



Fullerton College Program Review and Planning Self-Study for Instructional Programs Communication Studies Department Fall 2021

Statement of collaboration

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

Participants in the self-study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

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1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study, on a page all by itself.)

The Department of Communication Studies full-time faculty are proud of our program's long term commitment to student success and the Fullerton College community. We support over 4,000 GE students and over 350 program majors a year, we support a competitive intercollegiate speech and debate program, and our faculty provide leadership across the campus.

We know that we are not perfect, and the data suggests we still have growing to do. That knowledge does not bother us. We operate with our own growth mindset. We know that we are not done learning how to be the best teachers for our students. We know that we are not done figuring out how to best design our courses and programs to be equitable. We know all this and we embrace the challenge.

As you will notice we have an aggressive agenda laid out in our strategic action plans. We are focused on improving student success and decreasing equity gaps in our GE offerings. We are focused on providing increased transfer and career support for our majors. And, we are focused on supporting our faculty as they develop our program and integrate campus initiatives such as FYE.

We have detailed our successes, our challenges, and our plans for continual improvement. We hope you enjoy the read.

2.0 Mission

Mission: The Department of Communication Studies supports the Mission of Fullerton College. While all students enrolled at Fullerton are welcome to enroll in our courses, the data suggests that the vast majority of the 4,200 students we support annually are pursuing an Associates and/or Transfer Degree. In fact, three of the five courses offered in our Department (Public Speaking, Argumentation, and Small Group) fulfill one or both of the Oral Communication and Critical Thinking requirements for transfer students. Our Intercultural Communication course also fulfills the lifelong learning and self-development requirement for graduation while our Interpersonal Communication course fulfills the CSU Social Science GE requirement for graduation.

Our GE and transfer efforts help Fullerton College achieve its mission to advance student learning and achievement by developing flexible pathways for students from our diverse communities who seek certificates, associate degrees, and transfer.

To facilitate a successful pathway to transfer, the Department created an ADT for Communication Studies. Our AA was identical to our ADT. Since the ADT has more benefits to the student and to the campus, we have stopped offering the Communication Studies Associate's Degree to new students. The Communication Studies Department is currently one of the largest ADT programs on campus.

The Department also supports a vibrant forensics program. Our forensics program routinely competes in regional and national tournaments, in both debate and individual events, with multiple students winning in their respective competition categories every semester. The speech and debate students also continue to serve the college at large by maintaining a speech and debate club through Associated Students, speaking at faculty and college wide events, and volunteering as judges for high school and collegiate novice forensics tournaments. The Communication Studies' forensics program provides students with an opportunity to become successful learners, responsible leaders, and engaged community members.

Vision: The Department of Communication Studies supports the Vision of Fullerton College. Our courses transform students because the content of our courses increase Communication Competency and Public Speaking skills. Human communication is at the core of the human experience. Whether it is communicating information in the workplace, making a political argument, or arguing with a member of your family, our courses educate students to both the theory and practice of human communication. Our courses provide students with insights that will transform their lives and give them the skills they need to lead the world toward positive change.

Core Values: The Department of Communication Studies supports the Core Values of Fullerton College. We believe that the central tenants of our discipline (Human Communication) stress the importance of Community, Diversity, Equity, Growth, Inclusivity, Integrity, Partnership, Respect, and Responsibility. The heart of our discipline emphasizes the importance of diversity, inclusive decision making, ethical communication, and respect of others. As a result of these core values, our faculty have chosen to be actively engaged in campus leadership at the department, division and college wide level. As a result, the full time Communication Studies faculty play an important role in making Fullerton College a great place to work and to get an education. We believe that the campus culture benefits from the connection our faculty makes with over 4,200 students annually.

The Communication Studies Department also holds anti-racism pedagogical practices as one of its core values. Our department is actively engaged in the anti-racism dialogue happening on campus with multiple members of the department serving as lead facilitators and members of the anti-racism task forces that were organized in Spring of 2021. Below is the Communication Studies Anti-Racism statement written by our department. We have encouraged all faculty members to place this statement in their syllabi.

College Goals: The Department of Communication Studies is committed to meeting the three stated goals of Fullerton College including: increasing student success, reducing the achievement gap, and strengthening our connections with our community. The Department of Communication Studies has engaged in on-going staff development, curriculum revision, and SLO evaluations to help increase our student success and to reduce our achievement gap. The Department of Communication Studies has also strived to increase connections to the Community with sponsored campus events and the continued support of our Forensics Program. Finally, the Department of Communication Studies actively supports all Division and College outreach activities.

Communication Studies Department's Anti-Racism Statement

We acknowledge that systems of higher education were built on tenets of White Supremacy, racism, and associated values. These tenets continue to exist in our society, in institutions and in our College. For too long this racist ideology has been intricately woven in policies, pedagogy, and common practices for serving students. Further, systems of racism and inequity shape the lived experiences of BIPOC (Black, Indigenous or People Of Color) students, faculty, and staff. These truths impact our institutional culture and prevent us from actualizing the Fullerton College vision to transform lives and inspire positive change in the world.

As communication scholars, we recognize that symbols, messages, meaning and interaction can be constitutive of racial injustice; but that communication can also be a form of productive action. It is for these reasons that we are committed to the continued building and sustaining of an academic department where both education and research can be tools for eliminating injustices related to race and ethnicity as well as all forms of dehumanization and marginalization.

We stand together in this journey for equity and justice and must continually educate ourselves on best practices in anti-racism work to embody the change we are hoping to enact. We are committed to a review of our program to identify how our curriculum, pedagogy, grading policies, and hiring practices perpetuate systems of White Supremacy.

It is from this understanding that we pledge the following:

1. Commit to integrating scholarship by and about BIPOC to explore a variety of cultural perspectives.
2. Commit to and explore a pedagogy that values rhetorical styles from a variety of cultures
3. Commitment to collaborate with our faculty to create a community of practice committed to equitable grading.
4. Commit to hiring practices that reflect the needs and values of our BIPOC students.

3.0 Students

3.1 Enrollment demographics

Our department's general educational enrollment is stable and has been for the last four years. While enrollment in Communication Studies has decreased 8.4% compared to five years ago, this decrease is less than the overall college average which has seen a 12% decrease during the same period.

Additionally, the department has worked to build the size of its program in the past few years. For example, In 2015 we had 171 students that identified as majors. In 2020 we had 425. This represents a 149% increase in students that identify as Communication Studies majors. The department does acknowledge seeing a decrease in the number of enrolled majors for 2021 (390). We attribute this decrease primarily due to COVID 19, an issue affecting enrollment in the entire college.

With an increase in our majors comes increased demand for our courses.. As a result, our department has increased course offerings for certain classes. For instance, the department has gone from offering COMM 120 once every academic year to having three sections of COMM 120 offered every semester. In fact while we have not, as a faculty, identified a Gateway course, the data suggests that our course with the highest concentration of majors is COMM 120. 29% of enrollment in COMM 120 comes from majors.

Although our AAT program is significant and growing, the data suggests that 93% of the students taking our courses are not majors. Communication Studies supports thousands of students each year to fulfill general education requirements. We supported a total of 4,360 students in the 2020-2021 academic year. We also are aware that 85% of students that take courses in Communication Studies identify as Degree Seeking/Transfer students. As a result, our course enrollment trends reflect the changes we have made in our curriculum GE attributes over the last three years.

Specifically, we have reduced the number of sections in COMM 105 (Interpersonal Communication) and increased the number of sections in COMM 124 (Small Group). During our last curriculum review we took the Oral Communication GE attribute off of COMM 105 because the COR did not require public speaking in the course. Since COMM 124 did require public speaking we increased the number of sections to meet the demand created by the changes in COMM 105.

