



# SKYLINE CPR Report

## SKY Dept - Communication Studies

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# Program Information

## Assessment Unit Information

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**Program Type**

Instructional

**Division**

Language Arts (LA)

**Assessment Contact**

Jessica Hurless

**Comprehensive Program Review**

2022 - 2023

**Program Review Update**

Fall 2025,Fall 2027

# SKY Instructional Comprehensive Program Review

2022 - 2023

## Instructional Comprehensive Program Review

### Submitter Name:

Lindsey Ayotte, Vincent Chandler, Jessica Hurlless, and Danielle Powell

### Submission Date:

01/27/2023

## BACKGROUND

### 1.A. DIVISION:

Language Arts (LA)

### PROGRAM NAME:

Communication Studies

### 1.B. YEAR OF REVIEW:

2022-2023

### 1.C. PROGRAM REVIEW TEAM

Lindsey Ayotte - FT Faculty, Joanne Babin - PT Faculty, Vincent Chandler - FT Faculty, Chris Gibson - Dean of LA, Jessica Hurlless - FT Faculty, Danielle Powell - FT Faculty, Pablo Ramirez - PT Faculty, and Sage Russo - PT Faculty

### 1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. **Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**

The Communication Studies program is an 18-unit degree that includes coursework in Argumentation & Debate, Forensics, Intercultural, Interpersonal, Public Speaking, and Small Group communication. It prepares students to be culturally responsive and reflexive communicators in order to civically engage in a democratic and increasingly global society. Through the critical exploration of culture, identity, perceptions, relationships, rhetoric, verbal and nonverbal communication our courses support students' success in other courses across the curriculum in support of their educational goals. Additionally, the program prepares students for success in personal and professional aspects of their lives.

The mission of the Communication Studies program is to empower students to increase their communication competence in various contexts while completing the program in a timely manner. We do this by implementing innovative classroom techniques that respond to emergent student needs, developing new curricular offerings, partnering with programs, academies and projects on campus, and being involved in learning communities.

ii. **Alignment with the College Values:**

Social Justice, Campus Climate, Open Access, Student Success and Equity, Academic Excellence, Participatory Governance, Sustainability

**For each chosen Value, provide a concrete example of how each connects to your program.**

Academic Excellence - We developed and offer a Health Communication course for the Respiratory Care Baccalaureate Upper Division GE sequence.

Campus Climate - Communication Studies faculty have created (and funded from their own pockets) a student school supply corner in each classroom with pens, pencils, paper, binders, scantrons, blue books, binders, etc. So that no student has to feel "unprepared" for class.

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Open Access - As a "Golden Four" GE requirement, we committed to developing and offering online Communication Studies courses every semester, so that all students can complete the A1 requirement in any modality. We have also moved the majority of our courses into an OER textbook to reduce the cost to students.

Participatory Governance - Communication Studies faculty have served as Academic Senate President and Curriculum Chair for years. We have also worked with ASSC leadership on presentation and teamwork skills.

Social Justice - Communication Studies faculty have engaged in professional development on equity in grading and have been reexamining rubrics and grading policies.

Student Success and Equity - In previous departmental data reviews, we noticed a need to center more Black/African-American and Latinx voices and experiences in our curriculum. The faculty have been collaborating with one another to develop assignments and resources such as the "Unsung Hero" speech activity.

Sustainability - Communication Studies faculty participated in the Sustainability Blitz and collaborated with Climate Corp Bay Area Fellows to design curricular activities and projects to incorporate into COMM 110 & COMM 150.

## **1.E. PROGRAM PERSONNEL**

### **i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:**

**Full-time Faculty FTE:**

7.8

**Adjunct Faculty FTE:**

5.22

**Dean FTE (if applicable):**

1

**ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.**

Since the last Comprehensive Program Review, we have been able to hire two full-time tenure track faculty positions, as well as 7 part-time faculty. This has allowed us to continue to offer a wide range of Communication Studies courses (in various modalities) each term. With a college-wide reduction in enrollment, we do not have any unmet program personnel needs at this time.

