



**GAVILAN
COLLEGE**

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Instruction

Program Name:	Communication Studies
Academic Year:	2019/2020

Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [AP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

[Check here for Timeline](#)

A. Executive Summary

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Goals for the next three years :

- Develop and offer a new Communication Studies course, Argumentation and Debate.
- "Integrated Planning and Initiatives" will directly impact the Communication Studies program. However, integration with Guided Pathways has begun by creating a Guided Pathways Map, but at the same time there is still a lot that needs to be integrated with our program. While we consider what we've accomplished to date successful, we understand the necessity of tying all the components together to better serve the students.
- Retaining a strong cohort of faculty (full time and adjunct alike) is of the utmost priority. We are only as good as the instructors that teach the curriculum. Therefore, we will be incorporating a yearly retreat (teambuilding, support, and pedagogy focused), to support one another and build a unified front in the Communication Studies department which we hope will help retention of qualified faculty.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Communication Studies Department has built a reputation of providing students with a quality and consistent educational experience that is engaging, empowering, and enriching beyond the completion of a required course. Students are encouraged to pursue an ADT, AA, or one of two certificate offerings in this area of study, resulting in the highest number of Associate of Arts Degree for Transfer graduates in 2018 and fourth in number of graduates with a certificate. Passion for the discipline and a genuine caring for the college students' collaborative learning experience drives the success of the program. Qualitative data shows consistent retention and success rates across a number of Communication classes, at or above the campus average. In addition, whether it be improving public speaking skills, working with a culturally diverse group at work or developing conflict resolution skills to better communicate wants and needs with family and friends, the curriculum is academically structured to empower students in a multitude of context in their lives and assist them in reaching their full academic and personal potential.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- Each goal since the last program plan and review and
 - PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Optimize enrollment, course offerings, and services to reflect community needs and growth.	Communication Studies enrollment is consistent, course offerings during morning, afternoon, and evening as well as hybrid, fast track options, provide the working student opportunities to complete coursework as well. Hollister, Morgan Hill, and South San Jose course offerings reach additional communities.

<p>Increase course and program offerings, as funding allows with a particular emphasis on Transfer Model Curriculum (AA/ADTs).</p>	<p>All required coursework and multiple course offerings are provided every semester allowing students the ease in achieving an ADT or Certificate without having to wait for a course to be offered.</p>
<p>Strengthen and augment means for students to communicate among themselves and to the broader campus community on issues of common concern.</p>	<p>Communication Studies faculty have participated on panel discussions, facilitated workshops for faculty and students, emceed events, delivered presentations on socially significant topics on campus and in the community. Students have volunteered at many of these events, fundraised and conducted community outreach through CommClub, and have worked with ASGC during events such as club day.</p>
<p>Evaluate alternate delivery of courses and services such as online, hybrid, and High Step. Grow distance education program offerings as appropriate.</p>	<p>Over the past three years, Communication Studies Hybrid Fast Track Course offerings have enabled students to complete required coursework and/or degree requirements in a 5 week, hybrid offering. Four different types of Communication courses in this alternative option are offered. CMUN 1A High Step classes at Sobrato High and Gilroy High Schools are consistently offered.</p>
<p>Foster a campus culture of engagement and excellence through improved communication, coordination, collaboration, and participation.</p>	<p>Cross disciplinary courses with Theater, Political Science, History, and Computer Science continue to be offered. Service Learning is integrated into a couple of sections of CMUN 10 Small Group Communication. Communication faculty are continually called upon to share their expertise across campus on issues such as difficult dialogue in the workplace.</p>

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

The only significant change over the past three years is that the Communication Studies program now offers Hybrid Fast Track courses of study to help expedite the attainment of a degree, certificate, or a class meeting various types of students needs.