Also, we have lowered the unit count of our COMM 100 and 135 courses from four to three units, and we have increased the seat count in all of our courses (except COMM 138--Forensics) from 30 to 35 students. During our curriculum review the faculty determined that the workload required by our previous 4-unit COMM 100 and 135 courses, with a 30-person seat count, was

creating an inequitable experience for our students. Most colleges, including Cypress, offer these as 3-unit classes. In addition, because of the 30 student headcount our students were required to complete much more writing than most argumentation classes in our area. To remove these additional hurdles for our students we processed these changes through the Curriculum Committee over the last three years. These changes have reduced the number of sections we offer each semester.

There are several other data points that help us define our student cohort including:

- 40% of students in Communication Studies courses are under the age of 20, compared to 32% in other programs.
- 54% of students enrolled in Communication Studies classes are attempting 24+ units a year.
- We have fewer Asian and Latinx students selecting our major than other programs on campus (9.3% college wide vs 6.3% communication studies and 61.6% college wide vs. 55.3% communication studies).
- We also have a high percentage of students that identify as female in our major compared to other programs (64.8% vs. 52.2%).
- The vast majority transfer to CSU Fullerton (267—Fullerton), more than all other colleges combined (25--CSULB, 14--CSUDH, 8--ASU, 7--Cal Poly Pomona, 5--UCSD, and 4--UCSB).

We offer all five of our courses on a variety of different days and times. Since the communication studies department is a larger program, the department is capable of supporting a variety of scheduling options for our students. As the data indicates, we offer all our courses in fall, spring, and summer (except COMM 138 Forensics which is not offered in Summer due to a lack of regional and national competition). The Communication Studies department does not rotate curriculum. Our program always offers the courses students need that match with their preparations, goals, and transfer aspirations.

Our enrollment varies slightly from fall to spring. Our general education demand is fairly constant and predictable. Our process for course offerings involves a collaboration of department faculty, the department coordinator, and the dean. Together, all involved parties look at enrollment trends (past, present, and future) and make an educated guess as to many course offerings and sections we should provide every semester.

3.2 Student Achievement and Equity (and student demographic profile)

The Communication Studies department experienced a steady increase in student achievement until the academic year 2019 to 2020. Course completion rates experienced a 2.6 percent increase during the first 3 years of the cycle. This is likely attributed to the implementation of equity practices, student engagement, pedagogical changes and hiring practices.

The 2019 to 2020 academic year marked a college wide trend of decline for student achievement rates across the campus. Despite sharing in this downward trend for course completion and success, the Communication Studies department student achievement rates remain above the campus averages. We theorize that our recent decline in success and completion are tied to unpredictable student enrollment and withdrawal patterns amidst a global pandemic.

The Department of Communication Studies awarded 98 total program awards in the 2020-2021 academic year. This represents a 123% increase in program awards compared to 16/17. As the data suggests we still have one or two students a year that complete their AA in Communication Studies, but that program is no longer available to active students. The ADT in Communication Studies is better for both students and the campus and so we eliminated the AA so that students did not accidentally choose the inferior degree type. 425 Communication Studies majors have transferred to a four-year college in the last five years. In 2020, 101 students transferred. This represents a 237% increase over the last five years. The vast majority of our majors transfer to CSU Fullerton.

The two groups that have a below average achievement rate are Latinx students and Foster Youth. This could be explained by external factors such as lack of housing, food insecurity experienced by the students, lack of support from home, difficulty navigating school life, larger issues of student belonging and lack of knowledge of the college experience. We can do better in making available resources known to all students.

The campus as well as the department would benefit from doing more to tailor messaging and support to the first generation college student including facilitating access to resources. It could also be from internal factors that need to be better determined. Because we outsource a bulk of courses to adjunct professors who may not be accessible to most students in offices, the lack of support, mentorship, belonging/purpose may play a role in student disengagement. Course curriculum or certain pedagogical practices may correlate with differences in success/completion as well.

In our continued evolution and growth, we are guided by several principles including:

*We should continue to offer our adjunct faculty timely, relevant training on equity practices/methods/strategies.

*We should continue to utilize Hornets Tutoring Embedded Tutors Program to provide student support in key courses.

*We should develop a Faculty Inquiry Group designed to produce a needs assessment tool that we can use to survey our public speaking students to evaluate key areas of improvement.

*We should develop a Faculty Inquiry Group to produce culturally responsive materials, assignments and practices that respond to the needs of our black, latinx and foster youth students.

*We should create a Communication Studies Club to capture majors and students not interested in Speech and Debate.

*We should diversify our department programming by offering symposiums, colloquium/s, forensics showcases, etc.

*We should offer experience learning opportunities whereby students can connect course content with their lived experience.

3.3 Student Achievement and Pathways

Our department is committed to clarifying the curriculum path for our students. We are focused on doing our part to reduce the number of units students are completing to finish their ADT. Students completing their AAT in Communication Studies completed an average of 83 units in 2018-2019. The data suggests that students are completing 4 less units than they did in 2014-2015 (average unit accumulation was 87). When compared against other Communication Studies programs statewide our degree earners complete fewer units, on average. This is true for all ethnic, gender, and age groups. Our goal is to get our average as close to 60 units as possible.

Although students are taking fewer units, the data suggests they are taking more time. In 2018-19 our average graduate took 4.7 years. In 2014-15 it took a student average of 4.3 years. Bottleneck courses for our students are COMM 100 and COMM 135. Our completion and success rates are noticeably lower in COMM 100 and COMM 135 compared to all other COMM courses.

One likely explanation is the anxiety related to the high level of public speaking in COMM 100 and COMM 135. COMM 100 and COMM 135 have a significant amount of public speaking which would result in high levels of anticipated anxiety for students and lower completion rates.

A second explanation may be the workload related to having 4-unit classes with a class size of 30. COMM 100 and COMM 135 were 4-unit courses with seat counts of 30. As a result, students were asked to complete eight hours of homework and significantly more writing than the typical COMM 100 or COMM 135 class in the state of CA. As of Fall 2021, both classes moved to a 3-unit course with a seat count of 35. This will reduce the required homework and the additional writing requirement.

Recognizing the bottlenecks in our program, Communication Studies has partnered with embedded tutoring in COMM 135 which has resulted in a significant improvement to our completion and success rates. In the Spring of 2021, we expanded our embedded tutoring efforts into COMM 100 and expect to see similar results.

One area for concern is also the range of student success in our sections of COMM 100. As you can see on page 18 of Appendix A, even after accounting for extreme results, we have sections that range from 61% success rates to sections that have 88% success rates. The data suggests that students are having an inequitable experience. Their chances of successfully completing the course is too dependent on the faculty member that is teaching the class. We are planning department wide grading professional development sessions to help close the success rate gap and create a more equitable experience across sections of COMM 100.

Communication Studies doesn't have prerequisites to our courses or any dictated sequencing. Students can take the courses in our program in whatever order they want to take them.

We did map our ADT prior to covid but the Guided Pathways discussions have changed in the time period since our original map. Guided Pathways is no longer considering a Freshman Seminar and there is a new GE requirement. Our department will revisit our initial map now that Guided Pathways is more developed at the college level. We also intend to make a 2 and 3 year map for CSU, Fullerton. The data tells us that is where our students primarily transfer. We should give those students a clear two and three year path and utilize our PSLO's to measure their success after transfer.