## **1.F. PROFESSIONAL DEVELOPMENT**

**i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.**

The faculty in the Communication Studies Department have attended, and occasionally presented at, the National Communication Association and Western States Communication Association conferences. Engaged in the Intergroup Dialogue Training, Equity Training Series, Equity Institute, Quality Online Teaching & Learning (QOTL) 1.0 & 2.0 and various other individual Flex Day workshops (led and attended). Through their roles in Participatory Governance, they have attended biannual ASCCC State Plenaries, Area B Meetings, and Curriculum Institutes.

**ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.**

N/A

# SKY Instructional Comprehensive Program Review

## CURRENT STATUS

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### **2.A. ACHIEVEMENTS**

**Describe the program's achievements since the last CPR.**

Since our last CPR, the Communication Studies Department has established a successful, competitive Forensics (Speech & Debate) program. As a result, we have created COMM 172: Forensics and COMM 170: Oral Interpretation courses to support students in their competitive endeavors.

When looking at institutional General Education course success rates, through the Guided Pathways work on campus, we noticed that students had a 50% chance of passing their A3: Critical Thinking courses. Our department connected with Marianne Beck (Articulation Officer) to determine if COMM 127: Argumentation and Debate could be modified to meet the A3: Critical Thinking requirement. The course was approved by the CSU reviewers, and now we are able to offer students another choice for Critical Thinking, and one that has an 84% overall success rate.

The Communication Department has made progress on their assessment efforts (collection and reporting). The FT and PT faculty worked together at a summer retreat to design departmental rubrics that are used to assess each course's SLOs. These rubrics, and a list of randomly selected students (at least 50% of the class), are provided to the faculty who are teaching the course when it appears in the 3-year assessment cycle. They are then asked to assess one of the assignments

Before the pandemic, the Department received the funding to install video recording equipment in the two classrooms (4-272 and 4-274). The faculty worked with Dean Gibson to select the equipment and set up a video storage system. We are still waiting for faculty to be trained in using the equipment, so that it can be incorporated into our assessment process.

Lastly, the Communication Studies faculty have worked together to identify OER textbooks for COMM 110: Public Speaking, COMM 130: Interpersonal Communication, and COMM 140: Small Group Communication. All sections of COMM 110 in the last couple of semesters have used OER textbooks, which has saved students significant amounts.

### **2.B. IMPACTS ON PROGRAM**

**Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.**

AB 928: The Student Transfer Achievement Act of 2021 was signed into law by Governor Newsom in October 2021. This act required the Intersegmental Committee of Academic Senates (ICAS) to establish one lower division general education pathway, of no more than 34 units. Since Oral Communication was a CSU only GE requirement, it was hotly contested, but did get included in the final version of CalGETC. However, UC requirements may force the Communication Studies courses to add an ENGL 100/ENGL 105 pre-requisite in order to meet the Oral Communication GE requirement (we are currently in a holding pattern on the decision). Since we have offered our courses without this pre-requisite successfully for years, it could create an issue for us adding it (thus meaning it couldn't be included in the GE pattern).

This pre-requisite change could also have a significant impact on the Communication Studies program offerings as students would no longer be able to take our courses until they successfully completed ENGL 100/ENGL 105. This would change student SEP's and program maps.

# SKY Instructional Comprehensive Program Review

## ACCESS

### 3.A. PROGRAM ENROLLMENT

### 3.B. EQUITABLE ACCESS

**Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:**

## EFFECTIVENESS

### 4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

**Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:**

**i. How do the overall course success rates compare to the College and/or Division success rates?**

When comparing the Communication Studies overall course success rate (82.6%) with that of Skyline College (76.1%), we see the department is 6.5% higher. The department having a higher success rate continues in all demographic categories except the student goal of "exploring students." For example, when examining disaggregated ethnicity data, the department's Black/Non-Hispanic students have a 10% higher success rate (76%) than that of the college (66%). That trend holds true with our Filipino (8% higher), Hispanic (7% higher), Multicultural (8% higher), White (7% higher) and Asian (2% higher) student populations as well.

When looking at sex, age, and FT/PT status we are also anywhere between 5% to 8% higher than the college in success rates. The departmental faculty are most proud of their efforts with part-time students where we are 6% higher in terms of success compared to that of the institution.

As noted above, the only area where we were lower than the institution is in the educational goal of exploring students. We have a 78% success rate, when the institution has a 79%. So, it is only a slight difference, but one to keep on our radar.