C. Program Overview

1. List program degrees and certificates under this department according to the [colleg"/>"/e catalog](#).

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

ADT in Communication Studies
AA in Communication Studies
Certificate of Achievement in Communication Studies
Certificate of Achievement in Interpersonal Communication

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

The Communication Studies department works with external stakeholders in two capacities—through Service Learning and through the CommClub. First, instructors have the option to reduce traditional assignments and replace with service learning projects that benefit local non-profit agencies. For example, CMUN 6: Intro to Conflict Resolution requires students to volunteer 25 hours at a local agency and practice their conflict resolution skills (i.e. YMCA, Live Oak Adult Day Services, Sun Street Center, etc.). In Spring 2019, CMUN 1A: Public Speaking students will be creating Public Service Announcements that will be aired at the San Benito County Food Bank. In CMUN 10: Small Group Communication courses have been implementing projects that raise funds to support important local programs. Lastly, the CommClub has also created partnerships with local businesses to raise scholarship funds for Communication Studies students. The club is planning on expanding to provide service in the community as well (i.e. resume writing workshops).

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer** [\[view\]](#) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) -->Program Review/ Equity--> D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

The Communication Studies classes are consistently amongst the 80th percentile in course success rates, most recently for 2018/2019, 82%.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Path: [GavDATA](#) -->Program Review/ Equity--> D2. One Year Persistence Rate

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

We expected to meet and/or exceed the college average retention rates. We aren't surprised by the data.

3. What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: [GavDATA](#)--> Program Review/ Equity-->D3. Course Rates by Unit

4 – 6: N/A



Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

Path: [GavDATA](#)-->Program Review/Equity-->D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

The program isn't responsible for what students enroll in each GE level course, however where the program is responsible for retaining students once they are placed. After reviewing GavData, there is no consistent correlation between the populationions experiencing disproportionate outcomes and our program. Each course provides individualized data that reflects varying positive and negative variables that affect enrollment and retention.

Our program material consistently addresses equity gaps in both intangible and tangible ways. For example, discussions, projects, and assignments occur around the following subject areas: structural violence and institutional power, privilege and intersectionality, cultural differences and views on equity based issues, etc. These discussions often manifest in ways that impact their personal and professional relationships. For example, a "privilege walk" in Intercultural Communication has led to a discussion on accessibility. The students noticed many buildings on campus are not ADA compliant and are researching how to create a petition to get buttons that will electronically open doors on every building on campus. The students noted, "when a student in a wheelchair comes to the CDC and

has to wait for someone to walk by and open the door, this sends the message that these spaces are only for individuals with able-bodies..."

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

The Communication Studies discipline as a whole, as well as our program, aligns and supports BP 3420 (Equal Employment Opportunity). All courses in our discipline address cultural awareness and develop the communication skills necessary to promote diversity and inclusion—listening, empathy, and critical thinking are a few noteworthy skills. The skills we teach in the classroom carry over into hiring practices. Our desire is to hire instructors with diverse backgrounds and skills to model the very principles we teach. Our biggest barriers in addressing EEO outcomes is not our desire to hire diverse instructors, but the lack of qualified applicants (i.e. lack the proper degree requirements to teach in the discipline) and/or the lack of incentives for instructors to work at Gavilan (low pay, high cost of living, etc.).

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: [GavDATA](#)--> Program Review/ Equity-->D9. Course Success Rates-->Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Unfortunately upon clicking on the link for Hybrid course success rates in Communication Studies, Gavilan Data indicated that no data was available, however, hybrid courses have now been offered consistently over the past two years in the department.