3.4 Faculty

While our enrollment has been relatively steady, our full time faculty numbers have seen a significant reduction. Over 68% of all sections taught in Communication Studies are taught by adjunct faculty. That represents almost 84% of our FTEF.

The rising use of adjunct faculty in our data demonstrates that despite recent hiring our students are still primarily taught by part time faculty. This impacts our department efforts on issues related to DEIA, mentorship, curriculum development, and accessibility of faculty to students. The increasing use of adjunct faculty can be improved through the hiring of additional full time faculty to replenish our full time faculty numbers that were lost to the SERP.

The fill rate in our courses has increased year after year to a high of 99.8 percent in the 19/20 academic year. Prior to the impact of COVID 19 our course fill rate was exceptional. Less active sections with a higher overall fill rate demonstrates that we were efficient in filling the seats we offered in the last few years.

Weekly student contact hours rose from 428 to 470 from 2016-2019 leading up to the pandemic. Similar to the fill rate and class size, our weekly student contact hours decreased during the 20/21 academic year.

A new full time faculty member that can help teach our five GE offerings AND that can help direct the Forensics program is essential. The lack of adequate full-time faculty for the program impacts the skill development of our competitors. There are gaps in our offerings in policy debate for varying skill levels meaning that students are unable to properly progress and develop their skills to the highest degree. The proposed faculty will also serve the important role of travel, coaching and guiding forensics students in unique capacities that are not possible by adjunct faculty members. All facets of the program are critical to program vitality and necessary to maintain the program at a competitive level. A full-time faculty member would benefit students in general education courses by assisting in the development and/or revision of curriculum; developing and advising student groups in the area; developing programs; maintaining currency; and working with internal and external advisory committees.

3.5 Covid-19

The start of the COVID 19 pandemic aligns with a loss of progress and even some regression in key metrics. Student success and completion rates for our most vulnerable students were clearly impacted. Progress in key areas trended upward demonstrating growth until the pandemic and its related-effects led to a decrease in anticipated progress.

COVID. The Communication Studies Department experienced a decrease in course enrollment, course offerings and declared majors.

The COVID 19 pandemic created changes within the campus and department operations including temporary loss of access to resources and services for students and faculty. The pandemic negatively impacted our students including financial stability, technology needs, mental health needs and additional COVID related stresses and changes.

Our department found innovative solutions to mitigate the negative impact of COVID on our department including transitioning from zero sections of online course offerings to 100 percent of our courses being taught online during the lockdown period. Courses were offered in varying modalities to best fit student needs and preference including asynchronous formats and virtual synchronous sessions.

The department faculty provided Zoom specific training to adjunct faculty to increase overall effectiveness in remote teaching of synchronous courses. New curriculum was developed for courses of all modalities to adapt to the remote environment following Distance Education guidelines. All faculty were certified for remote instruction and received training for enhancing online effectiveness including appropriate practices, norms and expectations.

These proficiencies will enhance face to face instruction by allowing faculty to more effectively utilize canvas and integrate its features into a face to face environment. Remote instructors will benefit from the tools, practices and training offered during these challenging times.

Asynchronous offerings reflected a demand from students during unforeseen circumstances. Our department acknowledges the uncertainty of future trends on student demand, availability and needs. Our department intends to continue to offer some asynchronous online only instruction moving forward to meet the needs and preferences of our student population.

3.6 What has not been asked?

The Communication Studies Department has been successful in maintaining a forensics program. Forensics students continue to attend regions and national tournaments in both individual events and debate every academic year. Students often advance to finals in various levels of competition (rookie, novice, junior, and open) and have won first place in their division several times. The speech and debate program also continue to serve the college at large by maintaining a speech and debate club through Associated Students, speaking at faculty events such as Adjunct Professional Learning Day, and volunteering as judges for high school or collegiate novice forensics tournaments.

The Communication Studies Department has been successful in maintaining paid adjunct professional learning programs. During both winter and summer sessions, the communication studies department has worked with the Humanities Division Professional Learning Committee to create professional learning opportunities for all adjunct faculty to participate in. Adjunct faculty are trained in areas such as equitable grading, anti-racist pedagogy, creating culturally responsive teaching assignments, developing effective strategies for online learning in various modalities, and assessing/submitting SLOs. Further professional development opportunities are being scheduled for our adjunct instructors this academic year.

The Communication Studies Department has been successful in maintaining a major symposium series. Every semester the Communication Studies department puts on a symposium that has focused on topics that include but are not limited to career exploration and development, guidance and advice on transferring to a four year university, benefits of joining a speech and debate program, understanding the research of communication studies scholars, etc. These events that have been held in person and on zoom have always been well attended, with some events reaching well over 100 students in attendance. The Communication Studies department plans to continue with these symposiums for the foreseeable future.

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

As part of the first tier in the campus effort to rewrite program student learning outcomes, the Communication Studies department is in the process of redesigning our PSLO's. Modified and new PSLO's are in process. After construction, they will be sent to the SLO Committee and go through the curriculum process. Our intention is to complete this process by the fall of 2023.

4.2 PSLO Assessment

The Department is investigating the best options for evaluating our PSLOs. We have brainstormed four options including:

1. Exit survey to assess whether students believe that they have met PSLOs
2. Use of ePortfolios to assess signature assignments of students enrolled in the program
3. Student focus groups and interviews
4. Capstone projects

Once our new PSLOs are written we plan to begin to pilot our assessment efforts.

4.3 CSLO Assessment

Student Learning Outcomes are assessed every semester in all Communication Studies courses. Every course in the Communication Studies department was assessed between Fall of 2016 and Spring of 2021. Most SLO's were assessed, but not all SLO's in every course have been assessed.

Communication Studies did a significant overhaul of its CSLO's in Fall 2020. New SLO were approved in five of our six course offerings. All CSLO's that were approved in the Fall of 2020 will be assessed by Spring 2023. See chart in Appendix B for data on current Communication Studies CSLO assessment.

A quick review of our CSLO Assessment process reveals that we regularly assess to give our department robust data. CSLO's created prior to Fall of 2020 have three or more assessments during the five year program review period.

Strengths

- Forensics is a strong course offering in Communication Studies. Students score very high on the SLOA's. Forensics is a repeatable course for students on the speech and debate team. It is logical for students to score high on assessments when they can take a course several times.
- Communication Studies 100, Public Speaking, is the department's largest offering with most enrollment in the last 5 years as a result of being a GE requirement and a part of the golden four for CSU transfer. 88%+ of students meet the requirements of the SLOA's in the course. 93% of students excel, in particular, at the ability to critically evaluate other speeches in alignment with the standards of public speaking experts.

- Across all course offerings during the last 5 years, Communication Studies students meet the needs of the assessments each semester. Most courses have 80% or more students meet the needs of the assessments.

Areas for Improvement

- New CSLO's score lower than long-standing SLO's. Courses such as Communication Studies 120, Intercultural Communication, and Communication Studies 124, Small Group Communication, have slightly lower meets percentages than courses where the SLO's did not undergo significant change in Fall 2020. The difference may be a lack of robust data because these courses have been assessed for only one semester. It is also plausible that curriculum and instruction in these courses needs to be realigned with the new SLO's.
- Communication Studies 135, Argumentation, scored the lowest of any Communication Studies course in its assessments. COMM 135 is considered one of the more difficult courses in the department with complex argumentation theory. 25% of students did not meet the needs of the Toulmin argumentation theory assessment. The department will address this gap in the next program cycle.