When comparing the Communication Studies overall course success data with that of the Language Arts Division, we have anywhere from 0.1% - 14.6% higher success rate than our counterparts. Since the English department is closest to the Communication Studies department in unduplicated headcount (1,829 compared to 1,845 respectively), we will use them as a comparison. The Communication Studies department has a 14.6% higher overall success rate than the English department. Additionally, when examining disaggregated ethnicity data, the Communication Studies department has a 23% higher success rate with Black/Non-Hispanic students, 14% higher success rate with Filipino students, 16% higher success rate with Hispanic/Latino students, 16% higher success rate with White/Non Hispanic students, and an 18% higher success rate with multiracial students. When comparing the highest ethnicity's (Asian) success rates with the lowest ethnicity's (Black/Non-Hispanic) success rate, the Communication Studies department has a 12% difference compared to the English department's 26% difference. In both areas, there is still tremendous work to be done to close the equity gap.

Thus, we can conclude that Communication Studies courses are helping students find success.

**ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).**

While our overall course success rates have consistently been in the 80%'s (83.4% in 2016-2017 with the peak at 85.2% in 2018-2019), we are now at a success rate of 77.8%, which is closer to the 75% benchmark

## SKY Instructional Comprehensive Program Review

we set in the last Comprehensive Program Review. We feel this is a result of the COVID-19 pandemic. For example, prior to the pandemic, as a department, we were much more cognizant of "dropping/withdrawing" students that were not going to pass the class. However, during the pandemic, the District realized the impact "dropping/withdrawing" students in certain populations (ie. Veterans, International, etc.) can have on aspects like financial aid, success, and completion. Thus, we have adopted a departmental practice of keeping these students in the course (even when they may not find success), which means our retention rates have increased (from 90% in 2016-2017 up to 97.4% in 2020-2021), but the course success rates are lower. However, this is probably a more accurate depiction of our course success rates (when we aren't skewing the results by removing all who won't be successful).

In our last Comprehensive Program Review, COMM 110: Public Speaking had a significantly lower course success rate than the other Communication Studies course offerings. The department has made some progress in narrowing the gap as it now has an overall 80% course success rate. However, this is still anywhere from a 3% - 6% difference in success when compared to other A1 Oral Communication courses (COMM 127, 130, 140, and 150). This becomes important when examining the course offering patterns over the last six years. For example, the department consistently offers 4-8 more sections of Public Speaking a term than COMM 130: Interpersonal Communication (an A1 course that carries an 84% success rate). Add to this is the efficiency/fill rate of each course. For example, we divided the course headcount by total number of sections offered in each term to determine an average section fill rate. Then compared that to the course cap (32 for Public Speaking and 35 for other Communication Studies courses) to determine the number of times a course was "efficient" meaning it made cap or had an average above cap. For COMM 110: Public Speaking that only happened two terms in six years compared to COMM 130: Interpersonal where it happened four terms in six years. Thus, we can conclude that offering more sections of Interpersonal Communication would allow more students to find success while allowing the department to be more "efficient" in fill rate/enrollment.

As we are one of the "golden four" general education courses, we wanted to explore whether time of day or modality were significant to a student's course success. The disaggregated data showed that COMM 110: Public Speaking and COMM 130: Interpersonal Communication are pretty similar in their success rates across modalities (F2F, Hybrid, and Asynchronous online). Where we saw significant differences in success were in COMM 127: Argumentation and Debate, COMM 140: Small Group Communication, COMM 150: Intercultural Communication, and COMM 160: Gender and Communication. These courses were harder to transition into the online modality and mimic the face-to-face course experience, so it makes sense that students might find less success in them. However, when examining modality in terms of "time of day" course success, we see across the board the online modality has lower success rates than morning, afternoon, or evening courses. Thus, if we are building fully online degrees at Skyline College, we should make an effort to have COMM 110 and COMM 130 online course offerings, as students find more success in those courses. And internally, we should be cautious about offering the other Communication courses online until we can replicate the face-to-face experience in a more effective way.

