Instructional Discipline Template
A. Program Information
Program Mission Statement

Please enter your mission statement here.

The Communication Studies Department values diverse voices and empowers students to make a difference in their communities and in global society. Our program supports student success in advancing their personal, academic, and career goals. Our courses foster critical thinking skills, cultural understanding, speech performance, and confidence. We are committed to equitable student outcomes. Our program enables students to improve their interpersonal, intercultural, and professional communication skills, preparing them for the pursuit of advanced degrees in Communication Studies and for career opportunities that require expertise in communication.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

PLO #1: Students will improve their interpersonal, intercultural, and professional communication skills, including:

- dyadic and small group discussion
- public presentation and discourse
- organization of ideas
- cross-cultural understanding and sensitivity
- self-advocacy
- argumentation and conflict-resolution

PLO #2: Students will gain confidence and experience in public speaking and oral presentation of ideas

PLO #3: Students will increase their understanding of the pivotal role communication plays in promoting equity, inclusion, and social justice within their communities and global society

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Fine Arts and Communication - Communications-FH

	2017-18	2018-19	2019-20	2020-21	2021-22	5-yr %Inc
Unduplicated Headcount	2,817	2,432	2,193	2,433	2,201	-21.9%
Enrollment	4,182	2,960	2,732	3,065	2,678	-36.0%
Sections	117	100	96	106	100	-14.5%
WSCH	5,447	4,933	4,553	5,108	4,463	-18.1%
FTES (end of term)	360	326	301	337	295	-18.1%
FTEF (end of term)	12.5	11.1	10.5	11.8	11.0	-12.4%
Productivity (WSCH/FTEF)	434	443	433	434	406	-6.5%

1. In the data table above, what does the FTES data trend indicate?

☐　　　the data trend shows an increase in FTES

☑　　　the data trend shows a decrease in FTES

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

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

FTES for the Communication Studies department decreased from 360 to 295 in the most recent 5-year period, a downward trend of 18.1%. Comparatively, the College-wide FTES trended downward by 29%. Several factors contributed to this downward trend: decline in community college enrollment, the Covid-19 pandemic, and fewer Communication Studies course offerings due to the loss of two faculty members.

Two of our courses ranked among Foothill College's Top 15 online FTES-generating courses in Spring 2022: COMM 2: Interpersonal Communication (#8) and COMM 1A: Public Speaking (#15).

Our Certificates of Achievement in Communication Studies have created an incentive for students to take multiple courses within the department, resulting in a 14.1% difference between trends of census enrollment (-36%) and unduplicated headcount (-21.9%). By comparison, the difference between these trends at the division level is 0.5% and college-wide is 0.2% These certificates have brought in repeat students and contributed to our FTES trends.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

☑   yes

☐   no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

The two Communication Studies courses which ranked among Foothill's Top 15 online FTES-generating courses also had significantly increased section offerings over the observed 5-year period (COMM 2: 16 to 21, and COMM 1A: 32 to 39.) Meanwhile, other course offerings were significantly cut. In order to reverse the overall FTES trend, we need to increase our departmental course offerings. In the current climate of reduced community college enrollment, however, this is not a viable option.

We are currently offering just 85% of our previously-available course sections. The data show that our hybrid and fully-online courses have had higher student retention rates (91.7% and 89.2%) compared to our fully in-person offerings (85.8%). Higher retention rates contribute to FTES and can inform our course scheduling decisions.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

☐   the data trend shows an increase in sections

☑   the data trend shows a decrease in sections

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

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

Sections trend for the Communication Studies Department was -14.5% between 2017-18 and 2021-22, but above College sections trend of -21.8 during the same period. Significant decline in California community college enrollment and the onset of the Covid 19 pandemic were the two main reasons for these figures. In addition, the Communication Studies Department lost two full-time faculty members during this period which contributed to scheduling challenges.

The sections trends for COMM remained above the College trend due in part to the persistent marketing of our non-transcriptable and transcriptable Certificates, honors courses, Umoja, Transfer Degree, and AA Degrees. With the continued active promotion of these programs, COMM intends to keep attracting above-average enrollment trends.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

N/A

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

☐   the data trend shows the productivity number increased

☑   the data trend shows the productivity number decreased

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

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

> With an inconsistent trend, departmental productivity (WSCH/FTEF) has decreased by 6.5% over the past five years. 2018-19 was an abnormally high productivity year (443) and 2021-22 was abnormally low (406). 2019-20 and 2020-21 were more typical years (433 and 434, respectively.) Factors in the 2021-22 decreased WSCH/FTEF ratio included the Covid-19 pandemic and allowing in-person courses that did not reach minimum headcount to proceed in an effort to support Foothill's successful welcome back to campus. During the five-year period in question, our WSCH decreased by 18.1% and our FTEF decreased by 12%. New 2022-23 productivity data (435) provide insight and reassurance that 2021-21 was a productivity anomaly, rather than a trend.

