses. This course's current standing as an Oral Communication General Education Requirement will be impacted by AB 928. Thus, the course has been re-written and resubmitted for Cal-GETC approval, which will result in major changes to the course SLO. Until this time, the department continues to review course data on a rotating basis and documents action items through Elumen.

Comm 130 (COMM C1000 beginning Fall 2025): Department members share relevant SLO data at department meetings to discuss findings and strategize on interventions. Instructors frequently share resources, discuss challenges, and implement strategies across courses. For example, one intervention employed in COMM 130 was to include embedded tutors as part of the COMM 130 course.

Comm 132: Department members share relevant SLO data at department meetings to discuss findings and strategize on interventions. Instructors frequently share resources, discuss challenges, and implement strategies across courses. With the implementation of the new SLO, it is anticipated that there will be a robust discussion of results and potential interventions.

Comm 140: As a specialized course, Comm 140 typically runs one section per semester. Comm 140 has SLO faculty completion rates that range from 69.07% to 79.59%, which aligns with and above completion rates in other Comm courses. Comm 140 is often taught by faculty with robust experience in forensics, theater, or performance, and should continue to be scheduled as such, moving forward, where possible.

Comm 145: As a specialized course, Comm 145 typically runs one section per semester. Comm 145 has SLO faculty completion rates that range from 77.27% to 81.59%, which aligns with and above completion rates in other Comm courses. Comm 145 is often taught by faculty with robust experience in forensics, theater, or performance, and should continue to be scheduled as such, moving forward, where possible.

Comm 231, Comm 232, and Comm 233 are linked to active participation in our Forensics program. As the team numbers fluctuate, the SLO data will also fluctuate. Our department continues to explore ways to increase participation in this specialized program and enroll in these classes.

Like all other departments on campus, these efforts rely on instructors' self-reporting of data, which is discussed at department meetings. This is the mechanism used to ensure that assessments match Student Learning Outcomes (SLOs). The conversations focus on assignments that are used to assess SLOs and evaluate their effectiveness.

C. Curricular Course Review : Version by Hanniff, Brooke on 03/14/2025 20:23

1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

Communication Studies finds itself in the unique position of having to review most of, if not all, courses within the last two years and anticipates reviewing most, if not all, of the courses offered again in the next two years because of the impact of AB-928. Additionally, common course numbering (AB 1111) will require review and revision of course outlines in the next few years. The department is currently working on revising COMM 120: Interpersonal Communication to meet the phase two timeline of the implementation of AB 1111. The department's most recent course revisions are listed in the table below.

Course	Current GE	Proposed CalGETC	Notes and questions
Comm 100	Oral Comm Plan A, B, C	Oral Comm	We will resubmit for CalGETC 1C
Comm 130	Oral Comm Plan A, B, C	Oral Comm	Completed CCN- Will be referred to as COMMC1000 beginning Fall 2025
Comm 120	Oral Comm Plan A, B, C	Oral Comm and Social Science	We will submit it for CalGETC; we are waiting for CCN (phase 2) guidelines to be released for additional revisions.
Comm 132	Oral Comm Plan A, B, C	Oral Comm and Social Science	We will submit for CalGETC.
Comm 140	Humanities Plan A, B And UC Elective Credit		We had considered submitting this to Area 3, Arts under CalGETC. Instead we will hold off until more information is provided.
Comm 125- UC Pending, if approved, Oral Comm Cal-GETC	Oral Comm Plan A, B	Oral Comm	Waiting on UC approval for elective credit; submitted Spring 24
Comm 145	Not approved for CSU, GE, or IGETC		We will continue to review this course and consider submitting it for revisions.

As the department receives information regarding the approval or denial of the courses in the CalGETC pattern, appropriate revisions will be made. The anticipated timeline for additional revisions is expected to be occurring between 2025 and 2028. Courses that received approval and require no additional revisions will be reviewed after addressing courses that may need updating.