Lastly, of note is the decreasing male population within Communication Studies courses. During our last comprehensive program review, we were evenly split at 50% males and 50% females. However, we now have 46.7% males and 51.1% females (a 3.3% drop over the last six years). Interestingly, we noticed that COMM 110: Public Speaking and COMM 127: Argumentation and Debate had higher percentages of male students. We proffer the draw of male students to these courses might be a result of historical and



## SKY Instructional Comprehensive Program Review

systemic narratives that these communication skills tend to be more "suited" for male communication styles compared to Interpersonal and Intercultural Communication, which is traditionally stereotyped as more female communication styles. However, when examining more dimensions of the data, we know that male students have a 5% lower success rate than their female counterparts in these courses (the only course where males find similar success is COMM 140: Small Group Communication). Additionally, all students have a 3-6% lower success rate in Public Speaking and Hispanic/Latino and Black/Non-Hispanic students are 8%-10% less successful respectively. Thus, the Communication Studies department needs to continue to rethink curriculum, grading, and pedagogy to address males, specifically males of color in order to increase success and reduce persistent equity gaps.

### **iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?**

When comparing our student demographics to that of the college, it reveals that the male student population is declining across the board. This might be a natural result of the demographics of the geographical areas we serve, or possibly a return of males to the workforce versus institutes of higher education, but we are not 100% comfortable drawing a conclusion on correlation of contributing factors. Anecdotally, when attending a BAM session, male students shared they are less likely to ask for help or support, less likely to ask questions in class when confused or lost, and less likely to explain to an instructor what might be going on in their lives in order to get an extension, exception, etc. This could be a reason we are seeing fewer males and males with less success in our courses.

#### **4.B. INDIVIDUAL COURSE SUCCESS RATES**

#### **4.C. COURSE AND PROGRAM SLO RESULTS**

**What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:**

#### **i. What percentage of course SLOs have been assessed during the past five years?**

#### **4.D. COURSE ENHANCEMENTS**

**Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.**

COMM 110 Public Speaking continues to be the course that has the lowest success rate. We completed an intensive review of the course outline and will engage in departmental conversations about rubrics and grading to try and standardize the Public Speaking course experience.

#### **4.E. DEGREES AND CERTIFICATES**

**List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:**

#### **i. What do the data reveal about degree and certificate completion? time to completion?**

When reviewing the Communication Studies AA and AA-T Degrees 16-17 through 20-21 Comprehensive Program Review data report, the number of students completing the Associate of Arts in Communication Studies degree has decreased from six in 2016-2017 to two in 2020-2021. Additionally, it is taking students, on average, 9.7 terms to complete this AA degree. In comparison, in 2020-2021, we had 23 students complete the Communication Studies Associate Degree for Transfer (CSU) in an average of 8.1 terms and 9 students complete the Communication Studies Associate Degree for Transfer (CSU or UC) in an average of 7.0 terms. Thus, we believe it more beneficial to students who are interested in Communication Studies to be guided into the ADT pathways.

Additionally, when examining the Fall 2022 Communication Studies program codes, we see that out of 71 total students 65 have selected the AA-T as a program of study whereas only 6 have selected the AA.



## SKY Instructional Comprehensive Program Review

### ii. What changes do the data suggest are necessary for the program to explore?

Since the Communication Studies Associate of Arts Degree for Transfer (AA-T) (CSU or UC) takes students closer to three years to complete versus the 4+ of the Associate of Arts in Communication Studies (AA), we have decided to bank the local Associates Degree.

Additionally, AB 928: Student Transfer Achievement Reform Act of 2021 legislation states, "The bill will require California Community Colleges, on or before August 1, 2024, to place students who declare a goal of transfer on their mandatory education plans, on the ADT pathway if the student had not opted out, as specified, and if such a pathway exists for their intended major." Since the Communication Studies program has an AA-T pathway (and 84.1% of our students are Degree/Transfer seeking), this legislation will automatically place students into that degree program versus the AA degree program. Thus, with the banking of the AA degree we would be proactively facilitating this transition for students.

### **4.F. LABOR MARKET CONNECTION**

**If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.**

Not applicable for our program.