2. Does the data trend suggest changes are necessary to improve productivity?

☐   yes

☑   no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

> We understand the importance of returning to campus. As a department, we serve a unique population with a high need and desire for online courses. We also acknowledge that the data show greater WSCH for online courses within our department. In the five-year period examined, our in-person classes did not fill at the same rate as our online classes. If productivity is the goal, we should not let under-enrolled in-person sections go forward, and should consider increasing our online sections. The new 2022-23 data, reflecting an end to the 2021-22 practice of letting under-enrolled courses go forward, highlight the negative impact of that practice on our productivity, and provide reassurance that 2021-22 was a productivity anomaly. Additional ways we can improve productivity include faculty peer support on increasing student retention, utilizing institutional resources related to online pedagogy, and prioritizing regular and substantive interaction (RSI) with online students.

E. Enrollment by Student Demographics

Enrollment Distribution

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Student Headcounts by Gender

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	2,204	53%	1,678	57%	1,482	54%	1,792	58%	1,541	58%
Male	1,940	46%	1,275	43%	1,233	45%	1,251	41%	1,102	41%
Non-Binary	0	0%	0	0%	4	0%	1	0%	0	0%
Unknown gender	38	1%	7	0%	13	0%	21	1%	35	1%
Total	4,182	100%	2,960	100%	2,732	100%	3,065	100%	2,678	100%

Student Headcounts by Race/Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	1,052	25%	853	29%	774	28%	734	24%	590	22%
Black	345	8%	183	6%	170	6%	233	8%	209	8%
Filipinx	379	9%	183	6%	172	6%	195	6%	137	5%
Latinx	1,415	34%	861	29%	839	31%	1,019	33%	959	36%
Native American	14	0%	22	1%	11	0%	17	1%	9	0%
Pacific Islander	54	1%	61	2%	62	2%	64	2%	69	3%
Unknown ethnicity	85	2%	38	1%	70	3%	67	2%	66	2%
White	838	20%	759	26%	634	23%	736	24%	639	24%
Total	4,182	100%	2,960	100%	2,732	100%	3,065	100%	2,678	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

☑ the data trend shows an increase in the female enrollment rates

☐ the data trend shows a decrease in the female enrollment rates

☐ the data trend shows no change and/or is flat in the female enrollment rates

Males

☐ the data trend shows an increase in the male enrollment rates

☑ the data trend shows a decrease in the male enrollment rates

☐ the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

☐ the data trend shows an increase in the non-binary enrollment rates

☐ the data trend shows a decrease in the non-binary enrollment rates

☑ the data trend shows no change and/or is flat in the non-binary enrollment rates

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If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

The gender distribution trend for Communication Studies between 2017-18 and 2021-22 was an increase from 53% to 58% for female students, and a decrease from 46% to 41% for male students. The increase in female enrollment is due to the popularity of COMM 1A Public Speaking and COMM 2 Interpersonal Communication — COMM's two largest offerings in sections and enrollment. COMM 1A is a pre-requisite for Dental Hygiene, and COMM 2 is a pre-requisite for Nursing and Radiologic Technology. All three of these healthcare programs have large percentages of female professionals working in the fields (nationally 91% in Dental Hygiene, 86% in Nursing, and 59% in Radiologic Technology). The Communication Studies Department can work toward equalizing gender disparity by strongly promoting Communication Certificates and Degrees in COMM courses with greater male student enrollment.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 51% Female, 47% Male, 2% Unknown)

☐   yes

☐   no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

As stated above, the reason for the disparity in gender distribution in COMM is workforce education driven. That said, COMM's gender distribution trend has been stable (+/- 2% or less) since 2018-2019. The Communication Studies Department will continue to equalize gender disparity by actively promoting Communication Certificates and Degrees in COMM courses with greater male student enrollment, such as COMM 5 (57% male enrollment in 2022-2023), COMM 4 (55% male enrollment in 2022-2023), and COMM 3 (50% male enrollment in 2022-2023). Data from Fall 2022 and Winter 2023 (overall COMM male student enrollment increased from 41% to 47%) indicate that the COMM Department is already trending in the right direction.

