

## De Anza College

### Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

The Communication Department has actively engaged with the feedback from the Comprehensive Program Review provided by RAPP members, focusing on addressing the significant equity success gaps for Black, Latinx, Pacific Islander, and Foster Youth students. Recognizing that success rates for these groups were below the average, the department acknowledged the influence of external factors such as AB 798 while remaining committed to taking actionable steps within our control. To address these gaps, the department has prioritized the following initiatives:

- **Data Analysis:** Collaborating with Institutional Research to review disaggregated data on success gaps by course to identify specific areas of improvement and intervention.
- **Department Retreats:** Organizing focused retreats to explore strategies for reducing equity gaps, including discussions on institutional support measures and effective pedagogical practices.
- **Professional Development:** Encouraging faculty participation in professional development opportunities that emphasize equity-focused teaching practices, anti-racist pedagogy, and inclusive classroom strategies.
- **Advocacy for Counseling Support:** Advocating for a dedicated counselor for marginalized student populations and collaborating with dedicated groups like Men of Color, Puente etc. on campus to provide additional support for students.
- **Outreach and Cohort Groups:** We continue direct outreach and teaching to our disproportionately impacted populations with at least four cohort sections offered each year:
  - 1 Umoja section (Black & African American)
  - 2 FYE sections (Latinx)
  - 1 IMPACT AAPI (Pacific Islander)

We also acknowledge the intersections of identities and over the past year, we have partnered with the Pride Learning Cohort and Social Justice ADT Cohort to offer COMM 10 cohort classes for students within those communities. Without these targeted cohorts, field trips, SSRS graduations, and collaboration with program counselors, our equity success rates, and student retention of marginalized populations would be much lower.

The RAPP team commended the department's thoughtful responses and continued focused work across all other review categories, including alignment with the college's mission, articulation of program goals, reflection on enrollment trends, awards, and SLO/PLO assessment processes. This acknowledgment underscores the department's efforts to ensure student success despite the challenges posed by the resignation of a newly hired colleague.

These staffing constraints have significantly impacted our ability to implement restorative and equity-driven initiatives.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review submissions)

Since we last submitted our program review, six changes occurred:

- **Full-time Faculty Resignation:** One full-time faculty resigned in the Summer of 2024. This resignation negatively impacted our department, students, and the college as a whole.
- **Six Courses Revised for Cal-GETC:** We revised six of our courses to meet Cal-GETC requirements. As a result, all the courses within our department now fulfill the Cal-GETC requirements. With these changes in place, there is potential for our enrollment to increase in 2025. The six courses we revised previously only counter for CSU transfer, so now that they also count toward UC transfer, more students will need the courses to transfer.
- **New Performance Studies Course:** We have created a new Performance Studies course (COMM 20). This was one of the goals we included in our 2023 program review. The course will be offered in Fall 2025.
- **Revision of AA Specialty Area Process:** We eliminated the AA specialty area letter writing process and decreased the number of units students were required to take to fulfil a Communication Studies AA degree. We previously required students to take 45 units to complete the Communication Studies AA degree. Students are required to take 27 units to complete an AA at De Anza College. By lowering our unit requirement to 33 units, it has the potential to increase the number of AA degrees awarded while also making it more equitable for students. This was one of the goals we included in our 2023 program review as well.
- **Improved Success Rates:** From Fall 2023 to Summer 2024, we saw the success rates for Foster Youth and all ethnicities increase higher than the college average. The college's average success rate for Foster Youth from Fall 2023 to Summer 2024 was 51.6%. Our department had a 52.9% success rate for Foster Youth. The college also had a success rate of 78.4% for all ethnicities. Our success rate was 80.8%. This shows that we have made progress in improving our student success rates.
- **Hired 5 New Part-Time Instructors:** In the Winter of 2024, we had to cancel a class due to staffing constraints. Because of this, we hired 5 new part-time instructors to keep up with student demand. We consistently have many students trying to add our courses after the beginning of the quarter, and although we have previously been offered the option to add late-starting courses, we have been unable to provide students with this option because of staffing constraints. Although the additional 5 part-time hires have helped us stay afloat in the classroom, the recent resignation of a full-time instructor in the Summer of 2024 caused additional

staffing constraints related to campus engagement, shared governance, and departmental needs.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

We accomplished both the goals we included within our last program review. Our new Performance Studies course will begin to be offered in the Fall of 2025. The class was approved for De Anza GE and Cal-GETC. It is important for us to hire additional instructors who specialize in performance studies so that we have more than one instructor who is qualified to teach the class. This is vital for the longevity of the course.

We also revised the specialty area process for our students. We eliminated the specialty area letter writing process and lowered the number of units required to earn the Communication Studies AA. The units required for our AA degree now more closely align with the requirements of the college. The process is also more equitable for students by removing a barrier to program completion.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Since we accomplished both of our previous goals within one year, we have created three new goals. Although we aim to achieve these goals within the next two years, we acknowledge that this will be challenging with one less full-time faculty available to help.