4.4 SLO Equity Analysis

CSLO Assessment reveals that as a collective for 5 years of assessment, the following data is indicative of demographic success rates on average across all courses in the departments (See Appendix B):

- African American 80% meets
- American Indian/Alaskan Native 99% meets
- Asian 84% meets
- Filipino 90% meets
- Hispanic/Latinx 86% meets
- Pacific Islander 84% meets
- Unknown 84% meets
- White 88% meets

Five years of CSLO data indicates that on average African Americans score lower on Communication Studies assessments than other demographic groups. The gap between the most successful, comparably sized group, White students, and African American students is 8%. Communication Studies has several equity plans to reduce the achievement gap between African American students and other Communication Studies.

There are three strategies in development to work on this particular gap. 1. Communication Studies piloted several equitable grading strategies in 2021, as per campus professional development offerings. 2. Communication Studies is improving its curriculum to be more representative of a diverse demographic of speakers and speaking styles which better engage students' lives, for example adding analysis of Amanda Gorman's "The Hill We Climb". 3. Hornet Tutoring is a program designed to help students most in need. Communication Studies is expanding Hornet Tutoring into Communication

Studies 100, Public Speaking, which accounts for the greatest number of students coming through our courses. Communication Studies will continue its ongoing effort to engage in best practices for closing equity gaps.

Overall, Communication Studies reports higher success rates for CSLO Assessment than for course success. Our CSLO Assessment data pretty closely mirrors our course completion rates, but is lower than course success. The gap is particularly noticeable in Communication Studies 100 where CSLO success is much higher for African American and Latinx students than course success outcomes. Based on this data, African American and Latinx students understand essential learning outcomes and complete the course but do not necessarily pass the course. As a faculty, we will need to explore if we are measuring the correct learning outcomes to predict success or if there are other reasons students are not successful in courses.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

According to the data in Appendix A, 98.6% of all students enrolled in the six Communication Studies courses are doing so to fulfill one or more GE requirements. We offer an average of 75 sections a semester and support an average of 2,500 students in achieving one or more of their required GE requirements.

Our department benefits from being one of the largest programs in the college. As a result, we are able to offer multiple sections of all five of our core courses. We offer sections of all five of our GE supporting classes in summer, fall, and spring to ensure students have an entry point that fits their needs. We also do not have any prerequisites for our courses.

We are also committed to ensuring long term access to our curriculum through an online modality. All of our courses have been approved for online instruction and all of our faculty have been approved for online instruction. Our faculty are committed to offering continued online and face-to-face instruction post COVID.

5.2 Outside Influences on Your Department

We have had two outside influences on our program: Guided Pathways and COVID. Both are discussed at length in other places in this review.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

We have a very limited inventory of active learning projects. First, in our COMM 135 class students engage in debates. To prepare for these debates, students in groups of 2-4 must meet outside of class to share research, discuss argument strategies, and to practice making arguments and giving rebuttals. Second, in our COMM 124 class students engage in service learning projects outside of class. Typically

students are asked to volunteer in a local non-profit organization. Students report on the engagement using the vocabulary and theories discussed in class.

This inventory and our work on Guided Pathways demonstrate that our department needs to do more to connect our program with active learning opportunities. Our department will focus on two specific efforts. First, we will collaborate with faculty to design assignments that lead our students to engage one another outside of class. Second, we are going to work with the Career Center to increase the number of local internship opportunities for our majors.

The only structural barrier to increasing these projects is time. We are a small department and finding the time to champion the multitude of projects is becoming difficult.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

Previous Strategic Action Plan 1: Embedded Tutors for COMM 135

The data on embedded tutors in our COMM 135 (Argumentation class) is very positive (see appendix for report we received from the Office of Institutional Effectiveness). Classes with embedded tutors are showing an almost 10% increase in both completion and success. We used this data to build campus support to expand embedded tutors into all sections of COMM 135 when possible. We plan to continue to develop the embedded tutor program in COMM 135 as we collaborate with Hornet Tutoring to maximize the advantages of this program.

The success in COMM 135 led the faculty to pilot the use of embedded tutors in COMM 100 Public Speaking. We do not have enough data from our pilot (only one class in one semester right now) to draw any conclusions. We continue to collaborate with Hornets Tutoring to expand this pilot and to expand the use of embedded tutors where warranted.

Previous Strategic Action Plan 2: Developing the Culture and Identity of the Communication Studies Program

We believe there is evidence to support that our efforts at program building have been successful. As documented above, the number of students choosing our program for their educational goal is higher than ever. Only six transfer degree programs on campus have more students graduating annually. We are a top ten program because we have been successful at making our major feel welcome and because we have helped create a sense of community. We have also actively worked to help students connect their Communication Studies degree with their transfer goals and/or career aspirations.

We have accomplished those goals by doing the following:

1. Communication Studies Symposium
Once a semester we host a two hour symposium for our current and interested majors. The fall symposium is held in October and focuses on transfer. We have hosted representatives from the Communication Studies programs at CSUF, CSULB, CSUN, and USC. We also collaborate with the Fullerton College Transfer Center to ensure that any important transfer information is getting to our students. In the Spring we focus on careers in Communication Studies. We invite working professionals with Communication Studies degrees, often our alumni, to share their stories with our students. Our degree does not offer a direct career path to one “type” of job. These spring events help students visualize the different career options open to students with training in our discipline.
2. Speech and Debate Club
See summary below of our past strategic action plan #3
3. Faculty collaboration to celebrate the program in our courses.
Our department faculty have committed to actively discussing the value of our program and recruiting for our program in their GE classes. We believe in the value of our degree and have committed to actively promoting ourselves.

We are not finished building our program. One of our new strategic action plans, for example, will include a summary of our ideas moving forward.

Previous Strategic Action Plan 3: Expand personal support of the forensics program through new full time faculty hires. Create a “Certificate of Directing Forensics” training program for adjunct faculty members.

Despite putting forward multiple requests to hire full time faculty members with forensics experience, and despite having department representation on the Faculty Allocation Committee for two, going on three, consecutive years, the department has only hired one full time faculty member since our last program review (Joel Salcedo in 2018). The failure to hire additional faculty members was due directly to the lack of college wide hirings that took place since our last program review. Additionally, the department decided not to create a Certificate of Directing Forensics, however, several part time faculty members have either served as instructors of the COMM 138 course or have volunteered to occasionally coach our forensics students or serve as judges at speech and debate tournaments. The Communication Studies Department will continue to train interested adjunct faculty on how they can best serve the Forensic program.

Previous Strategic Action Plan 4: PSLOs

Our PSLO redesign was not completed. When we engaged the project, we found out that the ISLOs were going to be re-written and were advised that we should wait to write our PSLOs until the ISLOs were complete. As indicated above, our program is committed to rewriting our PSLOs in the fall of 2021.

Previous Strategic Action Plan 5: Improving Completion and Success Rates for Male Students of Color.

Our program faculty have engaged the issues surrounding success for our men of color differently than originally outlined in our plan. Instead, as campus conversations regarding Guided Pathways, equity, and antiracism began to emerge, our full time faculty engaged in professional learning designed to help support bringing a more equitable mindset to our course designs, our course readings, our grading practices, and our syllabi.

While there are positive data snapshots related to increased success rates for men of color in our program, the data also suggests that we have not accomplished our goal. Four out of our six classes show disproportionate impact for Latinx students and two courses show DI status for black students. When disaggregated the success gaps are even larger for male students of color. We have developed an equity plan to help keep the department hyper-focused on eliminating these gaps.

