

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Veronica Andrade

Division: Division 10 - Arts, Humanities, Social Sciences

Department: Communication Studies

II - CO-CONTRIBUTORS

- 1) Denise Besson
- 2) Click or tap here to enter text.
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III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Communication Studies program is a high-growth discipline at Gavilan College, serving over 1,200 students annually across the Gilroy and Hollister campuses. We offer a comprehensive curriculum centered on an Associate in Arts for Transfer (AA-T) and specialized certificates, designed to build essential human communication skills.

Our program structure and services directly facilitate the core elements of the college's mission. Our program has successfully expanded its reach, with unduplicated headcount growing by 16.9% and total enrollment increasing by 17.5% over the last four years. We serve a diverse student body, which is 69% Latinx, through multiple modalities to ensure "equitable access" for all. Our commitment to "comprehensive support" is reflected in a steady 71% success rate and a robust 80% fall-to-spring persistence rate. Notably, the success rate for Black, Latinx, and Filipinx students has increased to 70%, effectively narrowing equity gaps. With two full-time faculty and nine adjuncts, we prepare students for *transfer success* and high-demand career pathways. Our courses in Interpersonal and Intercultural Communication empower students of *diverse backgrounds* with the critical

thinking and ethical communication skills necessary for *meaningful community participation* and a lifetime of learning.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)
In our 2024-2025 Annual Update, we had two goals: Increase marketing of our program through promotional videos and materials and Offer CMUN 3: Argument & Debate. We had indicated that due to change in staffing in the PIO office, we were unable to generate the kind of promotional materials needed to increase enrollment. However, in spring of 2025 through Fall 2025, that goal was put aside as we were faced with relocating our program and offices into the Humanities building. The room in which we have now been relocated is smaller. We will need to work with the Film & Television program to determine where and how we can film student speeches, presentations, and debates.

Regarding the offering of CMUN 3: Argument & Debate. While that did occur, the original course approval was not UC transferable or Cal-GETC approved. We have since completed a modify course proposal in Curricunet for CMUN 3 in which we changed the name to: Argument: Critical Thinking & Rhetoric and modified the course outline. We anticipate being able to offer this course in the Fall of 2027.

3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

Over the past three years, the Communication Studies program has focused on strategic expansion and modality flexibility to meet the growing needs of our diverse student body.

We have successfully expanded course offerings at the Hollister and Gilroy campuses. This growth was supported by the intentional hiring of two new adjunct faculty members, which has helped stabilize our instructional capacity as our unduplicated headcount rose to 1,236 students by the 2024-25 cycle.

To ensure equitable access, we continue to provide a robust variety of learning environments. This includes maintaining a balanced mix of face-to-face, hybrid, asynchronous, and synchronous online sections to accommodate the schedules of our working students and those with caregiving responsibilities.

Despite these successes, the program continues to face significant hurdles in staffing our off-site partnerships. We still struggle to secure consistent CCAP and High-Step instructors for Anzar High School and Hollister High School. These gaps represent a missed opportunity for early outreach and community participation, and addressing these staffing needs remains a top priority for the next planning cycle.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

The Communication Studies program directly facilitates the Gavilan College mission by fostering an inclusive environment where a diverse student body, currently 69% Latinx, can achieve their full potential. We have successfully expanded our reach, increasing unduplicated headcount by 16.9% and total enrollment by 17.5% over the last four years. By offering an AA-T and specialized certificates, we prepare students for high-demand fields, with program FTES growing by 17.2% to meet student needs. Our curriculum centers on critical thinking and ethical communication, empowering students from "diverse backgrounds" to engage effectively in social, academic, and professional networks.

The following analysis reflects the program's success data from the 2021-22 to 2024-25 academic years: The overall success rate for Communication Studies was 71% in 2024-25. While this shows a slight downward trend from 74% in 2021-22, the dip was largely expected given the rapid 17.5% increase in total enrollment and the transition of more students back to varied modalities. The program success rate remains competitive and generally aligns with or exceeds the college-wide success averages (historically hovering around 69%). A notable success is the improvement in outcomes for disproportionately impacted groups. Success rates for Black, Latinx, and Filipinx students rose from 67% to 70% over the four-year period. However, a 6% equity gap persists when compared to the 76% success rate of Asian and White student populations.

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

The program's Fall-to-Spring persistence rate has shown a strong upward trend, rising from 74% in 2021-22 to a consistent 80% over the last three years. This high level of commitment exceeds typical community college averages and indicates that our program effectively engages students early in their academic journey. The stability at 80% over multiple cycles demonstrates that the "first-semester experience" in Communication Studies is a powerful driver for long-term student retention. Our program maintains an average retention rate of 88.3% over the current review period while the overall college average for retention is approximately 86.8%.