2. Explain any course additions to current course offerings.

We are excited to share that the new course, COMM 320: Intercultural Communication: Contexts and Dialogue, was created because the Dental Hygiene program expanded to include the offering of a Bachelor's Degree program. This course was developed as an upper-division course designed to be included in the Bachelor's Degree program. The course equips students with the advanced knowledge, skills, and critical thinking abilities to provide evidence-based, patient-centered care. This course helps to ensure that dental hygienists are prepared to take on expanded roles and responsibilities in areas such as public health, education, research, and administration. This course was created and active as of Fall 2024. The first cohort to take the class will be Summer 2026.

3. Explain any course deletions and inactivation's from current course offerings.

We have opted not to offer Comm 60 as we no longer require it as a prerequisite for our other Communication Studies courses. This course will most likely be deactivated in the future. However, we are still exploring and examining data to gauge whether there is a student need for it. This explains the lack of data for the 2023/2024 academic year.

4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

Communication Studies degrees and certificates have been developed so that students may reach their educational goals with a variety of courses. The Certificate of Achievement can be earned by completing four Communication Studies courses. Students may select from various courses, allowing them the flexibility to meet their educational goals. The Communication Studies degrees have also been designed so that the majority of requirements can be met by selecting from a variety of Communication Studies courses and/or comparable courses across campus. As a result, the completion rates within the Communication Studies department closely mirror the completion rates of the college (66% average). While there is still room for improvement to meet the state average of 74%.

We have seen a slight decrease in certificates over time. This may be due to the push to complete degrees as the primary focus of the College. Further, the guidelines for the dispersal of financial aid have changed at a local level, making it more difficult for students to receive financial aid for those courses that may not be aligned with their program of study. This may threaten our certificate program as students who may have explored Communication Studies separately from their major courses may no longer receive financial aid for the Communication Studies courses. There have also been some changes to the requirements of the degree to align with Assembly Bill-928 (Student Transfer Achievement Reform Act of 2021: Associate

Degree for Transfer Intersegmental Implementation). This has resulted in the creation of a Communication Studies 2.0 AA-T degree during this program review cycle. The transition between the two degrees has meant that degree counts look lower, but in reality, the number of completers has remained about the same. In terms of whether there are sufficient completers compared with the size of the program, yes, although there is always room for growth.

5. Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

N/A

Section 4. Program Reflection

A. Six-Year Program Reflection : Version by Hanniff, Brooke on 03/14/2025 20:23

1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

Over the past six years, our program has experienced growth, shifts in student demographics, and evolving enrollment trends. We've attracted more students from historically marginalized communities, including Black/African American, Hispanic, and Native Hawaiian/AAPI. This change reflects the growing diversity in our surrounding community and campus. Our enrollment has fluctuated slightly, and this increase may or may not be attributed to the influx of fraudulent students infiltrating our campus rosters.

Over the next six years, we will continue to evaluate our equity initiatives through data collection and department meeting discussions. We will focus on success, retention, and graduation rates.

In recent news, our department and course offerings satisfy the requirements for the distinction of a ZTC ADT Pathway. This is excellent news as the second department on campus with this distinction.

2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

☰

Award Count by Program Report

“What is the Number of Awards conferred campuswide?”

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Grand Total	5,031	5,095	4,664	5,187	6,321	8,166
AA/AS	1,389	1,511	1,259	1,519	1,765	1,580
ADT	1,006	1,116	1,120	1,059	1,056	1,045
Cert	2,636	2,468	2,285	2,609	3,500	5,541

“What is the Number of Awards conferred by Program?”

Hover over title to expand and collapse columns using [+] and [-]. Data can be disaggregated from Division down to Academic Plan.

