Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

> The Communication Studies Department empowers students to speak confidently, listen critically, and use communication to build stronger communities in a more equitable world. Instructors facilitate conversations about critical thinking and information literacy while helping students develop communication strategies that move them toward their goals. The department aims to develop skilled communicators who become socially responsible leaders in diverse communities and advocate for global, cultural, and social justice in innovative ways.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

> Both mission statements strive to help students reach their goals and become socially responsible leaders. Our program mission statement also addresses many of the Core Competencies included in the college's mission statement such as communication, information literacy, civic capacity, and critical thinking.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Develop New Oral Interpretation Course	Our goal is to create a new Oral Interpretation course. Our current course offerings have an emphasis on critical thinking, but to fully encompass the scope of our discipline, oral interpretation courses are necessary additions. Many local community colleges offer such classes, so it is important for our program to provide students with the opportunity to explore this area of study. This new oral interpretation course will increase enrollment while providing our students with the opportunity to explore areas of the discipline that are not currently offered at our college.	Stephanie Anderson	The Communication Studies department and the Curriculum Committee.	After the course is approved by curriculum, we will work with Guided Pathways to ensure that the course is appropriately listed on our transfer map.	Stephanie will create a course outline for the proposed new course. The Communication Studies department will discuss revisions to the outline during monthly during department meetings. The course outline will be submitted to Curriculum for approval.	We will achieve this goal once Curriculum approves the new course and it is offered on the schedule of classes.
Revise AA Specialty Area Process	Our goal is to revise, clarify, and streamline the way students earn their specialty area units for the Communication Studies AA degree and as a result, increase the number of Communication Studies AA degrees awarded. We have noticed a decrease in students completing their AA degrees in our department. Our goal is to make the process clear, meaningful, and manageable for students while also fulfilling accreditation requirements. We aim to see an increase in AA degrees because of this revision.	Nick Chivers	The Communication Studies department and counseling.	After the AA Specialty Area process has been revised, we will reach out to Guided Pathways to help spread the word to our students.	We will break this goal down into different steps. First, Nick will facilitate discussions on ways the department can revise the specialty area process for students and faculty. We will also check in with the Articulation Officer to make sure the process fulfills accreditation requirements. After the department establishes a new process, the department will reach out to counseling so that informed of the new process. We will also use our department webpage and communication provided by Guided Pathways to inform students about the new process. The department will move through each of these steps during department meetings. After one step is completed, we will move onto the next until we reach our goal.	We will achieve this goal after we revise the Specialty Area process for the AA degree, and after students are informed about the new process via our department website, Guided Pathways, and/or counseling. We will also assess our goal by observing if there is an increase in Communication Studies AA degrees over the next 3 years.

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

> Many of our full-time faculty have moved into positions that provide release time, and one part-time faculty moved into a full-time position with Online Education. As a result, there are fewer faculty to teach courses. Given the cost of living in the Bay Area, it is challenging to find local part-time instructors to teach our courses.

B. Enrollment Trends

Enrollment Variables and Trends

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	29,425	28,352	29,627	27,140	27,215	-7.5%
Enrollment	152,484	151,481	152,337	134,044	132,120	-13.4%
Sections	5,424	5,305	5,159	5,016	5,030	-7.3%
WSCH	240,913	237,943	241,078	214,189	208,802	-13.3%
FTES (end of term)	16,069	15,876	16,080	14,293	13,924	-13.3%
FTEF (end of term)	467.1	460.9	465.0	432.0	423.7	-9.3%
Productivity (WSCH/FTEF)	516	516	518	496	493	-4.4%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☐ the data trend shows an increase in Enrollment

☑ the data trend shows a decrease in Enrollment

☐ the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The pandemic has impacted the department and college as a whole. In the 2022-2023 academic year, we transitioned back to campus and navigated unfamiliar waters with students while exploring different modality options. The ever-changing landscape of modality options and the various ways of labeling modalities has at times led students to misunderstand the course expectations. The pandemic created widespread social anxiety, and the increased anxiety became a deterrent for many students to enroll in communication courses. Cultural trends also led students to question the value of a college education, the value of "soft skills," and the economic viability.