6.2 New Strategic Action Plans

Strategic Action Plan (SAP) # 1, Communication Studies, Embedded Tutors

<p>Describe Strategic Action Plan.</p>	<p>Continue to work with the Hornet Tutoring program to increase the number of sections that are eligible for an embedded tutor.</p>
<p>List College goal/objective the plan meets.</p>	<p>Goal #1: Fullerton College will promote student success.</p> <p>Objective 1: Address the needs of under-prepared students.</p> <p>Objective 2: Increase course retention and success.</p> <p>Objective 3: Increase the number of degrees and certificates awarded.</p> <p>Objective 4: Increase the number of transfers.</p> <p>Objective 5: Increase the persistence rate of students.</p> <p>Goal #2. Fullerton College will reduce the achievement gap.</p> <p>Objective 1: Address the needs of English language learners.</p> <p>Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%.</p> <p>Objective 3: Increase the success rate of Hispanic and African-American students by at least 2%.</p> <p>Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.</p>

<p>Explain how the request helps the College attain student equity.</p>	<p>The data in our COMM 135 class and our pilot in COMM 100 demonstrate that embedded tutors are increasing completion and success rates for our students. There is also evidence, although it is early, that sections which have an embedded tutor are also seeing lower equity gaps.</p> <p>As discussed above we have several DI groups that are impacted in COMM 100 and COMM 135. We believe continuing with the embedded tutor program is essential to helping reduce those gaps.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>We believe that we should see the following measurable outcomes:</p> <ol style="list-style-type: none"> 1. Increased completion rates. 2. Increased success rates. 3. Reduction in equity gaps and the elimination of DI populations.
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>None. The estimated cost of expanding our Hornet tutoring program would be based on a cost of \$1,200 for an embedded tutor per course. We want to maintain full coverage in COMM 135 (5 or 6 sections per semester and 1 section in summer). We will look to our pilot to determine how many sections of COMM 100 will include an embedded tutor but we are expecting that over the next four years we will average 10-15 sections per semester and 4-6 sections in the summer. We expect that we need to employ enough tutors to cover an average of 50 CRNs per year and a cost of \$60,000 annually.</p>

Type of resource	Requested dollar amount	Potential funding source
Personnel	\$ 60,000 annually	One time Program Review Funding
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	\$60,000	

Strategic Action Plan (SAP) # 2, Communication Studies, Program Mapper Video

<p>Describe Strategic Action Plan.</p>	<p>Increase recruitment efforts and institutional transparency through the development of promotional material for program mapper</p>
<p>List College goal/objective the plan meets.</p>	<p>Goal #1: Promote Success for Every Student</p> <p>Objective 1: Create a clear pathway for every student</p> <p>Objective 2: Enhance workforce training opportunities</p> <p>Objective 3: Improve student critical thinking skills</p> <p>Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness</p> <p>Goal #2. Cultivate a Culture of Equity</p> <p>Objective 3: Increase outreach to and recruitment of students from underserved populations</p> <p>Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</p> <p>Goal #4: Commit to accountability and continuous quality improvement</p> <p>Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs</p> <p>Objective 3: Provide professional and career development opportunities for students, faculty and staff</p>

<p>Explain how the request helps the College attain student equity.</p>	<p>The program video for the program mapper will help clarify the Communication Studies discipline for new students to discover their passion for our department and this field of study. Offering this technological resource will help students understand the spectrum of paths available to them. Increasing outreach to underserved populations is essential in reducing the equity gaps.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>We believe that we should see the following measurable outcomes:</p> <ul style="list-style-type: none"> An increase in majors An increase in AAT Transfers
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>We are unable to produce a video for program mapper without additional financial resources.</p>

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other: Hire outside firm	10,000	One time Program Review Funds
TOTAL requested amount	10,000	

Strategic Action Plan (SAP) # 3, Communication Studies, Hornet Forensics

<p>Describe Strategic Action Plan.</p>	<p>The Hornet Forensics Strategic Action Plan Falls into Three Categories. First, to increase enrollment of our forensics program (COMM 138) back to pre-pandemic levels, second, to continue to train adjunct faculty on how they can assist our forensics program, and third, to expand personnel and support of the forensics program.</p>
<p>List College goal/objective the plan meets.</p>	<p>College Goal #1: Fullerton College will promote student success.</p> <p>Objective 1: Address the needs of under-prepared students.</p> <p>Objective 2: Increase course retention and success.</p> <p>Objective 3: Increase the number of degrees and certificates awarded.</p> <p>Objective 4: Increase the number of transfers.</p> <p>Objective 5: Increase the persistence rate of students.</p> <p>Goal #2. Fullerton College will reduce the achievement gap.</p> <p>Objective 1: Address the needs of English language learners.</p> <p>Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%.</p> <p>Objective 3: Increase the success rate of Hispanic and African-American students by at least 2%.</p> <p>Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.</p>

Explain how the request helps the College attain student equity.

This action plan derives from the analysis of the following data points: Our forensics program has seen a significant decrease in enrollment since the start of Fall 2020 semester. The forensics team is currently less than half of its typical size of 20 students (all sections combined). We attribute this drop largely due to the impact of the pandemic which forced the COMM 138 class online due to public health concerns. Additionally, while the Communication studies department has six full time faculty members (five of whom are currently teaching classes in the Fall 2021 semester), there are 26 adjunct faculty members, only two of which have formally served as adjunct instructors for our COMM 138 course. Lastly, over 68% of our classes are taught by adjunct instructors, and our FTEF adjunct ratio is 13.08.

In the interest of equity, we believe that students would best be served with an active and robust forensics program that uses evidence-based equity minded practices to help students develop key skills fundamental to our discipline such as oral communication, written communication, critical thinking, etc. We also believe that the more faculty members in our department (including part time faculty) that can serve our forensics program, the better our department can best serve students through an equity minded approach.

What measurable outcome do you anticipate for this SAP?

The Plan to implement and measure the results of our action plan will be as follows:

Full time faculty members will market and promote the COMM 138 Forensics course. Upon a safe, robust, and successful return of in-person classes, promoting the COMM 138 course should be easier. Previous successful practices for recruiting students into COMM 138 often emphasized the in-person benefits of forensics such as travel to regional and national competitions, making new friends, and being part of in-person campus events.

Additionally, marketing efforts in face to face settings such as classroom presentations, club rush events, and student orientations have proven to be successful ways to increase enrollment in the course. We will measure the growth of the forensics program by tracking enrollment data in the COMM 138 course

Full time faculty have already begun to work with adjunct faculty to help teach and train them on how to assist with the forensics course. We will continue this work. As the program experiences long-term growth, the department will continue to train current and new adjunct faculty members on how they can best serve the program through both volunteer efforts and as formal instructors in the COMM 138 course. We will measure the success of adjunct faculty members being trained to assist the forensics program by knowing the number of adjunct faculty who have formally served as instructors in the COMM 138 course and the number of adjunct faculty who have volunteered in assisting the forensics program (volunteer coaching, Volunteer judging, active assistance with recruitment of students in the COMM 138 class, etc.)

Lastly, continuing replacement of faculty as existing staff retires, additional faculty lines to bring the ratio of full time to adjunct more in line with academic standards. Request for staff positions to come from the Department Coordinator at the direction of the full-time faculty. As needed, ideally replacements at a one to one ratio and up to two expanded positions. The Department will require that all new Full Time Faculty members participate with the Forensics team. We will measure our success using the size of the Full Time Faculty hired to support the Forensics Program.