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu/programreview/prg-rev-docs/22-23-enroll-by-gender-and-declared-major.pdf

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

☐   the data trend shows an increase in the female enrollment of the declared major

☐   the data trend shows a decrease in the female enrollment of the declared major

☑   the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

☑   the data trend shows an increase in the male enrollment of the declared major

☐   the data trend shows a decrease in the male enrollment of the declared major

☐   the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

☐   the data trend shows an increase in the non-binary enrollment rates

☐   the data trend shows a decrease in the non-binary enrollment rates

☑   the data trend shows no change and/or is flat in the non-binary enrollment rates

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

☐   the data trend shows an increase in the African Americans enrollment rates

☐   the data trend shows a decrease in the African Americans enrollment rates

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☑   the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

☐   the data trend shows an increase in the Asian enrollment rates

☑   the data trend shows a decrease in the Asian enrollment rates

☐   the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

☐   the data trend shows an increase in the Filipinx enrollment rates

☑   the data trend shows a decrease in the Filipinx enrollment rates

☐   the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

☑   the data trend shows an increase in the Latinx enrollment rates

☐   the data trend shows a decrease in the Latinx enrollment rates

☐   the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

☐   the data trend shows an increase in the Native American enrollment rates

☐   the data trend shows a decrease in the Native American enrollment rates

☑   the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

☑   the data trend shows an increase in the Pacific Islander enrollment rates

☐   the data trend shows a decrease in the Pacific Islander enrollment rates

☐   the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

☑   the data trend shows an increase in the White enrollment rates

☐   the data trend shows a decrease in the White enrollment rates

☐   the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

☐   the data trend shows an increase in the Decline to State enrollment rates

☐   the data trend shows a decrease in the Decline to State enrollment rates

☑   the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2021-22 = 5% African American, 27% Asian, 5% Filipinx, 30% Latinx, 1% Native American, 1% Pacific Islander, 28% White, 5% Unknown)

☐   yes

☐   no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

- Asian (decrease from 25% to 22%). The decrease in Asian student population may partially be attributed to a decline in Asian international student enrollment (distinct from Asian American student enrollment) due to federal government policy during this period and Covid.
- Black/African American (no change at 8%)
- Filipinx (decrease from 9% to 5%). The 5% Filipinx enrollment in COMM during 2021-2022 is slightly below the 6% Filipinx enrollment at Foothill during 2021-2022.
- Latinx (increase from 34% to 36%)
- Native American (no change at 0%)
- Pacific Islander (increase from 1% to 3%)

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- White (increase from 20% to 24%)
- Unknown (no change at 0%)

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

☑   yes

☐   no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

We will continue to make strong marketing efforts and promote to students our courses, non-transcriptable and transcriptable Certificates, and Transfer and AA Degrees. Recent changes in federal government policy may attract increased international student enrollment.

F. Student Course Success

Student Population Areas of Focus

Limits: **Course Credit Status** Credit

Course Success
Fine Arts and Communication - Communications-FH

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Success	3,149	86%	2,413	82%	2,212	81%	2,403	78%	2,036	76%
Non Success	200	5%	257	9%	236	9%	322	11%	364	14%
Withdrew	311	8%	290	10%	284	10%	340	11%	278	10%
Total	3,660	100%	2,960	100%	2,732	100%	3,065	100%	2,678	100%

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Course Success for Black, Latinx, and Filipinx Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,435	83%	934	76%	890	75%	1,049	72%	773	71%
Non Success	110	6%	145	12%	150	13%	194	13%	192	18%
Withdrew	174	10%	148	12%	141	12%	204	14%	131	12%
Total	1,719	100%	1,227	100%	1,181	100%	1,447	100%	1,096	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,714	88%	1,479	85%	1,322	85%	1,354	84%	1,263	80%
Non Success	90	5%	112	6%	86	6%	128	8%	172	11%
Withdrew	137	7%	142	8%	143	9%	136	8%	147	9%
Total	1,941	100%	1,733	100%	1,551	100%	1,618	100%	1,582	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

☐ the data trend shows an increase in the students' course success percentage

☑ the data trend shows a decrease in the students' course success percentage

☐ the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

The trends over the last five years indicate that percent success is falling consistently, percent non-success is rising consistently, and withdrawals are holding steady. This suggests that withdrawals (attrition) are probably not the reason for our dropping success rates. We are mindful that the pandemic occurred in 2020 and that likely contributed to the decreases over the last three years. This is because the pandemic probably negatively impacted student learning, teacher - student interactions, and teacher effectiveness with curriculum that hadn't yet been designed for online instruction. Lack of access to technology, financial challenges, and health struggles were all disproportionally impactful to the educational reality of underserved students, particularly BIPOC. However, it's important to note that the downward success trend began prior to the pandemic.