10. N/A

Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

Path: [GavDATA](#)àProgram Review and EquityàD11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
15/16	27 ADTs, 5 AAs, 23 Certificate of Achievements	40	55
16/17	25 ADTs, 4 AAs, 26 Certificate of Achievements	45	55
17/18	33 ADTs, 6 AAs, 36 Certificate of Achievements	50	77
18/19	37 ADTs, 2 AAs, 31 Certificate of Achievements	55	70

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

The Communication Studies faculty actively promote and encourage students to declare Communication Studies as a major (degree) or minor (certificate). Every year we set a goal to increase our number of graduates by 5. We believe this to be a realistic goal, an approximate increase of 10-11% per year above the college's goal of 7.5% completion rates. We continually exceed is goal every year. We graduated the most Associate of Arts Degrees for Transfer in 2018/2019, more than doubling Psychology majors and ranked fourth amongst graduates in Certificates behind IGETC, CSU General Education, and Cosmetology, the department reflects a forward thinking and achieving model of not only declaring, but graduating our majors successfully year after year.



If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes: X No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (<-- requires your email log-on)?

Yes: X No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes: No: X

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes: No: X

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

The SLOs for CMUN 12 have not been updated in the past five years due to the course being deactivated. The course was reactivated in 2017, but the course was cancelled. A hybrid CMUN 12 just finished in early November and assessment data was taken. SLOs will be updated by the end of 2019.

Most CMUN SLOs have been reevaluated. CMUN 4 and 5 are the only course left for revision. CMUN 4 is currently being reviewed and updated. CMUN 5 SLOs will be reviewed next semester.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet-->[curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

The program has no specific course goals for SLO success across classes/instructors. Two specific goals can be:

1. Hold a program meeting to discuss alignment of SLOs with course assignments to ensure more consistency in curriculum taught across several sections. For example, are assignments aligned in standard and rigor?
2. When SLOs are being assessed, we can distribute surveys across multiple sections and instructors. This approach will allow us to see how SLOs are being met across multiple sections. This also increases accountability for all instructors to meet SLOs, not just the instructor creating the SLO report.

SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

SLO results were high across courses. In general, students reported 80-90% understand of SLOs upon course completion. The one noticeable pattern is that students have a high level of speech anxiety across multiple courses. Understanding of SLOs relating to effective speaking were around 70% (compared to 80-90% with non-speaking related SLOs). Students did report that the more speaking practice that occurred, the more comfort they developed.

Program Learning Outcomes (PLO)

Path: [Gavilan College Intranet](#) --> Program Planning --> Student Learning Outcomes Assessment Reporting --> Program Level SLO (Far left) --> Instructional --> Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Our last PLO report from 2017-18 confirms that the Program Learning Outcomes are being met across all Communication Studies course offerings (see analysis below). Our continued goal is to incorporate assignments into every course that focuses on developing theory, application, and presentation skills regardless if students are enrolled in the AA, AA-T, or certificate programs.

PLO 1: Apply theory and research findings in communication studies to their professional and personal relationships. --A survey was administered across four sections and found that "90-100% students report application of theory and research to professional and personal relationships as well as moderate to definite improvements."

PLO 2: Engage in professional public discourse with application of research, organization, reasoning and oral presentation. ---Results for this PLO varied depending on the course subject (i.e. public speaking, small group communication, etc.). Public speaking yielded the highest results for achieving this outcome, however according to the PLO report, "all courses still met and exceeded learning outcomes pertaining to public discourse. Symposiums were ranked in the 90th percentile for understanding and execution as well as improvements in the ability to research, organize, reason and deliver oral presentations."

Institutional Learning Outcomes ([ILO](#))

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

Over the past few years we have gone through the process of revising and condensing our SLOs for each course. During the revision process for SLOs, we ensure the new SLOs align with both PLOs and ILOs. While some SLO revisions occurred before the new ILOs were approved in August 2018, our SLOs and PLOs are still in accordance with our current ILOs.

For example, PLO 1 states, "Apply theory and research findings in communication studies to their professional and personal relationships." Students need to think critically and creatively about how to apply theory to their personal lives (ILO A), apply this theory in the form of communication with self and others (ILO B), and through this process cultivate stronger relationships with others (ILO D). If the students have understood and applied communication theory to improve their relationships, this shows social responsibility (ILO C). The SLOs for each course are more specific, but align with the broad tone of each PLO and ILO.