For our department specifically, many full-time faculty moved into roles that provided release time. One part-time faculty also moved into a full-time position with Online Education. This resulted in fewer faculty available to teach courses. We hired more part-time faculty to accommodate more students, but many instructors were at capacity while teaching at multiple colleges. We aim to hire a few more part-time faculty so that we can continue offering more classes to our students. We also strive to increase enrollment by creating a new course that more fully encompasses the communication studies discipline. This course will be included within our AA, AA-T, and Communication Studies Certificate of Achievement course offerings. Lastly, we will increase the number of AA degrees awarded to students by increasing our communication about the revised AA Degree Specialty Area process.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. 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.

N/A

D. Course Success

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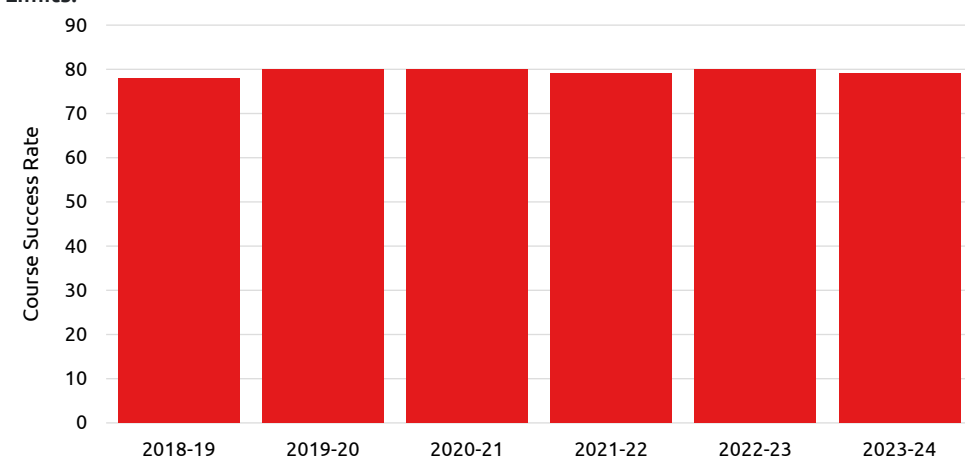
Course Success

De Anza College

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23			Enro
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	
Measures	152,484	78%	118,883	151,481	80%	120,680	152,337	80%	121,495	134,044	79%	106,094	132,120	80%	105,699	

In the data table above, what overall trends are you seeing in Course Success?

☐   the data trend shows an increase in Course Success

☐   the data trend shows a decrease in Course Success

☑   the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

1. Although there was a slight decrease over the past five years, our success rate has remained steady over the past two years. We attribute the pandemic and the return to campus as factors contributing to the minimal decrease we observed. We maintained our success rate by providing our faculty with a robust mentoring experience within the department. The department also engages in yearly assessment discussions where we identify necessary changes to ensure students reach our course SLOs. Lastly, we guide students towards valuable resources on campus such as De Anza Connect, the Student Success Center, and Learning Communities to provide additional support.
2. We will increase and maintain our success rates by increasing our outreach efforts. Specifically, we will collaborate with departments across the campus and continue to work with various Student Learning Communities. We will increase our efforts to offer more OER and ZTC materials for courses, including a potential ZTC degree pathway.
3. All our courses maintain similar success rates. COMM 9 saw a 9% increase in overall success rate this past year. COMM 16 saw a 10% decrease this past year. We attribute the decrease to the return to campus and new modality options. COMM 16 engages in substantial amounts of self disclosure which increases anxiety in face-to-face settings. We also experimented with new modality options for COMM 16 such as a 50/50 hybrid. Since this was our first time offering COMM 16 in this modality, there was a learning curve for instructors and students.
4. One goal is to offer a new Oral Interpretation course. This course will expose students to a new area of communication studies that is not currently offered at the college. Since this course critically focuses on artistry and performance, it has the potential to improve the success rates of students who thrive in those sort of settings.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