Division	Department	Program	Academic Plan Description	Award Category	Student Attribute	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24
Total						53	99	71	86	93	77
Liberal Arts	Communication Studies	Communication Studies	Comm Stu 2.0 for Transfer-AAT	Associates Degree for Transfer	All students						3
			Comm Studies for Transfer-AAT	Associates Degree for Transfer	All students	52	68	50	50	46	43
			Communication Studies-CT	Certificate	All students		29	19	30	40	25
			Communication Studies-AA	Associates Degree	All students		1	1	6	6	6
			Communication Studies-AB	Associates Degree	All students			1			
		Liberal Arts and Sciences-AA	Associates Degree	All students	1	1			1		

To help increase the number of students who acquire degrees, certificates, and/or transfer, we will work on an active campaign to promote certificate and degree opportunities. We have multiple avenues to promote our major and certificate, including:

- Participate in various tabling events: Majors Fair, Senior Preview Day, Welcome Day/Week, LCP (Learning and Career Pathways) events, and Club Rush
- Increase signage that promotes degrees and certificates
- Communication Studies Club meetings

3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

Over the last six years, our department experienced events that had a positive and/or negative impact:

- AB-705 & 1705: As stated earlier, we are still feeling the impact, as students are not coming to us college-prepared. Eliminating the prerequisite may also have impacted our success rates. As a result, we have not offered Communication Studies 60 for almost a year.
- Covid-19: The pandemic greatly impacted our area, much like the rest of the campus. The shift to entirely online allowed us to evaluate our online teaching strategies. The negative impact was the online fatigue that both our faculty and students experienced.
- AB-928: We have been preparing for this change to Cal-GETC for the last two years. The positive impact is that we expect our department to grow as the demand for Communication Studies classes increases. The negative effect is the uncertainty surrounding the implementation in Fall 2025. The approval of our class submissions and denials has been finalized, which impacts scheduling planning.
- CCN (AB 111): The Common Course Numbering initiative was not executed effectively by the state. Changes were being made weekly during the fall 2024 semester. Conflicting information was the norm and we had to be prepared to make changes with little notice. It was a stressful process, but in the end they got it done. We know what to expect for the next phase.

4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Brooke Hanniff

- Department Chair, Communication Studies
- Faculty Senator
- Student Life Committee member
- Student Commencement Speaker Coach
- Learning and Career Pathway General Faculty Representative (Arts, Humanities, and Communication)
- Communication Studies Club advisor
- Lead mentor for the Communication Studies mentoring program
- WSCA (Western States Communication Association) member and paper reviewer
- FACC member
- Selection committee member: Dean of Liberal Arts

Angela Hoppe-Nagao

- Guided Pathways Faculty Co-Coordinator.
- Pronto Lead for LCP/GFR implementation
- Simple Syllabus faculty liaison for implementation
- ZTC Project Participant 2023/2024
- OER Project Intercultural Communication Text 2025
- Curriculum Development: Created a new course, Intercultural Communication 320, an upper-division course for the new Dental Hygiene BS Program.
- Access to Completion and Equity Committee
- EAB Faculty Liaison
- Received Outstanding Faculty Member of the Year Award, 2023/2024
- Received 2022/2023 Faculty Senator of the Year Award
- AB-928 Communication Studies Civic Engagement Team Lead Faculty and Senate workgroup lead
- Conference Presentation: Hoppe-Nagao, A. K., Segovia, D., Nguyen, A. (2023). Golden Four Coursework and AB 928: Supporting Students Through Their Transfer Journeys. Paper presented at the Strengthening Student Success Conference. Burlingame, CA.
- Special Projects
 - Strategic Enrollment Management Academy
 - PRT Team
 - Artificial Intelligence AACU Academy

Nick Matthews:

- Faculty Senate representative, Liberal Arts
- Member, Joint Task Force on Academic Rank
- Member, Canvas for Accreditation Task Force
- Selection committee member, Dean of Liberal Arts
- Distance Education Coordinator
- DE liaison to the Faculty Professional Development Committee
- Learning and Career Pathways General Faculty Representative (Social and Behavioral Sciences)
- Chair, Hiring Standards Committee
- Local CalGETC + Common Course Numbering curriculum lead for Public Speaking
- Zero Textbook Cost (ZTC) course developer, Introduction to Communication Studies
- Professional development facilitator:
 - Great Teachers Seminar (2024)
 - Equity Conversations: Exploring the Peralta Equity Rubric (2024)
 - "Land a full time job" CCFF workshops (2023-2024)
 - Five-Day Accessibility Challenge (2022)
 - Cerritos College Summer Institute (2022)
- Treasurer-Elect, Pacific Southwest Collegiate Forensics Organization (PSCFA)
- Member, Phi Rho Pi Debate Rules Committee