22. N/A



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

We have plans to create an Argumentation and Debate course, which will be an introductory general education oral communication course. This course would meet IGETC, CSU, and Gavilan requirements and would offer another level, breadth, and depth to our course offerings within the department. Hesitation to create this course would be long term sustainability due to having qualified faculty to teach such a course.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

We have no plans to inactive courses. As mentioned above, we would like to create and active an Argumentation and Debate course.

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet-->Argos-->Gavilan Schedule-->Schedule by Division and Department-->Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports-->Schedule Reports by Division and Dept svc-->Run

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

communication studies courses are offered consistently M-TH from 8 am-9:10 pm and Fridays 8 am-3:30 pm. We offer off site courses, hybrid sections, and even met the need of Saturday offerings only to be met with low enrollment. We offer every section every semester. We recently reintroduced CMUN 12 Business Communication when it was inactive for quite some time. We reworked the curriculum, offered it as a hybrid, and tied it into our fast track offerings. We constantly adapt to students needs and majors and minors never wait more than one semester to get the class they need to

graduate. We are cognizant of offering a plethora of classes at a variety of days and times.



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

* **Path:** [GavDATA](#)--> Program Review/ Equity--> F1. Faculty workload (FTEF) by Full-time/ Part-time-->Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2017-18	2	9-10	FT: 3.8 or 38% PT: 6.2 or 62%	10.0
2018-19	2	9-10	FT: 4.0 or 39.2% PT: 6.2 or 60.8%	10.2

How have and will faculty with reassigned time, grant commitments and activity, projected faculty retirements and sabbaticals affected personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

The Communication Studies Department has operated with a 39/61 ratio of Full Time faculty to Part Time faculty depending on the semester for years and overloads. Besson and Alviso are both working on 20% stipend release loads and have been approached by a number of people to lead various initiatives and grants on campus. The agreement to decline anything beyond a 20% release load in the best interest of the Communication Studies Program and its students has affected personnel decisions leading to overloads in teaching courses. In the foreseeable future, full time faculty may take personal leaves and/or apply for sabbatical leaves. Retaining a strong adjunct faculty cohort has proven difficult due to losing personnel to other industries, other colleges that have higher pay in the bay area, and/or faculty receiving full time tenure track teaching positions elsewhere.

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* Path: [GavDATA](#)-->Program Review/ Equity--> F2. Enrollment Variables and Trends-->Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	\$385,462	\$366,273
16/ 2017	N/A	N/A	N/A	\$326,153	\$371,866.25
17/ 2018	10.0	146	248	\$346,048	\$365,733.34
18/ 2019	10.2	161	263	\$367,677.72	\$379,202.18

Your Program Cost per FTES average is: \$2,355.29

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

Our program cost is significantly lower. \$4,848.15 lower than the college-wide cost per FTES and \$1,371.71 lower than the statewide funding per FTES.

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
\$700	Instruction Supply Budget	2018/19	Purchase Instructional supplies for CMUN faculty Purchase advertising and promotional materials for program.	Better opportunities for collaborative learning and engaging activities. Increased informative promotional materials for students increasing likelihood for follow through when declaring Communication Studies as a major or minor.

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

communication studies has mapped out their ADT degree for guided pathways with counselors Blanca Arteaga and Celia Marques. While we have modeled our approach off of a guided pathways template before it even existed and was an initiative, we are excited to finally tie in the pieces of counseling and support systems.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?



Consider addressing this in your Three-Year Program Plan at the end of this document.

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)**?

N/A

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing [Launchboard](#).**

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)**?

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

Our Annual Alumni Speakers Panel provides insight for Communication Studies majors on a variety of fields and careers they can pursue following graduation. We have no way of documenting success rates following graduation. All contact with former alumni is made through social media and professional sites such as LinkedIn.