De Anza College						2022 Summer to 2023 Spring
Number of sections: 5030						

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (De Anza College, 5030 sections)	132,120	80%	80%	0		
Race/Ethnicity						
Asian	54,231	85%	76%	+9		
Black	5,195	68%	80%	-13		657
Filipinx	9,017	80%	80%	0		15
Latinx	33,715	71%	83%	-12		4,095
Native American	438	73%	80%	-7		33
Pacific Islander	915	72%	80%	-8		75
Unknown ethnicity	7,943	88%	79%	+9		
White	20,666	82%	80%	+2		
Gender						
Female	63,307	81%	79%	+1		
Male	66,801	79%	81%	-1		701
Non-Binary	9	100%	80%	+20		
Unknown gender	2,003	80%	80%	0		7
Special Populations						
Foster youth	425	56%	80%	-24		104
Individuals with disabilities	5,831	84%	80%	+4		
Low Income	54,710	74%	84%	-9		5,176
Not Low Income	77,410	84%	74%	+9		
Veterans	2,105	79%	80%	-1		32

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐   there is no gap (e.g., 0)

☐   there is a negative gap of 5-percentage points or less (e.g., -5)

☐   there is a negative gap greater than 6 percentage points (e.g., -6)

☑   there is a positive percentage point gap (e.g., +2)

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The Percentage point gap between Black students and all other students is:

- ☐ there is no gap
- ☐ there is a negative gap of 5-percentage points or less
- ☑ there is a negative gap greater than 6 percentage points
- ☐ there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- ☐ there is no gap
- ☐ there is a negative gap of 5-percentage points or less
- ☐ there is a negative gap greater than 6 percentage points
- ☑ there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- ☐ there is no gap
- ☐ there is a negative gap of 5-percentage points or less
- ☑ there is a negative gap greater than 6 percentage points
- ☐ there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- ☐ there is no gap
- ☐ there is a negative gap of 5-percentage points or less
- ☐ there is a negative gap greater than 6 percentage points
- ☑ there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- ☐ there is no gap
- ☐ there is a negative gap of 5-percentage points or less
- ☑ there is a negative gap greater than 6 percentage points
- ☐ there is a positive percentage point gap
- ☐ not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

1. We saw a significant achievement gap for Black, Latinx, and Pacific Islander populations.
2. This has been an enduring trend amongst our department. Some of these influences are due to socioeconomic influences outside of the department. We have made efforts to improve access by providing various modalities, lowering the cost of course materials, and connecting students with programs on campus.
3. The male/female gap is surprisingly small (only 4%). The Pacific Islander population is minimal (only 43 total).
4. There is a gap in lower income students. We have tried to address this by providing students with ZTC and OER resources in half of the course sections listed on our schedule.
5. We acknowledge that socioeconomic factors remain a factor in this persistent gap (many of which are beyond the institution's control). As such, we are looking into creating ZTC pathways for degrees and scheduling in modalities that best serve our student population.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. We encourage faculty to survey students around week 4 to ask for course feedback, and then implement that feedback moving forward. We will continue to advertise De Anza Connect, the Student Success Center, Learning Communities, and other valuable resources on campus. Our department will continue to refine online pedagogy by taking courses that focus on accessibility and instructor-led substantive interaction. We will continue to provide students with ZTC and OER resources. We will also intervene more quickly when we see absences, grades dropping, missing assignments, or students who need support. We will reach out to students who are at risk of not passing the class and and work with them to develop a plan that will enable them to be successful in the course.
2. All of the previously described strategies will guide our students toward reaching the skills described in our mission statement. The previously described strategies will also be implemented in our new Oral Interpretation course. By including these strategies in all our courses, we will increase student success rates and close equity gaps, which will lead students to more successfully complete their Communication Studies AA Degree, and increase the number of AA Degrees that we award.

