

# De Anza College

## Instructional Annual Program Review 2021-22

**Instructions:** The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format. In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

	<b>Information Requested</b>	<b>Explanation of Information Requested.</b>	<b>Enter your answers here</b>
	Department Name:		<b>Communication Studies</b>
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? ( <a href="https://www.deanza.edu/about-us/mission-and-values.html">https://www.deanza.edu/about-us/mission-and-values.html</a> ).	Our core Program Level Outcomes: 1.) Increase student confidence in ability to effectively use a range of speaking, listening, and collaboration skills. [ICC: Communication and Expression] 2.) Design and relate messages clearly for effective and appropriate oral communication to diverse audiences. [ICC: Communication and Expression] 3.) Recognize when information is needed and have the ability to locate, evaluate, and use information effectively. [ICC: Information Literacy] 4.) Think critically through competent analysis, evaluation, and response. [ICC Critical Thinking] 5.) Prepare global citizens for equity driven, facilitative, dialogic communication to advocate social justice. [ICC: Civic Capacity For Global, Cultural, Social, & Environmental Justice
I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer

I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Personal Enrichment
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <a href="https://www.deanza.edu/ir/AwardsbyDivision.html">https://www.deanza.edu/ir/AwardsbyDivision.html</a> . If you do not offer Certificates of Achievement please state “none offered”.	24
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to <a href="https://www.deanza.edu/ir/AwardsbyDivision.html">https://www.deanza.edu/ir/AwardsbyDivision.html</a> If you do not offer Certificates of Achievement” please state “none offered”.	NA
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <a href="https://www.deanza.edu/ir/AwardsbyDivision.html">https://www.deanza.edu/ir/AwardsbyDivision.html</a> . If you do not offer Associate Degree	87

		Transfer, please state “none offered”.	
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <a href="https://www.deanza.edu/ir/AwardsbyDivision.html">https://www.deanza.edu/ir/AwardsbyDivision.html</a> .-If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”.	5
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	<ul style="list-style-type: none"> <li>• AA-T Degrees increased from AY2018-19 to AY 2019-20, but we had a 7% decrease in AY 20-21</li> <li>• Certificates increased steadily since AY2018-19, but we had a 35% decrease (though that’s only from 28 to 24 certificates earned) in AY 20-21. These decreases are likely to pandemic effects and students not completing all requirements during the past two years to earn these certificates or degrees.</li> </ul>
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . . ) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	<ol style="list-style-type: none"> <li>1.) Revised clear course-taking patterns each quarter in collaboration with Guided Pathways and posted these maps on GP website.</li> <li>2.) Promoted our certificates and degrees with hosting a meet &amp; greet at Welcome Day.</li> <li>3.) Mentor students one-on-one in completing A.A. Degree specialty proposals.</li> <li>4.) Used Canvas announcements, student email, and in class announcements to encourage students to enroll in additional Comm Studies courses.</li> <li>5.) Conducted a workshop, which include outreach to all Comm Studies majors to make sure students know difference between the AA and AAT, along with benefits of earning one of our certificates of achievement.</li> </ol>

			For next year: we will be using the Villages to do additional outreach to inform students about benefits of being a Comm Studies major & potential career opportunities, plus conducting workshops for completing the specialty proposals in order to earn the AA degree so as to increase completions in this area.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <a href="https://www.calpassplus.org/LaunchBoard/Home.aspx">https://www.calpassplus.org/LaunchBoard/Home.aspx</a>	<a href="https://www.calpassplus.org/LaunchBoard/Home.aspx">https://www.calpassplus.org/LaunchBoard/Home.aspx</a>
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable. California EDD LMI Info: <a href="https://www.labormarketinfo.e">https://www.labormarketinfo.e</a>	

		<a href="http://dd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occpri">dd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occpri</a>	
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.	