3. What percentage of students is attaining a living wage **(100 words or less)**?

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

Again, we have no way of documenting the attainment of living wage.

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

Full Time faculty Kelly Alviso and Denise Besson have presented together as well as individually a variety of professional development trainings to faculty and staff. In addition, faculty have been asked to provide support and guidance in communication related issues that become problematic within programs across campus that directly affect both faculty and students.

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

Our program has only 2 full time faculty to its rotating 8-9 adjunct faculty every semester.

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

This seems impossible to do because there are no incentives offered by the district for attracting teachers to drive to Gavilan college due to lack of pay, non-competitive pay/cost of living, future promise for tenure-track, full time teaching positions.

We are trying to hire diverse faculty that reflect our student body, however we can't retain them. For example, we hired Cerbrina who began teaching for us, however she is now relocating due to cost of living. Another potential faculty member who is living overseas contemplated teaching in our department but cannot make enough money to live in the Bay Area so he declined. An impressive, diverse faculty member, who also teaches at the University of Berkeley, realized there was no long term benefit for teaching at Gavilan College and declined further course offerings.

With each of these examples, you can clearly see that there are faculty who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies and students at Gavilan College but are not being provided incentives by the district to stay.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Goal setting worksheet should be included directly on the PIPR form.

Example Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

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<p>Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested. If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population</p>	<p>Mission statement: Supports innovate practices Strategic Plan: Goal 4: Improve Equity SLO Results: No direct connection</p>	<p>Partner with EOPS to create a Foster Youth ENGL1A intervention team</p>	<p>Chair, Department of English</p>	<p>None</p>	<p>September 2020</p>	<p>Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention</p>

Three-Year Program Plan Goal Setting Worksheet

Communications

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal**</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>Increase Student Achievement and gain an increased number of majors and minors</p>	<p>Further develops curriculum enhancing critical thinking, personal growth in a variety of contexts, and transferability.</p>	<p>Create an Argumentation and Debate course and offer the transferable communication course</p>	<p>Kelly Alviso</p>	<p>N/A But future full time faculty hire would enable growth of multiple offerings of this course and possible speech & debate team</p>	<p>Dec/2020</p>	<p>Curriculum Committee will approve it for first offering Spring 2021. Data will be collected tracking number of students enrolled/completion rates and declared majors/minors.</p>
<p>Improve equity and increase achievement with Integrated Planning Initiatives/Guided Pathways in Communication Studies</p>	<p>Personal Growth and Student success among transfer pathways for graduation with focus on improving equity and decreasing achievement gaps with marginalized groups (target populations)</p>	<p>Mapping Communication Studies Major and implementing Guided Pathways initiative. Collecting data from student info sheets and final course completion data</p>	<p>Denise Besson Kelly Alviso</p>	<p>N/A</p>	<p>College implementation date</p>	<p>Upon Full implementation of Guided Pathways in Communication Studies, completion and graduation rates will be monitored targeting specific ethnic groups.</p>
<p>Increase opportunities for</p>	<p>Cultivating Learning tying</p>	<p>Continue Annual Alumni Speakers</p>	<p>Denise Besson Kelly Alviso</p>	<p>N/A</p>	<p>By next three year report</p>	<p>Faculty feedback, Alumni Speakers</p>

<p>networking, educating students about career pathways and improve employment readiness</p>	<p>curriculum into career options, providing networking opportunities for students, etc.</p>	<p>panel and adding a yearly teambuilding and retreat session for faculty building a more cohesive support network with discussions around meeting Goal 3 across all Communication Studies courses regardless of instructor.</p>				<p>Panel feedback, providing networking opportunities for students with alumni and documenting internships and employment opportunities as a result of our efforts.</p>
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Signature Page

Program being reviewed: **Communications**

Date: [Click here to enter text.](#)

How to use form:

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Denise Besson		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Susan Sweeney		12-2-19
PIPR Support Team	Lelannie Diaz		