- **Course Offerings:** Our department aims to build more robust course offerings by creating more new courses. These courses will increase relevance for the certificate and AA pathways. They will also better prepare students for transfer.
- **ZTC Pathway:** The Communication Studies Department has been awarded state grants to create a fully Zero Text Cost (ZTC) pathway for our certificate of achievement and Associates of Arts for Transfer. The department is working to ensure that the course materials developed and adopted through the process are culturally relevant to our diverse student population and quarter length courses. Our department will also create OER ancillaries specific for each of the courses our department offers at De Anza. For our department to create these materials, we will need stipends for training in accessibility and licensing. Since we had a full-time faculty resign in the Summer of 2024, our current full-time faculty are spread very thin. Given our current staffing constraints, we need to hire another full-time instructor to help us accomplish this goal.
- **CTE for Working Professionals:** We would like to create a CTE Certificate for Working professionals. The CTE would focus on workforce development and AI changing the landscape of institutional support. To accomplish this goal, we need professional development support; trainings, stipends, or grants, licensing for AI tools, administrative support for connecting to local corporate partners for an employment pathway for

marginalized populations, and an additional full-time instructor to contribute to this initiative and replace the full-time instructor who resigned in 2024.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The following requests from our previous program review were not approved:

- **Full-Time Faculty Personnel Request:** We requested one a full-time faculty position to replace the full-time faculty who resigned in the Summer of 2024 and this request was not approved. We submitted a personnel request in the Fall of 2024 and the request received a moderate ranking.

We need a new full-time instructor to replace the full-time faculty who resigned in the Summer of 2024. We are already experiencing staffing constraints, and with the increased enrollment that will occur from all our courses now fulfilling Cal-GETC requirements, we will not have enough full-time instructors to meet student demand. Beyond the enrollment shifts from Cal-GETC, we will need an additional full-time faculty who has a background in performance studies to ensure the longevity of the new performance studies course we will offer in the Fall of 2025.

Prior to the full-time instructor's resignation in the Summer of 2024, our full-time faculty load has decreased by 23% (from 5.9 in 2019-20 to 4.6 in 2023-24), while overload assignments have increased by 35% (from 3.7 in 2019-20 to 4.9 in 2023-24). This imbalance shows that current faculty are overburdened, contributing to burnout and an inability to sustain productivity. Overload assignments in Communication Studies have grown by 35%, compared to a college-wide decrease of 2%, highlighting the department's unsustainable reliance on full-time faculty taking on extra work.

Without an additional full-time instructor to replace the instructor who resigned, we will not have enough faculty available to serve in shared governance roles, mentor adjunct faculty, help implement state initiatives and maintain the vitality of the department. This creates an equity issue because the work will fall upon part-time faculty who are not compensated the same as full-time faculty. To ensure student success and ensure the vitality and growth of our department, we need another full-time instructor to help us carry the current workload.

- **Designated Counselor Position:** In our previous program review, our department also requested a designated Communication Studies Counselor. Since the predominant need within our department related to replacing the full-time faculty who resigned in the Summer of 2024, we held off on submitting a formal personnel request for a counselor in

the Fall of 2024. We plan on submitting a request for this position in the future. Given the recent changes imposed by Common Course Numbering and Cal-GETC, it is vital for counselors to accurately inform students about these changes.

- **Room Requests:** In addition to personnel requests, our rooms need gradient lighting and sound dampening for an improved presentation environment. These requests will help students succeed in communication classes by giving them the most comfort and perceived competence in communication courses. These requests have been mentioned in multiple program reviews over the past decade but have not been fulfilled.

Since all our courses are hybrid modality, it is necessary for our classrooms to have upgraded electrical to incorporate plug points for electronic devices. We currently only have 1-2 plug points in each room. As a result, most students cannot charge their devices in our classrooms, and this limits access to OER/page-free materials and activities in class. This request was also mentioned in numerous past program reviews, but the request was not fulfilled.

New Request:

- **Accessibility Support:** Our department needs more accessibility support. We recognize the phenomenal work our Online Education team continues to contribute to the college, but we also acknowledge that they are spread thin given the recent RSI trainings they continue to facilitate. More accessibility training would help ensure more equity and student success. This is a new request that would directly benefit our students.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Explicitly explain how gaining these resources (Q5) will improve the success of marginalized populations.

- **Full-Time Faculty Personnel Request:** While our department continues to do everything in its capacity to improve success rates and reach our goals, staffing shortages have significantly strained our attempts to make progress. Our full-time instructors are spread thin while picking up work that was previously designated to the full-time faculty who resigned. We would like to improve outreach efforts, create a new CTE for working professionals, and create a ZTC pathway within our department, but it will be extremely challenging to accomplish these goals given the current staffing constraints. All the previously stated goals will directly improve the success of marginalized populations, but our current full-time faculty are beyond capacity because they are picking up the work of the full-time faculty who resigned in the Summer of 2024. The additional workload has also made it difficult for full-time faculty to serve as a safety net for our disproportionately impacted student populations. These students are more

likely to fall through the cracks when instructors are spread too thin from picking up work that was designed for an additional full-time instructor.