Trends in Awards
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Degrees and Certificates by Ethnicity

De Anza College

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

✎ Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	**Asian**	423	309	377	301	243
	Black	60	48	38	48	36
	Filipinx	101	65	81	91	87
	Latinx	400	293	346	317	273
	Native American	8	4	2	5	2
	Pacific Islander	9	11	5	6	4
	White	221	208	201	140	129
	Unknown ethnicity	18	9	7	18	24
	Total	1,240	947	1,057	926	798
Associate in Arts-Transfer	**Asian**	89	104	172	135	156
	Black	14	19	21	22	19
	Filipinx	24	33	30	42	41
	Latinx	95	142	191	168	162
	Native American	2	1		3	1
	Pacific Islander	3	2	4	4	3
	White	62	52	84	74	79
	Unknown ethnicity	2	3	9	11	15
	Total	291	356	511	459	476
Associate in Science	**Asian**	31	44	49	50	29
	Black	4	3	1	1	1
	Filipinx	12	5	9	6	18
	Latinx	38	33	27	40	24
	Native American	1			1	
	Pacific Islander	1		1	1	
	White	53	29	43	38	32
	Unknown ethnicity	1		1	1	2
	Total	141	114	131	138	106
Associate in Science-Transfer	**Asian**	249	295	365	334	314
	Black	13	13	16	21	14
	Filipinx	23	22	43	48	36
	Latinx	122	109	144	179	138
	Native American	6	1	3	3	
	Pacific Islander	3	3	4	5	1
	White	82	66	101	82	79
	Unknown ethnicity	4	5	13	30	30
	Total	502	514	689	702	612
Credit Certificate-Transcriptable	**Asian**	317	335	446	467	369
	Black	17	26	18	19	26
	Filipinx	38	30	40	73	75
	Latinx	181	144	207	223	227
	Native American	3	2	1	6	5
	Pacific Islander	2	7	2	7	6
	White	216	168	222	200	180
	Unknown ethnicity	11	7	17	34	31
	Total	785	719	953	1,029	919
Noncredit Certificate	**Asian**				29	91
	Black				1	1
	Filipinx				1	4
	Latinx				5	11
	Native American					1
	Pacific Islander					1
	White				4	20
	Unknown ethnicity				3	6

	Total	0	0	0	43	135
Total		2,959	2,650	3,341	3,297	3,046

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐ an increase in the number of Associate Degrees awarded

☑ a decrease in the number of Associate Degrees awarded

☐ no change in the number of Associate Degrees awarded

☐ Not applicable

Trends in Associate Degrees for Transfer awarded show;

☐ an increase in the number of Associate Degrees for Transfer awarded

☑ a decrease in the number of Associate Degrees for Transfer awarded

☐ no change in the number of Associate Degrees for Transfer awarded

☐ Not applicable

Trends in Credit Certificates awarded show:

☐ an increase in the number of Credit Certificates awarded

☑ a decrease in the number of Credit Certificates awarded

☐ no change in the number of Credit Certificates awarded

☐ Not applicable

Trends in Non Credit Certificates awarded show:

☐ an increase in the number of Noncredit Certificates awarded

☐ a decrease in the number of Noncredit Certificates awarded

☐ no change in the number of Noncredit Certificates awarded

☑ Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

1. We attribute the gradual decrease in our awards to the pandemic and the overall decrease in enrollment seen across the college. With those aspects in mind, our awards have remained steady.
2. One of our goals is to revise the AA Degree Specialty Area process. We strive to increase these awards by streamlining the process, and communicating the new process to students, counselors, and the Guided Pathways team. We will create brief videos explaining the new process of completing the AA Degree Specialty Area. Instructors will share these videos on their Canvas shells and in the classroom. We will also distribute these videos through email to students registered as Communication Studies majors. We plan to advertise our AA degree, or AA-T degree, and our Communication Studies Certificate in quarterly newsletters that we will send to our majors.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. We have moved away from special individual projects in COMM studies, and plan to compensate. These individual projects have lost their utility to students, they are not an option for our AA or AA-T, and they are no longer part of our core requirement. We plan on increasing options for students by offering them a new Oral Interpretation course, so there will be no real loss to students.

2. We plan on offering a new Oral Interpretation course. This course will be an option for students to take to fulfill their AA, AA-T, and/or Certificate of Achievement. By increasing our course offerings and providing students with more options, we plan on seeing an increase in our AA, AA-T, and Certificates awarded. We do not plan on removing any degrees or certificates from the college catalog.