2. Do the data suggest changes are necessary to improve student course success?

☑ yes

☐ no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

The most immediate need is for more regular and frequent faculty communication, inclusive of part-time Comm faculty, about our success rates and our curriculum. It may also be helpful to explore norming our expectations and ensuring we're communicating them very clearly with our students. Utilizing the Guided Pathways infrastructure communication classes could increase curricular coherence program-wide. More department conversation among full- and part-time faculty would be beneficial. Moving forward and engaging in college-wide efforts to

support students who are experiencing financial, health, or technological challenges, as well as providing additional supportive student - faculty interaction, such as the welcome survey and more frequent check-ins with students, could also improve student success.

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

☐   the data trend shows an increase in the course success percentage

☑   the data trend shows a decrease in the course success percentage

☐   the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Unknown student groups?

☐   the data trend shows an increase in the course success percentage

☑   the data trend shows a decrease in the course success percentage

☐   the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Unknown student groups?

☑   yes

☐   no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

Success is decreasing at a greater rate for African American/Latinx/Filipinx. Withdrawals (attrition) is holding relatively steady for both groups, suggesting that attrition is not the main factor in the decreasing success. The success gaps over the past five years are 5%, 9%, 10%,12%, and 9%. Non-success gaps are 1%, 6%, 7%, 5%, and 7%, respectively. This suggests that the equity gaps are at best holding steady, as well, and given that they're over the 5-year period they cannot be solely explained by the Covid-19 pandemic. They are unfortunately not decreasing as we had hoped. At present, we do not know the reasons for the decreases.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

☑   yes

☐   no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

Improved faculty communication, inclusive of part-time comm faculty, about our equity gaps in our success rates would be beneficial. We are already attending division-wide meetings about the 13-55 work and can reach out to our division 13-55 leaders for their expertise and recommendations. We can also explore professional development around authentic assessment and Culturally Responsive Pedagogy, as well as stereotype threat. Collaboration with the Offices of Equity and Online Learning centered on 13:55 and student success goals could generate ideas and solutions toward closing equity gaps.

G. Student Course Success by Demographics
a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Limits: Course Credit Status   Credit

Success Rates by Gender
Fine Arts and Communication - Communications-FH

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,186	77%	194	13%	161	10%	1,541	100%
Male	825	75%	164	15%	113	10%	1,102	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	25	71%	6	17%	4	11%	35	100%
All	2,036	76%	364	14%	278	10%	2,678	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,421	79%	180	10%	191	11%	1,792	100%
Male	964	77%	142	11%	145	12%	1,251	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Unknown gender	17	81%	0	0%	4	19%	21	100%
All	2,403	78%	322	11%	340	11%	3,065	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,209	82%	122	8%	151	10%	1,482	100%
Male	990	80%	113	9%	130	11%	1,233	100%
Non-Binary	3	75%	0	0%	1	25%	4	100%
Unknown gender	10	77%	1	8%	2	15%	13	100%
All	2,212	81%	236	9%	284	10%	2,732	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,382	82%	132	8%	164	10%	1,678	100%
Male	1,026	80%	125	10%	124	10%	1,275	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	5	71%	0	0%	2	29%	7	100%
All	2,413	82%	257	9%	290	10%	2,960	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,776	87%	102	5%	164	8%	2,042	100%
Male	1,347	85%	95	6%	144	9%	1,586	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%

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	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Unknown gender	26	81%	3	9%	3	9%	32	100%
All	3,149	86%	200	5%	311	8%	3,660	100%