		State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: <a href="https://www.deanza.edu/ir/program-review.20-21/index.html">https://www.deanza.edu/ir/program-review.20-21/index.html</a> .	<b>20.4</b>
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years.	NA
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <a href="https://www.deanza.edu/ir/program-review.20-21/index.html">https://www.deanza.edu/ir/program-review.20-21/index.html</a> or access within the program review tool.	<b>28.5%</b>
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were	NA

		any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	<p>Previously, our Communication Studies Department gained two full-time faculty retirement eplacements in 2017-18, but still needed to fill one faculty position due to a full-time resignation in June 2018. The department also gained a .55 partial faculty reassignment to Communication Studies in AY2018-19, but this replaced a .55 prior retirement.</p> <p>We noted in our previous program review, that these net losses resulted in a reduction of sections, a slight decrease in enrollment, and an inability to offer more classes at peak times when full waitlists existed, despite faculty overloads increasing. The strategies we put into place to address this was to continue to have faculty teach overloads to ensure student access to classes, offer increase online availability and support for students, and ensure that our online asynchronous and synchronous classes during the pandemic years were robust so as not to impact enrollment significantly. We were also able to make a substantial case for adding another faculty position and are currently in the process of hiring a full-time faculty member in our department that will help us to maintain and grow our future departmental offerings.</p>
	<b>Enrollment</b>		
II.A	Enrollment Trends	What changes in enrollment have you seen in the last three years? Refer to <a href="https://www.deanza.edu/ir/program-review.20-21/index.html">https://www.deanza.edu/ir/program-review.20-21/index.html</a> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department	<p>We have seen a slight increase in unduplicated headcount in AY 20-21 (4575) compared to AY 19-20 (4337).</p> <p>Initiatives/strategies/activities to maintain or increase enrollment trends:</p> <ol style="list-style-type: none"> <li>1. Increased number of sections overall, and grew number of sections fully online to create opportunities for students to complete their Oral Communication requirement.</li> <li>2. Emphasizing our teaching &amp; learning strategies to focus on retaining students.</li> </ol>

		<p>have in place to increase or maintain current enrollment trends?</p>	<p>3. Emphasizing value of earning our certificates: : achievable in a short period of time or useful for working professionals to add to their skill-set.</p> <p>4. More widespread adoption of affordable texts, including OER to ensure equity of access, particularly in our large GE courses (COMM 1 &amp; COMM 10).</p> <p>5. Leveraging Guided Pathways to help students see the value of a earning a certificate through career panels and leveraging communication skills in their professions.</p> <p>6. Improving our outreach to our current majors to complete specialty area proposals in a timely manner and reaching out to potential majors.</p> <p>7. Increase the quality of our online classes by developing in-house department resources and directing faculty to reputable programs such as courses through the Online Network of Educators (@ONE).</p>
<p>II.B.</p>	<p>Enrollment Trends for disproportionately impacted student groups</p>	<p>Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages?          You do not need to list enrollments, but rather reflect on what the trends look like.          Link to equity plan and strategic plans</p> <ol style="list-style-type: none"> <li>1. What could be contributing to the differences?</li> <li>2. What strategies does your department have in place to increase or</li> </ol>	<p>Our department has seen a slight decrease in African-American success rates with a slight increase in overall Asian student population. The biggest changes (increase) in success rates seem to be in the Filipinx population.</p> <p>Contributing factors:</p> <ol style="list-style-type: none"> <li>1. Economic realities and the hardships students are facing outside of the classroom.</li> <li>2. Nearby colleges are providing increased resources for targeted populations and providing substantive support towards helping students succeed</li> <li>3. Students have the choice of 9 other community colleges in the South Bay, including our sister school. Since classes have mostly been online, students can opt to attend anywhere and may opt into one of the schools that is geographically closer, as many of the target populations do not reside in or immediately near Cupertino. In addition, the CVC-OEI course exchange is making it even easier for students to enroll in courses across the entire state. These reasons may account for why we are seeing lower enrollment numbers, yet only slight variations in our success rates with our disproportionately impacted student populations.</li> </ol> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Increasing OER use across classes.</li> </ul>