Our program consistently performs 1.5% to 2% above the college average, demonstrating that students are not only enrolling but are successfully staying in their courses until the end of the term. These rates are higher than expected given the rapid 17.5% increase in

total enrollment. Typically, rapid growth can lead to a dip in retention as support services are stretched; however, our ability to maintain an 88% retention rate suggests that our multi-modality approach and adjunct expansion are successfully meeting student needs.

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

The program success rate of 71% (2024–25) is what we expected, as it consistently tracks slightly above the college-wide average, which typically hovers around 69%. Despite a slight dip from our 2021 high of 74%, maintaining a rate above the college average while experiencing a 17.5% increase in total enrollment is a significant achievement. It suggests that our instructional quality has remained stable even as we scaled to serve over 1,200 students.

A 6% equity gap exists between student groups. Success rates for Black, Latinx, and Filipinx students have improved to 70%, but they still trail the 76% success rate seen in Asian and White student populations.

The most surprising data point is the Fall-to-Spring persistence rate, which rose from 74% to 80%. It is unusual to see persistence increase so sharply during a period of rapid enrollment growth. This suggests that the "Communication Studies community" likely fostered by our multi-campus presence and consistent faculty support, is successfully anchoring students to the college, even if they encounter challenges in individual courses.

The high persistence rates suggest that our current mix of face-to-face and online modalities is meeting the specific "equitable access" needs of our predominantly Latinx (69%) student body.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

The Communication Studies program is a cornerstone of Gavilan College, ranking among the top five degree-granting disciplines. We directly facilitate the college's mission by offering multiple modalities across the Gilroy and Hollister campuses. Our unduplicated headcount has grown by 16.9% (to 1,236 students) as we expand access to underserved areas. We provide an inclusive environment that guides students to a 71% success rate and a robust 80% fall-to-spring persistence rate, well above typical averages. Through our AA-T and specialized certificates, we prepare students for "transfer success" and high-demand careers. And our curriculum prioritizes student-centered, equity-focused

pedagogy. By teaching active listening and ethical communication, we empower students for a lifetime of democratic engagement.

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

Over the past three years, the program has evolved significantly to meet rising student demand: We have expanded course offerings in Hollister and Gilroy, supported by the hiring of two new adjunct faculty members to stabilize instructional capacity. We continue to offer a balanced mix of face-to-face, hybrid, and online sections to accommodate diverse student schedules. We are transitioning to the AA-T 2.0 and developing new course offering pending Cal-GETC approval: Argumentation: Critical Thinking & Rhetoric.

Despite our growth, we continue to struggle with staffing CCAP and HI-STEP courses at Anzar, Gilroy, and Hollister High Schools. Recruiting specialized instructors for these satellite partnerships remains a critical hurdle for regional outreach.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

Our success rate of 71% is expected and aligns with (or slightly exceeds) the college-wide average. While success rates for Black, Latinx, and Filipinx students improved to 70%, a 6% gap persists compared to other groups (76%). Closing this through culturally responsive teaching is a top priority. The most significant trend is the rise in persistence to 80%, suggesting that our foundational courses are exceptionally effective at anchoring students to the college during a period of rapid growth.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

Key trends include a high demand for digital-age critical thinking and a growing interest in specialized communication fields. We are aware that other community colleges offer a more expansive array of courses focusing on gender, ethnicity, multimedia, and media literacy. While we recognize the urgent need to expand our course offerings to stay culturally relevant, we are currently limited by staffing constraints, the requirements of Cal-GETC, and the impending Common Course Numbering (CCN) implementation.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has

done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

Over the past three years, the Communication Studies program has taken deliberate steps to address disproportional impact and close success gaps among underserved student populations. We have successfully raised the course completion rate for Black, Latinx, and Filipinx students to 70%. While this is a significant achievement, a 6% equity gap persists when compared to the 76% success rate of other student subgroups.

We have found that offering core courses like CMUN 4 (Intercultural Communication) and CMUN 5 (Fundamentals of Communication Studies) in asynchronous formats has been instrumental. This flexibility has supported our 80% persistence rate by allowing students with work and family obligations to stay enrolled.

Our program's commitment to "culturally responsive student-centered teaching" creates a welcoming environment that mirrors the Gavilan mission.

Our collaboration with Higher Aspirations and having a designated program counselor ensures that historically underserved students receive structured support tailored to their specific needs.