Success Rates by Ethnicity
Fine Arts and Communication - Communications-FH

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	499	85%	53	9%	38	6%	590	100%
Black	139	67%	37	18%	33	16%	209	100%
Filipinx	108	79%	18	13%	11	8%	137	100%
Latinx	665	69%	174	18%	120	13%	959	100%
Native American	7	78%	1	11%	1	11%	9	100%
Pacific Islander	43	62%	14	20%	12	17%	69	100%
Unknown ethnicity	51	77%	9	14%	6	9%	66	100%
White	524	82%	58	9%	57	9%	639	100%
All	2,036	76%	364	14%	278	10%	2,678	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	644	88%	41	6%	49	7%	734	100%
Black	161	69%	33	14%	39	17%	233	100%
Filipinx	162	83%	16	8%	17	9%	195	100%
Latinx	726	71%	145	14%	148	15%	1,019	100%
Native American	13	76%	2	12%	2	12%	17	100%
Pacific Islander	41	64%	11	17%	12	19%	64	100%
Unknown ethnicity	49	73%	11	16%	7	10%	67	100%
White	607	82%	63	9%	66	9%	736	100%
All	2,403	78%	322	11%	340	11%	3,065	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	684	88%	31	4%	59	8%	774	100%
Black	128	75%	23	14%	19	11%	170	100%
Filipinx	126	73%	22	13%	24	14%	172	100%

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	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Latinx	636	76%	105	13%	98	12%	839	100%
Native American	8	73%	0	0%	3	27%	11	100%
Pacific Islander	50	81%	3	5%	9	15%	62	100%
Unknown ethnicity	49	70%	14	20%	7	10%	70	100%
White	531	84%	38	6%	65	10%	634	100%
All	2,212	81%	236	9%	284	10%	2,732	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	752	88%	46	5%	55	6%	853	100%
Black	126	69%	32	17%	25	14%	183	100%
Filipinx	144	79%	12	7%	27	15%	183	100%
Latinx	664	77%	101	12%	96	11%	861	100%
Native American	20	91%	0	0%	2	9%	22	100%
Pacific Islander	36	59%	12	20%	13	21%	61	100%
Unknown ethnicity	30	79%	4	11%	4	11%	38	100%
White	641	84%	50	7%	68	9%	759	100%
All	2,413	82%	257	9%	290	10%	2,960	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	892	91%	33	3%	58	6%	983	100%
Black	196	77%	25	10%	34	13%	255	100%
Filipinx	273	90%	11	4%	20	7%	304	100%
Latinx	966	83%	74	6%	120	10%	1,160	100%
Native American	11	79%	0	0%	3	21%	14	100%
Pacific Islander	35	69%	7	14%	9	18%	51	100%
Unknown ethnicity	73	89%	6	7%	3	4%	82	100%
White	703	87%	44	5%	64	8%	811	100%
All	3,149	86%	200	5%	311	8%	3,660	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

☑ the data trend shows an increase in the female course success rates

☐ the data trend shows a decrease in the female course success rates

☐   the data trend shows no change and/or is flat in the female course success rates

Males

☑   the data trend shows an increase in the male course success rates

☐   the data trend shows a decrease in the male course success rates

☐   the data trend shows no change and/or is flat in the male course success rates

Non-Binary

☐   the data trend shows an increase in the non-binary course success rates

☐   the data trend shows a decrease in the non-binary course success rates

☑   the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

> Success rates for students who identify as female are decreasing, as well as for students who identify as male. We don't have enough data about our non-binary student success rates to confidently assert a trend or pattern yet. The success rates for students of unknown gender are highly variable over this 5-year period. We are uncertain about why male and female gender-based success rates are decreasing, however they remain consistent with department-wide trends. Additional institutional data could help our department make a more informed analysis.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

☐   yes

☑   no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

> n/a

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

☐   the data trend shows an increase in the African Americans course success rates

☑   the data trend shows a decrease in the African Americans course success rates

☐   the data trend shows no change and/or is flat in the African Americans course success rates

Asian

☐   the data trend shows an increase in the Asian course success rates

☑   the data trend shows a decrease in the Asian course success rates

☐   the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

☐   the data trend shows an increase in the Filipinx course success rates

☑   the data trend shows a decrease in the Filipinx course success rates

☐   the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

☐   the data trend shows an increase in the Latinx course success rates

☑   the data trend shows a decrease in the Latinx course success rates

☐   the data trend shows no change and/or is flat in the Latinx course success rates

Native American

☐   the data trend shows an increase in the Native American course success rates

☐   the data trend shows a decrease in the Native American course success rates

☑   the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

☐   the data trend shows an increase in the Pacific Islander course success rates

☑   the data trend shows a decrease in the Pacific Islander course success rates

☐   the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

☐   the data trend shows an increase in the White course success rates

☑   the data trend shows a decrease in the White course success rates

☐   the data trend shows no change and/or is flat in the White course success rates

Decline to State

☐   the data trend shows an increase in the Decline to State course success rates

☐   the data trend shows a decrease in the Decline to State course success rates

☑   the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

Below, please find plausible explanations for the decrease in student success rates particularly for our underserved populations.