<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>We can recruit students to enroll in the COMM 138 class and can train adjunct faculty to support our forensics program without additional funding. As enrollment for the COMM 138 class increases in future semesters, we would ask the college to continue to provide a third section of COMM 138 that can be given to a full time or qualified adjunct faculty member, as has been done in the past.</p> <p>The hiring of three new full-time faculty members will require \$192,708 (\$64,236 each at entry level salary) be provided by the NOCCCD.</p>
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Type of resource	Requested dollar amount	Potential funding source
Personnel	\$192,708	College Operational Allocation for Personnel
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	\$192,708	

Strategic Action Plan (SAP) #4, Communication Studies, FYE

<p>Describe Strategic Action Plan.</p>	<p>The Department of Communication Studies recognizes that the campus has decided to implement an FYE program that will work to embed student support services into courses that enroll high numbers of first year students. Our faculty would like to devote time in the Summer of 2021 to work with the FYE team on ways to embed FYE experiences into our courses.</p>
<p>List College goal/objective the plan meets.</p>	<p>College Goal #1: Fullerton College will promote student success.</p> <p>Objective 1: Address the needs of under-prepared students.</p> <p>Objective 2: Increase course retention and success.</p> <p>Objective 3: Increase the number of degrees and certificates awarded.</p> <p>Objective 4: Increase the number of transfers.</p> <p>Objective 5: Increase the persistence rate of students.</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>We support the FYE as part of the campus effort to reduce equity gaps. The FYE program cannot be successful unless they are able to successfully collaborate with instructional faculty to embed FYE experiences in their courses. Communication Studies would like to begin that relationship sooner than later because we believe that our courses offer a good opportunity to embed some of these essential FYE experiences. Thousands of first year students take our courses and we are excited about the potential collaboration.</p>

<p>What measurable outcome do you anticipate for this SAP?</p>	<p>The measurable goals of the FYE program were included in the campus proposal. They include:</p> <ul style="list-style-type: none"> ● Students who complete the FYE will report that they feel like they have a clear sense of purpose that is guiding their educational choices. ● Students who complete the FYE will report that they feel connected and supported by the campus community. This should include students feeling that their identity is supported and affirmed. ● Students who complete the FYE will be more likely to complete their educational goal than students who do not. ● Students who complete the FYE will complete their educational goal faster than students who do not. ● Historically minoritized students who participate in the FYE will experience successful outcomes on par with non-minoritized groups.
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>We can accomplish the goal of integrating with the FYE program without additional funding but it will take two or three years instead of one year.</p> <p>The estimated cost of establishing a FIG for full-time faculty (assuming all six full-time faculty would participate) would be \$3,330 (10 hours @\$55/hr., per person).</p>

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training	\$3,330 --- FIG	One time Program Review Funds
Other		
TOTAL requested amount	\$3,330	

Strategic Action Plan (SAP) # 5, Communication Studies, Equitable Grade Disparities

<p>Describe Strategic Action Plan.</p>	<p>The Communication Studies Department recognizes there is a wide success disparity in student success rates in both our COMM 100 and 135 courses. Our long term goal is to work on reducing this student success gap.</p>
<p>List College goal/objective the plan meets.</p>	<p>College Goal #1: Fullerton College will promote student success.</p> <p>Objective 1: Address the needs of under-prepared students.</p> <p>Objective 2: Increase course retention and success.</p> <p>Objective 3: Increase the number of degrees and certificates awarded.</p> <p>Objective 4: Increase the number of transfers.</p> <p>Objective 5: Increase the persistence rate of students.</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>This action plan derives from the analysis of the following data points: According to our Appendix A data, success rates in our COMM 100 course (taking only courses falling in the success rates in the 20th and 80th percentile) range from 61% to 88%. Similarly, in our COMM 135 course our success rates range from 67% to 90%. Based on this data we conclude that students are having inconsistent experiences in their COMM 100 and COMM 135 classes based the instructor in any particular section, resulting in a large gap in student success rates</p> <p>In the interest of equity, we believe that students would be best served by having a more consistent experience in their COMM 100 and 135 classes. A student’s chance of succeeding in the courses should not depend on which section they enroll in, and the idiosyncratic methods of their instructor. Thus, we believe the following college goals and mission can best be tied to this strategic action plan.</p>

<p>What measurable outcome do you anticipate for this SAP?</p>	<p>The Plan to implement and measure the results of our action plan we will follow a two-step process:</p> <p>Step One: The full-time faculty need to diagnose not just that a student success gap exists, but the reasons as to why the gap exists. Based on previous adjunct professional learning days, we believe the reason for the success gap is the result of the following: Inconsistent grading and assessments of student work (e.g. one instructor gives a student an A on a speech while another instructor would give that same speech a D) and inconsistent application of equitable grading practices and pedagogy (e.g one instructor will not accept any late work for an assignment that a student would need to complete to pass the course while another instructor allows for the submission of late work without point penalties thus resulting in a better student success rate). To further develop an action plan, the full-time faculty would like to establish a FIG, potentially during off-contract hours, to establish a series of evidence-based and equity minded communication studies specific practices for grading and classroom policies that could best address the student success gap.</p> <p>Step Two: Once the full-time faculty have devised a series of best practices to reduce the student success gap, we would like to continue our efforts to have paid adjunct professional learning days in the winter and spring semesters to collaborate with adjunct faculty on how to best to implement or even modify the evidence-based equity practices that we believe could reduce the student success gap in our COMM 100 and 135 courses.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>The estimated cost of establishing a FIG for full-time faculty (assuming all six full-time faculty would participate) would be \$3,330 and would come from Staff Development. To continue training our adjunct faculty during our adjunct professional learning days, the Communication Studies Department would continue to work with the Humanities Division Professional Learning Committee (HPLC). The HPLC puts a request forward to Staff Development for \$5,980 twice a year so that a four-hour workshop can take place so all eligible Humanities Division departments can train their adjunct faculty on best practices. The Communication Studies department would continue to be part of these professional learning days.</p>

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training	\$3,330 --- FIG \$5,980 --- Humanities Division Professional Learning Committee Participation.	One time Program Review Funds One time Program Review Funds
Other		
TOTAL requested amount	\$9,310	

Strategic Action Plan (SAP) # 6, Communication Studies, Service Learning in Small Group Communication

<p>Describe Strategic Action Plan.</p>	<p>Communication Studies 124 teaches students to work in groups and teams. As part of the pedagogical strategy for the course, instruction will include service learning connecting students to local nonprofit organizations, as a means of integrating community engagement into class instruction building on NACE core competencies as well as the mission and goals of the college.</p>
<p>List College goal/objective the plan meets.</p>	<p>College Goal #3: Strengthen Connections within the Community</p> <p>Objective 1: Build relationships between Fullerton College students and community organizations.</p> <p>Objective 2: Address needs of the Orange County community through service learning with civically minded organizations.</p> <p>Objective 3: Create a dynamic learning environment in Communication Studies 124 that teaches students teamwork through the values of shared responsibility and diverse viewpoints while working in collaborative relationships.</p>

Explain how the request helps the College attain student equity.

Communication Studies 124 is the only course in our department providing students the opportunity to build connections with the community in the curriculum. To build an equitable experience, funding for this strategic action plan would begin with 25-50% of Communication Studies 124 offerings each semester and with data to support success expand to additional sections. In the interest of equity, the Communication Studies department is requesting funding for service learning projects so that all students can volunteer for projects without concern for spending their own funds to successfully volunteer.