In Fall 2026, we will launch hybrid versions of CMUN 4 and 5. We believe this "middle ground" modality will further reduce gaps by providing the high-touch engagement of face-to-face instruction with the accessibility of distance education.

By seeking Area 4 and 1C approval for Interpersonal and Small Group Communication by Fall 2027, we are creating more opportunities for students to satisfy General Education requirements while pursuing their major, reducing the total time and cost to completion.

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

In comparing communication course success rates across modalities from 2022-23 to 2025-26, distinct trends and achievement gaps emerge:

Online Modality Success Rates: 68% (22-23), 68% (23-24), 68% (24-25), and 65% (25-26).

Hybrid Modality Success Rates: 72% (22-23), 68% (23-24), 74% (24-25), and 71% (25-26).

Face-to-Face (F2F) Modality Success Rates: 67% (22-23), 77% (23-24), 88% (24-25), and 70% (25-26).

Distance education, particularly the fully online modality, consistently trails F2F success rates after 2022-23. The most significant disparity occurred in 2024-25, where F2F success

(88%) outperformed online success (68%) by 20%. While the gap narrowed to 5% in 2025-26 due to a decline in F2F performance, online success remains at its lowest point in four years. Hybrid courses generally perform better than fully online sections but still fall short of the peak F2F success levels.

Our Public Speaking course is the department's highest-demand course due to its essential GE status. It consistently leads the discipline in section count and enrollment. We offer the course in three modalities. Online remains the largest modality despite a 12.8% decline in headcount, but success rates have dipped to 62%. In contrast, the Hybrid modality experienced explosive growth of over 100.66%, currently leading in performance with a 79% success rate. In-person courses also saw a strong 113.5% recovery in headcount with success rates stabilizing at 70%. Regarding equity, Hybrid courses show the most positive trajectory for underserved student groups, reaching a 75% success rate, while online outcomes for these same groups mirror the general decline. Overall, while online courses provide the most access, Hybrid and in-person modalities currently yield higher success and more efficient growth for the department.

The department is slowly reducing the number of online asynchronous section offerings to either Hybrid or F2F (face-to-face). This has been challenging due to limited adjunct faculty who are available to teach in person. To address the success rates while we work to reduce online course offerings, the department plans to utilize Starfish/Gav Connect in order to conduct student outreach and check-ins and connect online students with tutoring or college resources. Implement regular "humanizing" elements in our online course offerings, such as video discussions to mirror the high-engagement environment of F2F classrooms. And audit our online courses for PCOR and the latest DE professional development.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

The Communication Studies department remains dedicated to the objectives of

BP 3420 by prioritizing the recruitment of a diverse and highly qualified faculty. We have recently successfully expanded our adjunct pool with educators who represent a broad range of professional backgrounds and lived experiences. These individuals are among the most qualified in our field, currently holding concurrent teaching appointments at neighboring institutions. This cross-institutional expertise ensures that our students receive instruction that is not only culturally responsive but also aligned with the rigorous academic standards of the region. By hiring sought-after professionals who model the communication principles we teach, we continue to bridge the achievement gaps identified in our modality data.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

The department remains fully committed to BP 3420 (Equal Employment Opportunity). We recognize that faculty who mirror the demographics and professional excellence of the region are a primary driver of student validation. To address issues of student and employee equity, the Communication Studies department focuses on a dual-strategy of relationship-centered instruction and representative faculty recruitment. By aligning classroom practices with institutional hiring goals, we aim to create a cohesive environment that validates the experiences of historically underserved students.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? NO
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? NO
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? NO
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? NO
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

There is no current location in which all of this data is located nor has there been professional development or direction on where to find SLOs, PLOs and ILOs.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

We have been unable to access SLOs in Curriconet, training for SLOs was limited, and we were not given clear direction on whether associate faculty (adjuncts) were required to input SLOs, therefore the data results would be skewed given the number of course offerings we have in a given academic year and the number of full-time faculty compared to associate faculty.

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.
Unable to locate.
3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

We have been unable to access SLOs in Curriconet.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Not now as we have modified our ADT 2.0 Communication Studies degree during our last program review.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

NA

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

The Communication Studies program has strategically designed its schedule to ensure that students can earn a degree or certificate within two years by prioritizing flexibility across all delivery modalities. We offer CMUN 4 (Intercultural Communication) and CMUN 5 (Fundamentals of Communication Studies), both of which are Cal-GETC approved, in asynchronous online formats. We attribute our high 80% fall-to-spring persistence rate directly to this flexible delivery, as it removes traditional barriers of time and place for our students, making it significantly easier to complete a Communication Certificate. To further support diverse learning preferences and address equity, we are expanding these core offerings into hybrid formats for Fall 2026. This delivery method provides a "middle ground" for students who benefit from face-to-face interaction while maintaining the convenience of distance education. Courses are offered consistently on the main Gilroy campus as well as our off-site areas in Hollister. We ensure classes are available at

different times of day to accommodate both traditional students and working professionals.