		<p>maintain enrollment of these student groups?</p> <p>Are there other trends that you see when drilling into the data that may be important to explore?</p>	<ul style="list-style-type: none"> <li>• Development of a ZTC (Zero-Textbook-Cost) Communication Studies pathway &amp; degree so as to remove the financial barriers to earning our certificates or degree.</li> <li>• Continue with culturally responsive pedagogy (via professional dev workshops the college offers).</li> <li>• Teach IMPACT AAPI specialty section (targeted to Filipinx/Pacific Islander population)</li> <li>• Teach First Year Experience specialty sections (targeted to Latinx population)</li> <li>• Collaborate with Umoja counseling and now teach Umoja students in FYE specialty section (targeted Latinx/African American population)</li> </ul>
II.C.	Overall Success Rate	<p>What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.</p> <ol style="list-style-type: none"> <li>1. What could be factors that influence success rates? Please refer to: <a href="https://www.deanza.edu/ir/program-review.20-21/index.html">https://www.deanza.edu/ir/program-review.20-21/index.html</a></li> <li>2. What strategies does your department have in place to increase or maintain current success rates?</li> </ol>	<p>Overall success rates have held steady at 84% the past three years (and through the pandemic years despite the instructional shifts we have had to make). They have also held steady across our targeted populations.</p> <p>We continue to maintain student success rates above institutional standards. Current success rate for all Communication Studies students is 84%, compared to college success rate at 80%</p> <p>- Strategies (current and future):</p> <ul style="list-style-type: none"> <li>• Increasing OER use across classes.</li> <li>• Development of a ZTC (Zero-Textbook-Cost) Communication Studies pathway &amp; degree so as to remove the financial barriers to earning our certificates or degree.</li> <li>• Continue with culturally responsive pedagogy (via professional dev workshops the college offers).</li> <li>• Continue Canvas orientations to influence student success in our online and future hybrid offerings while incorporating pedagogical strategies that help better support and engage students in our online modalities.</li> <li>• Grew number of sections fully online to create opportunities for students to complete their Oral Communication requirement online.</li> <li>• Ensured that our SLOs and assessments serve our student need</li> </ul>

II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	<p>Using the <a href="#">Disproportionate Impact Tool</a> within the <a href="#">Program Review Tool</a> explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):</p> <ol style="list-style-type: none"> <li>1. What differences do you see in successful course completion rates?</li> <li>2. What are your thoughts on these differences?</li> </ol> <p>What strategies might be helpful in closing gaps in successful course completion?</p>	<p>Factors that influence differences in success rates:</p> <ul style="list-style-type: none"> <li>• Elimination of basic skills courses (AB 705)</li> <li>• College readiness</li> <li>• Preparedness to navigate Canvas</li> <li>• Online course fatigue and pandemic fatigue.</li> <li>• Access to counseling and advising</li> <li>• External pressures (finances, work, family, housing, transportation)</li> </ul> <p>Overall, we feel that the strongest contributing factors that may help explain the differences in success rates across our student populations have to do with the economic realities our students are currently facing. There are less support structures in place (or the support structures students have access to are precarious). Students are also being priced out of this area and financial hardships along with physical, emotional and mental fatigue are impacting our students and their ability to learn and succeed.</p> <p>Many of the strategies we have mentioned in previous sections to grow enrollment will also apply to how we want to better support students across these targeted populations. Ultimately, we recognize that as a department and institution, we need to provide more support structures (not just academic) via guided pathways and connecting students to services/resources they desperately need in order to create community and increase/enhance their student connections to us. Only then can students focus on learning and succeeding in their coursework.</p>
II.E.	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum,	<p>Impacts on our program:</p> <ol style="list-style-type: none"> <li>1. AB 705 policy changes may result in more underprepared students enrolling in our classes. To support student success the department has had to be more aware in assessing the level of preparedness of students entering our COMM 1 and 10 classes, especially in regards to communication apprehension, information literacy, and writing outlines and reflection essays. This has required much more instructional support in the classroom from our faculty.</li> </ol>