<p>What measurable outcome do you anticipate for this SAP?</p>	<p>The Plan to implement and measure the results of our action plan we will follow a two-step process:</p> <p>Step 1: Establish a working curriculum for service learning in collaboration with the Office of Special Programs, Service Learning. Communication Studies faculty will work with OSP to build some best practices for curriculum oriented toward student success.</p> <p>Step 2: Students will engage in service learning projects in Orange County with established organizations such as the Ronald McDonald House, Back to Natives, and Second Harvest Food Bank. Students will also establish new partnerships with community organizations to further student interest and engagement with the community. Community volunteers often spend their own resources to help a nonprofit. We are requesting a total of \$3,000. The funding would cover \$125 a semester for each section of Communication Studies 124 that builds community service into the curriculum. In order to accomplish our goal of 25-50% of all Communication Studies 124 sections each semester, we would need to fund 2-3 sections. The total expense for the next program review cycle for this strategic action plan is \$3,000 which is eight semesters of service learning, three sections a semester, at a cost of \$125 a section. The student learning impact would be approximately 800 students in the next four years would engage in service learning in the Communication Studies department.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>Some organizations do not require students to add their own private funds for a successful volunteer opportunity. Communication Studies 124 courses can offer a variety of volunteer engagements to minimize the required amount of financial resources while providing students with a variety of volunteer options.</p>

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other	\$3000 for supplies appropriate to complete the volunteer opportunity	Program Review One-time Funds
TOTAL requested amount	\$3000	

Strategic Action Plan (SAP) # 7, Communication Studies, Strategic Equity Plan

<p>Describe Strategic Action Plan.</p>	<p>To identify equity needs/gaps that are specific to our student population and offer experiential learning opportunities that connect course content with the students’ lived experience while building a sense of community and belonging.</p>
<p>List College goal/objective the plan meets.</p>	<p>College Goal #1: Promote Success for Every Student</p> <p>Objective 3: Improve student critical thinking skills</p> <p>Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness</p> <p>College Goal # 2: Cultivate a Culture of Equity</p> <p>Objective 1: Remove institutional barriers to student equity and success</p> <p>Objective 2: Increase equity in hiring and training</p> <p>Objective 3: Increase outreach to and recruitment of students from underserved populations</p> <p>Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</p>

<p>Explain how the request helps the College attain student equity.</p>	<p>This action plan derives from the analysis of the following data points: According to Appendix A, section 3.2.2. The data suggests a gap in student achievement for a few key populations: males, students of color, low income students and foster youth. To best determine the particular factors, issues, obstacles and needs of our students we should conduct a student needs assessment designed to highlight the key issues affecting our most vulnerable student populations. Connecting students' lived experience into the public speaking classroom can be facilitated with experiential learning opportunities where students can connect the importance of public speaking with their communities and organizations. Offering support for attendance in the form of travel and entry costs make public speaking events accessible to our students. Offering consistent and diverse programming contributes to student engagement and belonging by providing consistent and predictable moments of community, collaboration and knowledge sharing.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>We anticipate a few measurable outcomes from these actions:</p> <ol style="list-style-type: none"> 1. An improvement in the retention, success and completion rates for black, latinx, low income, males, and foster youth students. 2. An increase in attendance rates to department related programming. <p>Note: Not all efforts related to equity are measurable through quantifiable means such as an increase in students sense of belonging, a more praxial and relevant understanding of key concepts connected to the students lived experience, higher classroom engagement in course material, a more culturally responsive teaching practice, improved critical thinking skills, the removal of institutional barriers to student success.</p>

What specific aspects of this SAP can you accomplish without additional financial resources?

Without the additional financial resources, we will be limited in the quality and quantity of department program offerings. Student opportunities for experiential learning may not be available or limited to the forensics program or a limited number of small group courses. We can continue to collaborate with adjuncts to make efforts in implementing equitable practices.

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training	<p>\$3,330 --- Comm Studies Equity FIG</p> <p>\$5,980 --- Humanities Division Professional Learning Committee Participation.</p>	<p>One time Program Review Funds</p> <p>One time Program Review Funds</p>
Other	\$1,000 for speaker fees related to welcoming researchers, authors, writers	One time Program Review Funds

	<p>to discuss their scholarship in our colloquiums/symposiums</p> <p>\$2,000 --- Admission fees for student entry into experience learning opportunity speaking event.</p>	<p>One time Program Review Funds</p>
TOTAL requested amount	\$12,310	

6.3 Optional: Long-Term Plans

Communication Studies plans to create a new course in Conflict Management. The course will examine the communication behaviors involved in the process of interpersonal, work group, and organizational conflicts. Application and activities will address the components of conflict and the strategies by which conflict may effectively be managed in personal and professional settings.

The Conflict Management course is part of a long-term plan whereby Communication Studies develops a Mediation Certificate to provide students with a career pathway option. Using the new Conflict Management course and a number of our currently existing offerings such as Public Speaking, Argumentation, and Intercultural Communication, we plan to create a Mediation certificate which is a growing field linked to Communication Studies degrees. Similar mediation programs exist at Chapman and CSU, Long Beach, giving our department exciting opportunities for future transfer partnerships. There are also potential connections for students to build mediation experience with non-profit organizations mediating in the California court system.

7.0 Executive Summary

The Department of Communication Studies full-time faculty are proud of our program's long term commitment to student success and the Fullerton College community. We support over 4,000 GE students and over 350 program majors a year, we support a competitive intercollegiate speech and debate program, and our faculty provide leadership across the campus.

We know that we are not perfect, and the data suggests we still have growing to do. That knowledge does not bother us. We operate with our own growth mindset. We know that we are not done learning how to be the best teachers for our students. We know that we are not done figuring out how to best design our courses and programs to be equitable. We know all this and we embrace the challenge.

As you will notice we have an aggressive agenda laid out in our strategic action plans. We are focused on improving student success and decreasing equity gaps in our GE offerings. We are focused on providing increased transfer and career support for our majors. And, we are focused on supporting our faculty as they develop our program and integrate campus initiatives such as FYE.

We have detailed our successes, our challenges, and our plans for continual improvement. We hope you enjoy the read.

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

Our department web page is: [Communications Studies Department | Humanities Division \(fullcoll.edu\)](#)

Two of our full time faculty volunteered to be trained on WordPress so that we could update and maintain our page. We had even scheduled new professional pictures for our full time faculty in the quad for March, 2020. COVID disrupted our plans to get fully trained and to fully update our page. Luckily the Division of Humanities staff has been very helpful in helping us keep the most vital contact and course/degree information up-to-date.