April Bracamontes

- FACCC Leadership and Advocacy Committee Member
- Presenter at the 2025 Faculty Association of California Community Colleges Advocacy and Policy Conference
- Cerritos College Faculty Federation Vice President of Full Time Faculty
- Former Cerritos College Faculty Senate President and Faculty Senator
- Faculty Senator of the Year 2019-2020
- Selection Committee Member, Dean of Academic Affairs
- Student Learning Outcome Committee Member
- Received 2019-2020 Faculty Senator of the Year
- Professional development facilitator:
 - New Faculty Orientation (FT Faculty)
 - New Faculty Orientation (PT faculty)
 - Know your 2024-2027 Contract
 - Dual Enrollment Orientation

Kimberly Rosenfeld

- Cerritos College Bridge to Equity Award 2024
- CTX Outstanding Faculty Development award 2022-2023
- Co-chair of the Chair's Council, Senate Committee
- Co-Chair Women's History Month Planning Committee
- Co-Chair of the Women's and Gender Studied Department
- Co-Chair of the Education Department
- Faculty Lead, Learning Communities Program
- Panel Member "Freedom of Speech in Academia," Los Angeles City College (Oct. 7, 2024)
- Artificial Intelligence AACU Academy, Lead (2024-205 AY)
- Conference Presentations:
 - "Launching Futures in Special Education: Cerritos College's New Career Pathway Starting Fall 2025." Cerritos College Annual High School Counselor Conference, January 31, 2025.
 - "Using Deliberative Dialogues on Campus to Foster Better Free Speech." AAC&U Annual Meeting, January 22-24, 2025, Washington D.C.
 - "Civic Dialogues: Advancing the Public Good." The Community College League of California's 2024 Annual Convention, November 21, 2024, San Francisco, CA
 - "Building High Impact Elementary Education SPED Teaching Pathways: CCC TO CSUs" ACCCTEP Annual Convening, November 8, 2024, Long Beach, CA.
 - "Educating for the Public Good in California's Community Colleges Through 'Civic Dialogues' and the Help of 3CSN." Strengthening Student Success Conference, October 9-11, 2024, Anaheim, CA.
 - "Educating for the Public Good: How 'Civic Dialogues' is Fostering Civic Learning and Democratic Engagement in California's Community Colleges" Civic Learning and Democratic Engagement Annual Meeting (NASPA) (Accepted) Annual Meeting, June 5-7, 2024, Detroit, MI.
 - "Hidden Stewards of Democracy: Untapping the Strength of California's Community Colleges to Advance Civic Equity Among the Nation's Most Marginalized Students" (Accepted) Conference: AAC&U Annual Meeting, January 17-19, 2024, Washington D.C.
 - "Reclaiming the Civic Mission of California's Community Colleges" (Accepted) Conference: The Community College League of California's 2023 Annual Convention, November 16, 2023, Indian Wells, CA
 - "A National Imperative: Reclaim the Civic Mission of California Community Colleges" Conference: 2023 Civic Learning Democratic Engagement (CLDE) Meeting, June 1, 2023 Boston, MA
- State-Level Curriculum Work:
- C-ID Course Reviewer Lead - Education
- C-ID FDRG Lead - Gender Studies
- Community Engagement work
 - Association of Community College Teacher Education Programs (ACCCTEP), Board Member (2023-2025)
 - External Reviewer for Journal of Applied Research in Community Colleges (2025-Present) Civic Dialogues, Co-organizer. The series hosts the nation's leading scholars, researchers, and practitioners of civic and community engagement who share their work. This is done during the first hour of the program, while in the second hour, Kimberly and her co-host lead a "deep dive" discussion into the topic. Civic Dialogues have been running live via Zoom since spring 2020. They are recorded and posted to The Civic Dialogues YouTube Channel (<https://youtu.be/-J9GaFauluQ?si=H7LJd6CN7q6mbkLA>). The YouTube channel videos are currently available to students, faculty, and other practitioners as a resource for closing the civic equity gap.