3. If the future, we plan on offering some type of working professional certificate for working adults. According to CensusReporter.Org, the median age in Cupertino, CA is 41 years old. The unemployment rates in Cupertino have gone up from 2.40% to 3.90% in the past year. The current increase in unemployment provides an opportunity for individuals to enroll in courses that provide transferable communication skills in workplaces. By targeting this demographic, we will increase our enrollment and provide students with valuable communications skills they can directly incorporate into their careers. This certificate could potentially be designed as a cohort that strategically works with the targeted population to help them be successful.

Staffing Trends

Faculty Workload

Faculty Workload
De Anza College

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	192.5	168.7	168.3	163.0	157.9	-18%
Full Time %	41.2%	36.6%	36.2%	37.7%	37.3%	-10%
Overload	64.5	66.1	66.2	60.5	57.0	-12%
Overload %	13.8%	14.3%	14.2%	14.0%	13.4%	-3%
Part Time Load	210.1	226.2	230.6	208.5	208.8	-1%
Part Time %	45.0%	49.1%	49.6%	48.3%	49.3%	10%
Total FTEF	467.1	460.9	465.0	432.0	423.7	-9%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☐ the data trend shows an increase in Full Time %

☑ the data trend shows a decrease in Full Time %

☐ the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

> 1. Full-time faculty need more professional development and growth opportunities. They also need more support for flex days, staff learning days, and additional part-time faculty so full-timers can take PDL and update their pedagogical skills and discipline knowledge.
>
> 2. AB705 and the pandemic has created a wide gap in the preparedness in our students' critical thinking, research and writing skills. This proportionately impacts our BIPOC community. While embedded counselors have become a part of the division, there is not an embedded counselor in Communication Studies. A specific Communication Studies Counselor would ensure better intervention, support, and ongoing awareness of the Communication Studies program.
>
> 3. Full-time faculty have taken it upon themselves to run training webinars in the Language and Communication Village Center for Guided Pathways, hold one-on-one meetings with our students, develop relationships with guided counseling when needed, market and encourage use of De Anza Connect in our department, and utilize resources on Campus such as the Student Success Center. Full-time faculty across the department act as liaisons for students and faculty to connect in appropriate avenues on campus.
>
> 4. We have a robust and unique mentoring program that consists of shared resources on Canvas shells, and premade, ready-to-use Canvas Modules for our most popular courses. Each faculty member is also assigned a mentor to provide one-on-one support. Our department provides in-house training and information sharing on the latest pedagogical tools, practices, and professional development opportunities. We are also in the process of creating a handbook for part-time faculty to use as a resource. Because of this, we are able to hire and retain the best part-time faculty to prepare them for full-time hire.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

> 1. Each year, part-time and full-time faculty assess at least 1 SLO and engage in discussions about their assessments. Many of the instructors in our department have noted that the students who engage in the assignment being assessed reach the course SLOs. The handful of students who do not reach the course SLOs typically do not turn in the assignment being assessed. Although instructors make efforts to reach out to students who have not engaged in the assessment, many of them are unresponsive.
> 2. We plan on utilizing programs on campus such as De Anza Connect and the Student Success Center to offer more support for students. We will also intervene more quickly when we notice absences, and will continue to promptly reach out to students who stop engaging with the course material.
> 3. We aim to empower students by connecting them with resources on campus that will help move them towards their goals. Our instructors will continue to reach out to students who are unresponsive, and they will help students develop communication strategies to use with instructors while they navigate tensions in their lives.

Dean/Manager Comments

The FT and PT faculty in the Comm Studies Department are goal-oriented, reflective, and visionary. I support their plans to create a new Oral Interpretation course, a certificate for the workplace, and increase the number of AA degrees. These are all worthy goals that show Comm Studies is making significant strides in meeting the evolving needs of students and looking to the community for enrollment opportunities. The department is cohesive and collaborative, and each full-time instructor plays an important role in the department/division. I commend their work as instructors, mentors, and leaders across campus. I also appreciate their focus on equity and their work to close these gaps.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.