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

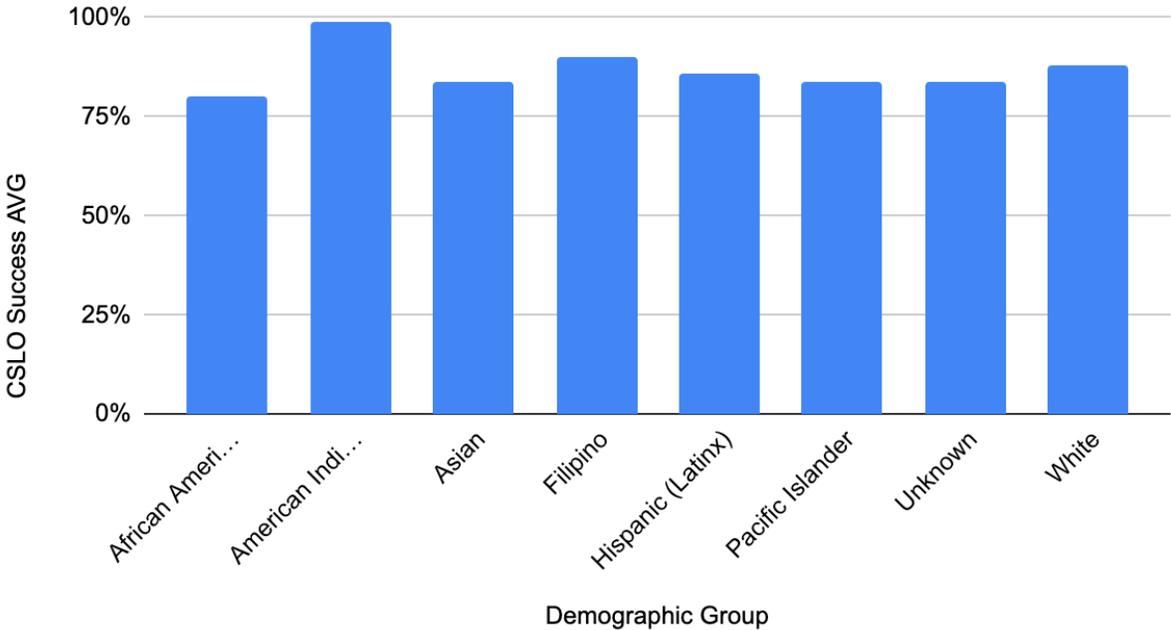
This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate’s SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Course		Number of Semesters Assessed (Cycle 2016-2021)
COMM 100 - Public Speaking		
1. Compose a message and provide ideas and information suitable to the topic and purpose of the speech		5 semesters
2. Demonstrate delivery skills suitable to the topic and purpose of the speech.		5 semesters
3. Evaluate speeches for content and delivery.		4 semesters
4. Report a reduction in communication apprehension. (Active as of Fall 2020)		To be assessed Spring 2022
5. Identify and describe the components of the transactional model of human communication. (Active as of Fall 2020)		In assessment Fall 2021
COMM 105 - Interpersonal Communication		
1. Identify components of nonverbal communication.		4 semesters
2. Identify styles of conflict management.		3 semesters
3. Identify the relational components of self-concept. (Active as of Fall 2020)		1 semester
4. Identify the difference between active and passive listening. (Active as of Fall 2020)		In assessment Fall 2021
5. Identify the components of relational dialectics theory. (Active as of Fall 2020)		To be assessed Spring 2022
COMM 120 - Intercultural Communication		
1. Recognize the characteristics of intercultural communication. (Active as of Fall 2020)		1 semester

2. Compare and contrast individualism and collectivism. (Active as of Fall 2020)	1 semester
3. Recognize and identify the different stages of the Staircase Model. (Active as of Fall 2020)	1 semester
4. Understand the processes of acculturation and enculturation. (Active as of Fall 2020)	In assessment Fall 2021
COMM 124 - Small Group Communication	
1. Compose a message and provide ideas and information suitable to a small group setting. (Active as of Fall 2020)	1 semester
2. Compare and contrast leadership styles in small group settings. (Active as of Fall 2020)	1 semester
3. Identify and define phases of group development. (Active as of Fall 2020)	1 semester
4. Identify and define the components of group think. (Active as of Fall 2020)	To be assessed Spring 2022
5. Differentiate between task, social, and disruptive roles in small groups. (Active as of Fall 2020)	In assessment Fall 2021
COMM 135 - Argumentation	
1. Compose an argument and provide ideas and information suitable to the topic and purpose of the debate. (Active as of Fall 2020)	1 semester
2. Formulate arguments on both sides of a proposition. (Active as of Fall 2020)	1 semester
3. Evaluate the quality and sufficiency of evidence supporting a proposition. (Active as of Fall 2020)	In assessment Fall 2021
4. Identify the core components of the Toulmin Model. (Active as of Fall 2020)	1 semester
5. Report a reduction in communication apprehension. (Active as of Fall 2020)	To be assessed Spring 2022
COMM 138 - Forensics	

1. Perform speeches in a variety of competition categories.	5 semesters
2. Compose a presentation with appropriate support and organization suitable to the topic, purpose, and audience.	5 semesters
3. Perform speeches or debates using delivery skills suitable to the topic, purpose, and audience.	2 semesters

CSLO Success AVG vs. Demographic Group



Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.

Embedded Tutor Data for COMM 135

Term Code	Group	Tutor	Student Count	Succ essfu l	Not Succes sful	Succe ss Rate	Not Retain ed	Ret aine d	Retenti on Rate
2019 10	All Students	embedded tutor	35	31	4	88.6	3	32	91.4
		no embedded tutor	145	108	37	74.5	25	120	82.8
2019 20		embedded tutor	74	54	20	73	16	58	78.4
		no embedded tutor	99	69	30	69.7	19	80	80.8
2020 10		embedded tutor	170	132	38	77.6	27	143	84.1
2019 10	Female	embedded tutor	21	18	3	85.7	3	18	85.7
		no embedded tutor	63	48	15	76.2	10	53	84.1
	Male	embedded tutor	13	12	1	92.3	0	13	100
		no embedded tutor	80	59	21	73.8	14	66	82.5
	Unknown	embedded tutor	1	1	0	100	0	1	100
		no	2	1	1	50	1	1	50

		embedded tutor							
2019 20	Female	embedded tutor	35	26	9	74.3	7	28	80
		no embedded tutor	50	36	14	72	9	41	82
	Male	embedded tutor	38	27	11	71.1	9	29	76.3
		no embedded tutor	47	32	15	68.1	9	38	80.9
	Unknown	embedded tutor	1	1	0	100	0	1	100
		no embedded tutor	2	1	1	50	1	1	50
2020 10	Female	embedded tutor	84	70	14	83.3	11	73	86.9
		embedded tutor	84	60	24	71.4	16	68	81
	Unknown	embedded tutor	2	2	0	100	0	2	100
2019 10	Asian	embedded tutor	7	6	1	85.7	1	6	85.7
		no embedded tutor	15	14	1	93.3	1	14	93.3
	Black	embedded tutor	2	2	0	100	0	2	100
		no embedded tutor	4	2	2	50	2	2	50

	Hispanic	embedded tutor	17	14	3	82.4	2	15	88.2
		no embedded tutor	85	56	29	65.9	19	66	77.6
	Pacific Aslander	no embedded tutor	2	1	1	50	1	1	50
	Two or more	embedded tutor	1	1	0	100	0	1	100
		no embedded tutor	6	5	1	83.3	0	6	100
	White	embedded tutor	6	6	0	100	0	6	100
		no embedded tutor	27	25	2	92.6	1	26	96.3
	Unknown	embedded tutor	2	2	0	100	0	2	100
		no embedded tutor	6	5	1	83.3	1	5	83.3
2019 20	Asian	embedded tutor	8	5	3	62.5	3	5	62.5
		no embedded tutor	11	8	3	72.7	3	8	72.7
	Black	no embedded tutor	6	5	1	83.3	0	6	100
	Hispanic	embedded tutor	46	32	14	69.6	10	36	78.3
		no embedded tutor	53	33	20	62.3	11	42	79.2

	Pacific Aslander	embedded tutor	1	1	0	100	0	1	100
		no embedded tutor	1	0	1	0	0	1	100
	Two or more	embedded tutor	5	4	1	80	1	4	80
		no embedded tutor	2	1	1	50	1	1	50
	White	embedded tutor	14	12	2	85.7	2	12	85.7
		no embedded tutor	19	16	3	84.2	3	16	84.2
	Unknown	no embedded tutor	7	6	1	85.7	1	6	85.7
2020 10	Asian	embedded tutor	23	16	7	69.6	6	17	73.9
	Black	embedded tutor	3	3	0	100	0	3	100
	Hispanic	embedded tutor	97	73	24	75.3	16	81	83.5
	Two or more	embedded tutor	5	4	1	80	1	4	80
	White	embedded tutor	40	34	6	85	4	36	90
	Unknown	embedded tutor	2	2	0	100	0	2	100