Cynthia Lavarieri

- Office of Student Conduct & Grievances, Faculty Coordinator- Term ended in Fall of 24
- CCFF, Full Time Member-at-Large
- Serves on CAIR Team
- CCC TIX Consortium, Member
- Serves on Coordinating Committee
- Serves on DEEAO
- Presenter, CTX Overview of CAIR & Office of Student Conduct & Grievance

Chris Forsythe

- Received Cerritos College Outstanding Part Time Faculty Award (2024)

Desiree Montenegro

- OPEN EDUCATIONAL RESOURCE (OER) - AUTHORSHIP & CREATION
 - Montenegro, D. & Newsom, V. (2024). Communication Literacy: Rhetoric and Speech in the Digital Age. LBCC POCR & Canvas Commons. Meets Open for Antiracism (OFAR) guidelines & LBCC POCR Aligned. CC BY-NC-SA 4.0
 - Newsom, V. & Montenegro, D. (2023). Communication Literacy: An Introduction to Communication Studies. Canvas Commons and Merlot Open Textbooks. Meets Open for Antiracism (OFAR) guidelines. CC BY-NC-SA 4.0. Open for Antiracism (OFAR) guidelines. *Also published in Canvas Commons and through Merlot Open Publishing.
 - Lengel, L., Newsom, V., & Montenegro, D. (2023). Holocaust Denial and Distortion. In M. Polgar & S. John (Eds.), *The Holocaust: Remembrance, Respect, Resilience*. Pennsylvania State University. <https://psu.pb.unizin.org/holocaust3rs/>. CC BY-NC 4.0.
 - Meets Open for Antiracism (OFAR) guidelines
 - Developed a mixed OER utilizing pre-existing content that meets California State and Creative Commons OER guidelines.
- Refereed articles
 - Montenegro, D., Newsom, V. A., & Martin Lengel, L. (2024). Remnants of belonging: Crimean Krymchak cultural preservation in the face of discursive cleansing. *Knowledge Cultures*, 12(1), 147-164. <https://doi.org/10.22381/kc12120249>
 - Lengel, L., Montenegro, D., Newsom, V. & Tolofari, A. (2023). Reporting on the Shadow Pandemic in Nigeria: An Analysis of Five Media Organizations' Coverage of Gender-Based Violence During the COVID-19 Pandemic. *Journal of African Media Studies*, 15(1) 69-89. *Authors are listed in alphabetical order to denote equal participation
 - Montenegro, D. A. (2021) Reaching At-Risk Student Populations During a Pandemic: The Impacts of Covid-19 on Prison Education. *Frontiers in Communication*, 6. doi:10.3389/fcomm.2021.604963
- CONFERENCE PAPERS, PRESENTATIONS & ROUNDTABLE DISCUSSIONS
 - Montenegro, D., Newsom, V., & Lengel, L. (April, 2024). Forgotten Messages from a Forgotten Indigenous Community: Analyzing Failures of Language and Culture Preservation. Central States Communication Association Annual Convention, Ethnicity, Race, International, and Class Concerns Caucus, Grand Rapids, MI.
 - Lengel, L., Newsom, V., & Montenegro, D. (October, 2022). Embodied activism for local and global solidarity: (Re)connecting to confront systemic inequities. Paper, from an anonymously peer-reviewed competitive extended abstract, presented at Global Fusion, Temple University, Philadelphia.
 - Lengel, L., Newsom, V., & Montenegro, D. (November, 2021). Fake News, Selective Forgetting, and Alt-Right Induced Trauma: Intercultural and Interfaith Responses to Holocaust Denial and Distortion. National Communication Association, Spiritual Communication Division, Seattle, WA. Top Competitive Paper. Montenegro, D., Newsom, V., Yeung, M., Lengel, L. & Curiel, L. (May, 2021). Cultivating Care During COVID: Gender and Health Inequities During the Pandemic. International Communication Association Annual Convention, Health Communication Division, Online Convention (COVID-19).
 - Lengel, L., Montenegro, D., Newsom, V., & Tolofari, A. (March, 2021). Inspiring Anti-Gender-Based Violence Advocacy during the Covid-19 Pandemic in Nigeria. Central States Communication Association, Activism, Communication Ethics, and Social Justice Interest Group, Ethnicity, Race, International, and Class Concerns Caucus, and