		<p>reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)</p>	<ol style="list-style-type: none"> <li>2. There is a cohort of students who have experienced their last two years of high school online which is impacting their expectations of what online learning should be like at De Anza and had led to varying levels of (dis)engagement amongst students.</li> <li>3. The increased burden on online education office and the office being short-staffed (loss of personnel) has influenced how much support our faculty get.</li> <li>4. The lack of institutional infrastructure--not as much training or professional development in-house for those who want more advanced instruction and knowledge in online teaching and course design.</li> <li>5. The EW policy instituted with the pandemic might also have affected how many completions we in our courses (though in our department the withdraw rates have hovered and remained stable around 7 or 8%).</li> <li>6. The huge surge in depression and anxiety and lack of easily available mental health services for our students (and faculty) have added increased stress and pressures in the classroom environment.</li> </ol>
	<p><b>Equity</b></p>	<p>In order to meet the goals within our <a href="#">State Equity Plan</a>, <a href="#">Institutional Metrics</a>, and <a href="#">Educational Master Plan</a>, the following section asks you to reflect on questions focused on student equity to help inform our goals._</p>	<p>As a department we have noticed that our equity gap has remained the same over the past few years—it has not decreased. Despite the many conversations and professional development efforts we have undertaken to address this issue, the needle has not significantly moved in closing this equity gap. So while we acknowledge the work we have put into this, we also realize that there are still questions we need to address and concerns we must find solutions to:</p> <ul style="list-style-type: none"> <li>• How can we make it easier for students in disproportionately impacted populations to ask for help or attend office hours to get more support. What social and cultural barriers do we need to overcome and how do we do this?</li> <li>• How do we integrate one-on-one connections with disproportionately impacted populations to help students in these groups not feel disconnected without overworking or overwhelming faculty?</li> </ul>

			<ul style="list-style-type: none"> <li>• What are policies we can put into place in our class in order to be more equitable? (But that still work with our own lives and pedagogical approaches? )</li> <li>• What are inclusionary practices that we have not yet incorporated within our classrooms and pedagogy?</li> <li>• What curricular content needs to be revised? What are ways to be more culturally responsive in the design and framing of our assignments that honors the lived experience of our students?</li> <li>• How can we consistently connect disproportionately impacted students to resources that are preventing them from doing the classwork?</li> <li>• What support/intervention do our student athletes from these populations need?</li> <li>• What capacity does the institution have to help us retain the students in these populations so that the equity gap really does decrease?</li> </ul> <p>The above are the questions that we have grappled with as a department and will continue to reflect on and address in our monthly department meetings as we have a standard agenda item called "What's working, what's not, and what to improve/address?"</p>
III.A.	Equity Plans for groups other than the acknowledged disproportionately impacted groups	Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	<p>Future plans to support all student population groups in our classes:</p> <ul style="list-style-type: none"> <li>• Continue offering low cost and zero cost materials in our courses</li> <li>• Continue acknowledging and incorporating pedagogical practices that focus on the intersectionality of student identities</li> <li>• Find ways to address the financial access/access to resources that are inequitable for students.</li> <li>• Continue with our department-level professional development workshops and happy hour plus department meetings which address equity issues. These discussions focus on not assuming students are all the same and that "one solution fits all" to make them successful.</li> </ul> <p>-</p>
III.B.	Program Success	Describe any events/program changes/successes that you	Overall, the success rates for targeted populations for our department at 79% is better than the college success rate at 72%. The success rate for other populations is 84% vs 88%

		would like to share relative to your equity efforts?	<p>for department. We feel we are heading in the right direction as a department.</p> <p>Here's what has contributed to our program success:</p> <ol style="list-style-type: none"> <li>1. More widespread adoption of affordable texts, including OER to ensure equity of access.</li> <li>2. Statewide and college leadership in developing and advancing Open Resource initiatives for Zero-Textbook cost to students.</li> <li>3. Working collaboratively on Guided Pathways initiatives to help students achieve their goals.</li> <li>4. Increased professional development and mentoring within department when pivoting online for lockdown and pandemic. Despite inexperience with and challenges of pandemic, department faculty (both fulltime and part-time) actively collaborated on best practices to ensure student success in a challenging time.</li> <li>5. Increased attention, through speech outlines and process of writing speeches, on teaching writing skills (especially since due to AB705 they are coming in with less skills).</li> <li>6. Collaboration among department faculty on participating in SLO assessment and reflection.</li> <li>7. Faculty participation in learning communities across the campus.</li> <li>8. Department faculty participate in Villages and Guided Pathways opportunities, the One Book, One College planning, and also contribute to professional development activities across the college such as leading Teaching Café's and workshops for the campus community.</li> </ol>
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	<p>Yes. We would like to request the following resources:</p> <ul style="list-style-type: none"> <li>• More professional development training on how to address equity issues towards decreasing our equity gap.</li> <li>• Reimbursement for training in online pedagogy and instruction (e.g. taking a course from @ONE; internally developed department trainings) and in using online tools (e.g. Padlet or Loom).</li> <li>• Dedicated Communication Studies counselor. Our students have unique needs and support issues, particular regarding performance anxiety, that is beyond the expertise and capacity of our instructors.</li> </ul>