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Click Add Item to enter information for each year

Select Year 1: 2025-2026

Number of Full Time Faculty: 2

Number of Part Time Faculty: 9

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 0

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: 2024-2025

Number of Full Time Faculty: 2

Number of Part Time Faculty: 11

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 0

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2023-2024

Number of Full Time Faculty: 2

Number of Part Time Faculty: 9

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 0

Number of Part Time Manager, Confidential or Administrator: 0

2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)

NA

3. Additional Comments: NA

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. **For annual college budget request appropriations, reference your previous three-year plan and annual updates. Do this for the last three years.**

Select Year 1: 2023-2024

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): NA

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐
Grants & Categorical Programs: ☐
Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

Select Year 2: 2024-2025

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): NA

Funding Source **(select all that apply)**

Unrestricted General Fund: ☐
Grants & Categorical Programs: ☐
Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

Select Year 3: 2025-2026

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): NA

Funding Source **(select all that apply)**

Unrestricted General Fund: ☐
Grants & Categorical Programs: ☐
Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)
NA
3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)
NA

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

Full-time faculty Communication Instructor, Veronica Andrade provides a direct link between the program and institutional planning through her service on the Academic Senate. Additionally, her three-year tenure as the PIPR Co-Chair Faculty Liaison ensures that our program's goals remain aligned with the college's continuous improvement and integrated planning processes.

We have established a strong partnership with **Higher Aspirations** counselors. By demonstrating a pedagogical commitment to student-centered and equity-focused teaching, we have become a preferred placement for their students, directly supporting the college's mission of providing "comprehensive support in a welcoming inclusive environment."

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**
NA
2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**
As indicated, CMUN4 and CMUN5 are offered in an asynchronous format, we will be offering CMUN 6 Introduction to Conflict Resolution in the same format for a great reach.
3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**
NA

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit):** Obtain Cal-GETC Area 4 and Area 1C approval for Interpersonal Communication (CMUN 8), Small Group Communication (CMUN 10), and Argumentation (CMUN 3) by the end of the Fall 2027 semester.
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Apply theory and research findings in communication studies to their professional and personal relationships.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: The departmental goal directly supports the institutional priority of Student Success, Completion, and Transfer by removing systemic barriers to academic progress. The alignment contributes to this mission in the following ways: Structured Pathway: By securing Cal-GETC Area 4 and Area 1C approval for Interpersonal Communication, Small Group Communication, and Argumentation, the program creates a more efficient and "structured pathway" for students. The ability to "double-dip", using these courses to satisfy both General Education requirements and major requirements, provides "supportive" curriculum design that helps students "successfully complete their academic and career goals" faster. Aligning these core courses with the new Cal-GETC standards ensures students are fully prepared for "transfer success" to CSU and UC institutions with a verified and completed GE pattern. Making these high-demand courses essential for GE completion leverages the program's existing 80% persistence rate to anchor more students to the college and ensure they reach their final "transfer-level" milestones by Spring 2027.
- Proposed Activity to Achieve Goal: Course Modification & Approval
- Responsible Party (One Sentence limit): Veronica Andrade & Denise Besson
- Timeline to Completion: Semester/Year: Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): We will receive notification that the courses are approved for those areas through Curriculum Council.
- **Goal (One Sentence Limit):** By the end of the 2028–2029 academic year, the Communication Studies department will increase the annual number of Associate of Arts for Transfer (AA-T) degrees, Associate of Arts (AA) degrees, and Certificates awarded by 50% relative to the 2025–2026 baseline. This target represents a growth from 51 total awards to an annual output of 77 total awards.
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Engage in professional public discourse with application of research, organization, reasoning and oral presentation.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: The goal to increase degrees and certificates by 25 percent through the

2028/2029 academic year directly connects our student learning outcomes to the institutional mission of providing equitable, supportive pathways. By expanding the sections and modalities of courses like Intercultural, Interpersonal, and Small Group Communication, we ensure that a greater number of students can master SLO 1 by applying theory and research findings in communication studies to their professional and personal relationships. Simultaneously, increasing availability for fundamental and argumentation courses while seeking Cal-GETC Area 4 and 1C approval allows a larger student body to achieve SLO 2 by engaging in professional public discourse with the application of research, organization, reasoning, and oral presentation. This strategic growth creates a more efficient "double-dipping" pathway for our 69 percent Latinx student body to satisfy both general education and major requirements, fulfilling the college's focus on success and transfer. By removing geographic and temporal barriers to completion through these expanded offerings, this goal reflects a deep commitment to inclusion supported by departmental leadership in the Academic Senate and PIPR to ensure institutional excellence remains centered on student success.