Black Students

-Possible reasons for the decrease in student success rates for Black students include instructional modality online, face to face, asynchronous and synchronous. For example, online synchronous classes hold a distinct type of expectations that students could be notified of from the beginning of the course allowing them make informed decisions about the modality of instruction. More upfront messaging about course requirements such as presenting speeches with live audiences versus video recorded solo presentations in our COMM 1a classes, could help students navigate our face to face and online classes.

-Possible reasons for the decrease in student success rates for Black students include lack of culturally responsive informed authentic assessment, mid-course progress reports specific to course student learning outcomes and curricular coherence between Student Learning Outcomes and Program Learning Outcomes

Latinx Students

-Relative to the college-wide success rates, the success rates for Latinx Communication students is noticeably decreasing from -4 to -14 over the past five years, while college-wide it has remained steady.

-Possible decrease in student success rates for Latinx students include instructional modality online, face to face, asynchronous and synchronous

-Possible decrease in student success rates for Latinx students include lack of culturally responsive informed authentic assessment, mid-course progress reports specific to course student learning outcomes and curricular coherence between Student Learning Outcomes and Program Learning Outcomes

Filipinx Students

-Possible decrease in student success rates for Filipinx students include instructional modality online, face to face, asynchronous and synchronous

-Possible decrease in student success rates for Filipinx students include lack of culturally responsive informed authentic assessment, mid-course progress reports specific to course student learning outcomes and curricular coherence between Student Learning Outcomes and Program Learning Outcomes

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

☑   yes

☐   no

If yes, describe the reasons for the gap in course success.

There are likely many reasons for the gap, some at the department or institutional level, and others more directly connected to students. We take seriously our mission to eliminate this student success gap. Referral and utilization of on-campus support services particularly for first-generation college students may be a contributing factor in improving success rates of our underserved student populations. Analysis of curricular policies and practices that could perpetuate a disconnect between student relationship and understanding of the course subject matter content, will allow the department to identify effective pedagogy to support learning environments in which our underserved students could thrive.

3. Do the data suggest that changes are necessary to improve program course success equality?

☑   Yes

☐   No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Increasing department-wide collaboration, understanding, and implementation of Culturally Responsive Pedagogy and Authentic Assessment in curriculum design will provide valuable tools and strategies to connect with our underserved students.

Synthesizing Program Learning Outcomes and Student Learning Outcomes by course will enhance curricular coherence to support the success of our high priority underserved students, specifically Latinx, Filipinx and Black.

Engaging in department conversations and inclusivity with part-time faculty on effective teaching practices for all student learning, specifically BIPOC, will generate innovated lesson planning and curricular coherence throughout the department.

Centering human-based relationships between teachers - students, students - students and students - course content, allows our classes to establish the necessary trust toward co-creating dynamic, safe and innovative learning environments.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

Disproportionate Impact for Black Students

The data regarding Disproportionate Impact for Black students show that the Percentage Point Gap matched the college-wide numbers of -10 in 2017-2018 and -14 in 2018-19 and were -6 points less than the Fine Arts & Communication (FA& C) Division in 2017-18 and -5 points less than FA& C Division in 2018-2019. In 2019-2020, the Communications Department was -9 points less than college-wide numbers and -10 points less than FA&C Division, indicating Black students in Communications Department experienced less disproportionate impact during this academic year compared to the college-wide and division numbers. In 2020-21 Black Students in the Communications Department had the same Percentage Point Gap of -10 as college-wide numbers indicate and -3 Percentage Point Gap less than the FA&C Division. As for 2021-2022, both the Communications Department and FA&C Division shared the same Percentage Point Gap at -10 while the college-wide number was -11.