			<ul style="list-style-type: none"> <li>• Dedicated space for existing and potential majors to hold workshops, student-centered events, performances, and community building.</li> </ul>
III.D.	Departmental Equity Planning and Progress	<p>Identify which of the following resources you need? How would the resource help?</p> <ul style="list-style-type: none"> <li>• Professional Development – what areas?</li> <li>• Enhanced support for students</li> <li>• Departmental Collaborations</li> <li>• Best Practices</li> <li>• Coaching/Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development stipends/release time/support/resources to develop and scale Guided Pathways in addition to what is being offered.</li> <li>• Funds, stipends and reassigned time to provide ongoing mentoring/training/professional development for all faculty in the following: equity, hybrid online/Canvas, Guided Pathways, information literacy, use of inquiry tool, and SLO assessments.</li> <li>• Professional Development stipends/release time/support/resources to develop and scale measures to monitor student progress/needs in technology use (especially Canvas), and to monitor progress towards becoming information literate.</li> <li>• Ongoing mentoring/training/professional development for FT and PT faculty to share/develop pedagogical best practices and available resources for student success.</li> <li>• Funds for stipends and reassigned time to train in changing instructional technologies; design hybrid/online course content; and adapt instructional materials specifically to targeted populations.</li> <li>• A minimum of one faculty-training workshop per year to use customized data reporting tools so we can utilize student success data to develop strategies to decrease inequities.</li> <li>• Holistic workshop that addresses faculty work-life balance or physical/mental wellness.</li> <li>• Support for curriculum development in decolonizing and reimagining fundamental courses and future courses that meet student needs.</li> </ul>
III.E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources	Yes.

		to help facilitate student success?	
	<b>Assessment Cycle</b>	Navigate to <a href="https://www.deanza.edu/slo/">https://www.deanza.edu/slo/</a> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:”	
IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022..	<p>One reoccurring theme we noticed was that students would either stop participating in class, or they would not complete the assignment being used to assess the learning objective.</p> <p>Over the past year, our department took steps to address these issues. We held regular "Happy Hour" sessions and retreats where we shared our best practices revolving around these themes. One strategy we discussed was to implement regular and consistent check-ins with our students. Another useful approach was to put students into groups at the beginning of the quarter so that they could check-in with each other as they moved through the class. This approach also helped students feel connected with each other while also encouraging them to hold each other accountable.</p> <p>We also realized that we needed to make our course designs easier for students to navigate. As we transitioned from in person classes to an online modality, instructors with previous training in online pedagogy selflessly stepped in to mentor faculty members who were unfamiliar with online instruction. These instructors provided our department with numerous resources including Canvas shells, and example modules. They shared helpful ways to structure the courses in order to maximize student engagement and retention.</p> <p>By implementing all of these strategies, we have successfully maintained enrollment in our department, and maximized our retention and engagement with assignments being assessed.</p>

IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	<p>-COMM 1/H SLO 3: Demonstrate effective listening skills in various public contexts.</p> <p>-COMM 8/H SLO 4: Demonstrate the use of critical listening and comprehension skills in oral and written communication.</p> <p>-COMM 15/H SLO 1: Develop abilities to effectively facilitate discussions including active listening, nonverbal communication, managing tension, consensus building, and recording group discussion.</p> <p>-COMM 16/H SLO 1: Develop increasing communication competence in building and maintaining relationships by adapting to other people, the goals of the speaker, and the requirements of the interpersonal communication context (e.g., cultural, social, and business).</p> <p>-COMM 70/H SLO 4: Demonstrate communication skills necessary for working productively in dynamic, collaborative, multicultural work environments.</p>
<b>Resource Requests</b>			
V.A	Budget Trends	<p>Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.</p> <p>If you don't work with budget, please ask your Division Dean to give you the information.</p>	



V.B	Funding Impact on Enrollment Trends	Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:	
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	
V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so,	

		provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	
V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	
V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input,	

		etc. to support this need. If not, provide other data to support this need.	
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year	
	Submitted by:	APRU writer's name	Anu Khanna and Brandon Gainer
	Last Updated:	Give date of latest update	May 2022