Women's Caucus, Online Convention (COVID-19). *Authors are listed in alphabetical order to denote equal participation.

- o Newsom, V., Yeung, M., Curiel, L.L., Peña, A., Montenegro, D., Birzescu, A., Höfferer, J., Vukasovich, C., & Lengel, L. (November, 2020). The Impact of Social Polarization on Public Health Risk Perception. National Communication Association Annual Convention, Health Communication Division, Online Convention (COVID-19). *Revised from initial in-progress proposed paper, Lengel, L., Newsom, V., & Vukasovich, C. Impact of Data Visualization on Public Health Perception: A Comparative Analysis of Best Practices.
- o Lengel, L., Newsom, V. & Montenegro, D. (May, 2017). White Religio-Nationalism, Post-Truth Populism, and Muslim Othering. Populism, Post-Truth Politics and Participatory Culture: Interventions in the Intersection of Popular and Political Communication Pre-Conference; International Communication Association Annual Convention, San Diego, CA.
- 2021- 2023 Part-Time Faculty Senator, Faculty Senate. Cerritos College

5. Provide a status update on goals from the last program review cycle.

***Last program review cycle 2018/2019*. Is this question asking for last unit plan review cycle or the last larger program review?**

Goal	Met	Not met/On going
1. Develop new dept certificates, including interdisciplinary certificates-pending notification from the Chancellor's office on unit value.	Currently offer a certificate of achievement for students who complete 12 units of Comm classes.	
2. Change the department name to Communication Studies.	Yes	
3. Create a master online Speech 100 course. The course has been approved for online instruction for several years.	Yes. Note: Speech 100 is now Comm 100	
4. Increase student awareness of the Forensic Team		Ongoing
5. Expand marketing efforts for degrees, certificates, and the Forensics Program. Needs include updated posters, paperwork for name change, cardstock for new flyers and pamphlets	Yes	Ongoing
6. Organize a majoring in Communication Studies workshop once a semester-estimated cost \$500 (faculty stipend)		ongoing
7. Explore an online Communication Studies AA pathway		ongoing
8. Lobby division and administration to move Forensic team funding from ASCC to Liberal Arts Secure ongoing funding model for part-time coaches		Not met Reassigning time for FT coach is now in the CBA
9. Reconfigure office arrangement to update space and add additional offices. Need new mailboxes to accommodate a larger number of staff. Update carpet painting and furniture for offices and classrooms (ss 207 and 224)	Partially met- Office arrangement and additional mailboxes added. New office furniture for the waiting area. Upon request, some offices received new office chairs.	Not met: updated furniture in SS 207 and 224
10. Ongoing involvement in professional development activities in response to AB 705 and other trends within the field.		ongoing
11. Update technology in squad room: new copier, machine, printers, ports.	Yes	
12. Increase department-wide SLO assessment		ongoing
13. Increase enrollment in Speech 235 to include sustainable enrollment and increase the number of course offerings from 5 to 8 sections	Yes, and ongoing depending on student needs. Note: Speech 235 is now Comm 103	

6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

TBD

Section 5. Program Goals and Resource Requests

A. Six-Year Program Goals and Resource Requests