Disproportionate Impact for Latinx Students

The Disproportionate Impact numbers for Latinx students indicate that in 2017-and 2018, the Communications Department was -4 points less than the college wide number and -6 points than the FA&C Division. For 2018-2019 the Communications Department was -3 less than college-wide number and -6 less than FA&C Division. For 2019-2020, the number is -2 points less than college-wide and -3 less for FA&C Division when compared to the Communications Department number. In 2020-21 and 2021-22 the numbers for the Communications Department show a change in Disproportionate Impact when compared to college-wide and FA& C numbers. For 2020-2021, the Communications Department and FA& C Division were both at -11, while college-wide the number was -9. For 2021-2022, the Communications Department showed a significant change and reversal of previous trends. The Communications Department shows a -14 Percentage Point Gap, while the college-wide number was -6 and FA&C was at -12. An increase of +6 points when compared to college-wide numbers and a +2 point increase when compared to FA& C.

Disproportionate Impact for Pacific Islander Students

For Pacific Islander Students, the Disproportionate Impact numbers for 2017-2018, show that both the Communications Department and FA& C were at -18, while college-wide was at -11. For 2018-2019, the Communications Department had a significant difference of -23 compared to FA&C at -13 and college-wide -10; a discrepancy of +13 and +10 respectively. There are no numbers for Communication for academic year 2019-2020. For 2020-2021, the Communications Department had a higher Percentage Point Gap at -15, while college-wide the number was -10 and for FA&C the number was -13. For 2021-2022, the Communications Department also had a higher Percentage Point Gap at -14, while both college-wide and for FA&C the number was at -12.

Summary & Analysis

Black students enrolled in the Communications Department over the five-year period of data collection show that the numbers matched college-wide in the years 2017-2018 (-10), 2018-2019 (-14) and 2020-2021 (-10), while also showing that the Communications Department numbers were less than FA&C Division numbers for the entire five-year period.

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For Latinx students, the numbers demonstrate a steady increase of the Percentage Point Gap for the Communications Department over the five-year academic period from 2017-2022. The numbers are: -4; -6; -7; -11; -14. The increase in numbers need to be further analyzed to determine what are the causes for the 10-point increase and whether any other departments had similar numbers. How did Covid impact these numbers?

For the Pacific Islander students, the Communications Department had higher numbers than campus-wide numbers and except for 2017-2018, had higher numbers than FA&C. Academic year 2018-2019 was significantly higher at -23 for Communications Department compared to

-10 college-wide and -13 FA&C.

Clearly a pressing need exists to address and improve the Communication Studies department success rates with Latinx and Pacific Islander students.

Department wide conversations including part-time faculty, centered on student populations in need of improved success rates such as Latinx, Filipinx & Pacific Islander will allow the program to identify specific equity gaps and propose solutions for improvement.

One possible explanation is that we aren't yet fully leveraging culturally responsive pedagogy effectively, and/or authentic assessments effectively, given that these approaches can be particularly helpful in reducing equity gaps. Another contributing factor to consider is perhaps African American / Latinx / Filipinx students experience more stereotype threat (such as fear of failure and not belonging in college) particularly in Communication classes when encouraged and supported to use their voice.

Umoja Scholars

The Communication Studies department coordinates with learning cohorts such as Umoja which have recognizable student success benefits and challenges.

In the 2020-21 academic year, the Communication Studies program doubled the number of Umoja courses it offers annually. Meanwhile, the Umoja program has identified significant Covid-related student success challenges during the 2020-21 and 2021-22 academic years.

Umoja Scholars, in particular, faced increased difficulty with technology access and successful course completion. Students often had few choices but to complete coursework by phone, had economic and health-related challenges, and more. To address these issues, Umoja:

1. added desktop computers to the Village Space
2. began providing laptops to students in need
3. provided additional scaffolding and support for students struggling with academic requirements
4. increased support for students facing housing insecurity and/or food insecurity

This year, additional measures are being offered, including:

1. weekly laboratory hours in the Village Space for students to complete assignments with assistance or in groups
2. dedicated counseling attention for each student at the start of each quarter

The data show that Umoja Scholars have had more success in Communication Studies courses than they have campus-wide, but there is still an unacceptable gap when compared to non-Umoja students. We are excited about these well-considered steps being taken in support of all Umoja Scholars, and expect to see measurable improvement in student success rates in our own department and throughout the campus curriculum.

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

☑   Attended the Writer Orientation/Training in November

☑   Responses are supported by the data

☑   Engaged in discussion with IR Coach

☑   The Self-Study Report was written collaboratively with other program stakeholders

☑   The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.

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