- Proposed Activity to Achieve Goal: Expanding Course sections of CMUN 4, 5, and 10 to adjunct faculty in various modalities.
- Responsible Party (One Sentence limit): Veronica Andrade & Denise Besson
- Timeline to Completion: Semester/Year: Spring 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Measure success and persistence rates in Precision Campus for courses CMUN 4, 5, and 10

XIV - RESOURCE REQUESTS

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1. Request Name (short title): Languages & Communication Studies Lounge and Collaboration Space
2. Request amount: \$25,000
3. Type of Request: Non-Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*)The request for a \$25,000 investment in a lounge and collaboration space serves as a critical piece of "completion infrastructure" that transforms the department's high persistence rates into tangible graduation numbers. While our current 80 percent fall-to-spring persistence rate is driven by flexible asynchronous and hybrid modalities, maintaining that momentum toward a 25 percent increase in degrees and certificates requires a physical campus anchor where students can transition from enrolled to engaged. This space will allow students to collaborate and engage in professional discourse in a supportive, informal setting. By providing a centralized location for mentorship and peer collaboration, we directly support our goal of increasing degrees and certificates by 25 percent, ensuring our diverse student body feels a sense of belonging that is essential for long-term completion and transfer success.

5. Is this a one-time or ongoing expense? One-Time
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☒
- Other ☒

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Safety: Requests that ensure a safe learning and working environment for students and employees, such as emergency preparedness, campus security, health and wellness, and risk management.

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

The request for a \$25,000 investment in a Lounge and Collaboration Space is essential for providing a high-quality physical environment where students and faculty can interact outside of formal classroom hours. Currently, the facility is outdated, poorly lit, and physically closed off, which creates an uninspiring atmosphere that actively discourages departmental engagement. By replacing these aesthetic and environmental barriers with modern furniture and intentional decor, we transform the area into a vibrant collaboration space that facilitates the transition from basic enrollment to active academic participation. Establishing this visible center for mentorship and peer collaboration directly

supports our goal of increasing degrees and certificates by 25% by fostering the sense of belonging necessary for long-term completion and transfer success.

XV - ADDITIONAL QUESTIONS

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? Yes, at request and at the availability of faculty. V. Andrade delivered a Conflict Resolution Workshop to student workers in Fall 2025.
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. NA
3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? NA
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? NA
5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. NA

XVI - EXECUTIVE SUMMARY

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

With consistent placement among the top five disciplines in declared majors and graduate completions, the department remains proactive in adapting to trends and student needs. The Communication Studies Department is committed to continuous improvement, preparing students to become effective communicators in diverse contexts. Faculty provide academically rigorous, student-centered instruction across various modalities, including dual enrollment sections. The curriculum equips students with public speaking skills, cultural competency, and interpersonal communication strategies.

Building on a robust 80% persistence rate, our primary goal for the next three years is to increase Associate of Arts for Transfer (AA-T) degrees, AA degrees, and certificates by 25%.

A key driver of this goal is our ongoing work to close equity gaps; while we have successfully raised the course completion rate for Black, Latinx, and Filipinx students to 70% over the last three years, a 6% gap remains compared to other subgroups. To address this, we have strategically expanded our course sections and modalities for Fall 2026, including the introduction of hybrid formats for core requirements. Furthermore, we are aggressively pursuing Cal-GETC Area 4 and 1C approvals for our Interpersonal, Small Group, and Argumentation courses by Fall 2027 to ensure a more efficient and supportive pathway for our students. Further, our department remains committed to collaborating with Higher Aspirations, through which we will continue to provide the specialized support and intentional course placement necessary to ensure our students' academic success and long-term persistence

A definitive highlight of this cycle is our relocation to the Humanities Building, which will be renamed **Languages and Communication Studies**. To maximize the impact of this new location, we have requested a \$25,000 investment to transform an outdated and poorly lit facility into a vibrant Lounge and Collaboration Space. By replacing these environmental barriers with modern furniture and intentional decor, we will create a "living lab" that facilitates the transition from enrollment to active participation through informal mentorship and peer engagement. These initiatives ensure we continue to provide a structured and inclusive pathway to transfer and career success.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.