- **Designated Counselor Position:** The Communication Studies Department continues to request counseling staff dedicated to the Language Arts Division that would have specialized understanding in supporting students through our Oral Communication General Education courses (COMM 1 and COMM 10). The diversity of courses and modalities creates confusion and miscommunication of expectations for students with limited exposure to college as an institution (i.e., disproportionately impacted demographic groups) and support from dedicated counseling would help clarify expectations and set students up for success upon arriving in our courses. Given the changes that will ensue from Cal-GETC, it is vital for our counselors to be well informed about these modifications so that they give students accurate information.
- **Room Requests:** Adequate and quality lighting is linked to accessibility, and it can significantly enhance learning capabilities for disproportionately impacted students. Gradient lighting will provide students with the opportunity to speak with lighting choices that help them perform better. Gradient lighting is also necessary for the new performance studies course that will be offered in the fall of 2025. Students will present performances where the lighting choices significantly impact the message. It is important for students to have gradient lighting to control the lighting choices they use in their performances.

Sound dampening is also necessary in our classrooms. Noise carries over from nearby classrooms, and this becomes distracting for students who are presenting speeches. It also increases student anxiety while speaking and leaves space for them to be less successful in their presentations.

Lastly, our classrooms need more plug points to charge devices. Most of our courses use OER and ZTC textbooks. We use these resources to provide free textbooks and learning materials to disproportionately impacted students for free. Students access these textbooks and resources on their devices. If students are unable to charge their devices, they cannot access their textbook or the course resources. We do not have enough plug points available to accommodate the 30 students in our courses. This limits access to the necessary course materials during our class period. Students would be more successful if they had access to charging stations within the classroom.

- **Accessibility Support:** We greatly value all the accessibility training our Online Education team provides, but we also acknowledge that they are currently spread thin facilitating RSI trainings for the college. Although many full-time faculty in our department have accessibility training and have served as mentors to faculty who are new to teaching online, we need more support in this area given the current staffing constraints we are experiencing in our department due to the full-time faculty resignation that took place in the Summer of 2024. More accessibility training would directly benefit disproportionately impacted students.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome (SLO, AUO, SSLO)	Analyze critically the logic of arguments.
Method of Assessment of Learning Outcome (please elaborate)	<p>The Issue Analysis Assignment (Essay #3) asks students to select a topic, perform research, then analyze the quality of the evidence and arguments. They are required to assess underlying warrants, identify and describe logical fallacies where relevant, and determine if the method used to connect evidence in claim adheres to sound reasoning principles. There are 3 specific items on the rubric which address this:</p> <ol style="list-style-type: none"> <li>1. Evaluation: Argument Quality &amp; Evidence: Evaluates, in detail, the quality of the arguments and evidence utilizing proper tests of evidence (e.g. Verlinden, CRAAP, and/or SIFT)</li> <li>2. Evaluation: Logic and Structure: Evaluates and describes clearly the logic and structure applied to the arguments: What warrants are used? What types of reasoning are</li> </ol>

	<p>utilized to create the argument?          What notable fallacies, if any, exist.</p> <p>3. Evaluation: Rhetorical Appeals:          Describes, in detail, the rhetorical appeals used in the arguments and evidence analyzed (how effectively are ethos, pathos, or logos applied?)</p> <p>Students were considered as “exceeding” the expectation if they received full credit on those respective sections on their first draft, “meeting” if they got partial credit or addressed issues in their revisions and approaching if they completed the essay but needed revisions to that area. Students who did not meet the outcome received 0 in those areas despite turning in an essay, while the N/A were students that did not submit an assignment.</p>
<p>Summary of Assessment Results</p>	<p>A total of 24 students were assessed in the online section.</p> <p>10.) Number of students exceeding expectations: 4          11.) Number of students meeting expectations: 9          12.) Number of students approaching expectations: 5          13.) Number of students who do not meet this outcome: 2          14.) N/A Not Applicable (withdrew, absent, ...): 4</p>
<p>Reflection on Results</p>	<p>This assignment continues to be a challenge for students, though like previous quarters, there was a marked improvement once revisions were allowed. Regardless, compared to the on-site versions of the</p>



	class, performance on this essay continues to be higher despite the higher attrition numbers this quarter.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Creation of additional videos and instruction around reasoning and warrants. In the past year the SIFT method (courtesy of materials provided by our new tenure track hire who resigned) was added into the course, which did help the students' performance in the first of the three evaluation areas.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

The Communication Studies Department works tirelessly to keep their curriculum and practices on the front lines of progress and effectiveness in order to meet the needs of students and transfer institutions. In the past two years, they have revised all of their curriculum to be aligned with the new CalGETC requirements, ensuring that students have the shortest paths to transfer to either the UCs or CSUS. We expect the enrollment to grow in the coming years as more students seek to meet their oral communication transfer requirements. They have also updated the Public Speaking curriculum to align with common course numbering requirements. They have done all of this work while their ft/pt ratio is historically low. I fully support their request for a new faculty position as it will help meet the demands of enrollment growth and reduce the workload on the current ft faculty who are at risk of burnout.