### **4.G. STUDENT FEEDBACK**

**Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.**

In the Spring 2022 semester, students in the COMM 140: Small Group Communication course were asked, as a class project, to review/examine the Communication Studies Comprehensive Program Review Data Packet and tasked with creating a survey to help the department assess its effectiveness. The aspects of the data that students found interesting was the number of PT students compared to FT students, the online modality, and representation in the coursework. Thus, they developed quantitative and qualitative questions they believed would provide insights into these aspects of Communication Studies courses. The students then created a survey, administered to students in Communication Studies courses (a total of 161 student responses) that included the following questions:

Sex (Male, Female, Other)

Age group (under 18, 18-22, 23-28, 29-33, 34-39, 40-49, 50-59, 60+)

Ethnicity (Asian, Black-African American, White non-hispanic, Hispanic/Latino, Filipino, Other)

Are you a full-time or part-time student? (Full Time = 12 or more units, Part-time = less than 11.5 units)

If you are part-time, please share the reason(s) why you chose not to attend full-time.

Which of the following describes the main reason you are taking a Communication Studies course:

1. I am a Communication Studies major (major requirement)
2. It's a general education requirement
3. To work on my communication skills
4. For fun

Please identify which Communication course(s) you are taking or have taken in the past:

# SKY Instructional Comprehensive Program Review

COMM 110: Public Speaking

COMM 127: Argumentation and Debate

COMM 130: Interpersonal Communication

COMM 140: Small Group Communication

COMM 150: Intercultural Communication

COMM 160: Gender and Communication

COMM 172: Forensics

What are your impressions of the demographic make-up of your class?

Has your identity related to joining or leaving a Communication Studies course?

Have you taken an online Communication Studies course?

Which course(s) did you take online?

What are your impressions of the online Communication Studies course?

What are the advantages of taking a Communication Studies course?

As a student, what is one thing you would change about your Communication Studies course?

Please answer the following questions on a scale of 1 to 5.

1 = Strongly Disagree

2 = Disagree

3 = I am unsure

4 = Agree

5 = Strongly Agree

I feel the student population in my Communication course represented the diversity I see in my community.

From a gender perspective, I felt represented in the content of the course.

From an ethnic perspective, I felt represented in the content of the course.

I feel the assignments in the course were challenging and caused me to think.

Their results were presented to departmental faculty at the conclusion of the Spring 2022 term. The data showed that the majority of students completing the survey were FT. However, the PT qualitative data illustrated that the need for students to "work" is the top reason for them remaining PT. Additionally, caring for a child or family member, mental health, financial pressure, and sports were also common reasons. In terms of online courses, about 55.9% of students surveyed had taken an online Communication Studies course, with 56% of those students being FT students, 34% were Communication Studies majors, and 27% were female. The students reported an overall sentiment that the online courses were well paced, organized, interactive and engaging. However, a good number of students felt they were missing out not taking these courses F2F. "Some discussions are better in person." "I missed the part where I actually got to meet and collaborate with other people." "For some classes it works, but for Communication classes it doesn't work." "More difficult to meet others and connect." On the other hand students enjoyed the flexibility it provided them. "I work and live far from the campus, so it works." "Getting to do things on your time and pace works best" "Communicating online is relevant to our new reality." "I like that we still have a chance to interact with one another via video." "I felt more comfortable expressing myself online."

## SKY Instructional Comprehensive Program Review

Lastly, in terms of representation in the course content and activities, students overwhelmingly reported feeling comfortable and represented in each of the courses. In terms of the difficulty/challenge of the course, students indicated that COMM 110: Public Speaking was the most difficult course with COMM 150: Intercultural Communication close behind. For majors, the reported difficulty level was lower. Overall, the students did not feel the Communication Studies courses presented much challenge with even COMM 110 and COMM 150 averaging a 3 on a scale of 1 to 5.

### **4.H. CURRICULUM**

**Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.**

**Secured approval of updated courses by the Curriculum Committee**

Yes

**Updated the Improvement Platform with new or changed SLOs, and requested from PRIE the addition of new courses after approval by the Curriculum Committee**

No

**Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness**

Yes

**Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee**

Yes

### **KEY FINDINGS**

**Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.**

#### **5.A. CHALLENGES AND CONCERNS**

**Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.**

The Communication Studies Department faculty would like to continue to gather data to further clarify some of the data points discussed above. For example, we noticed that our course success rate is decreasing, so we want to further investigate instructor-level data and the impact of online course success rates when looking at certain disproportionately impacted populations, so that we can better identify an action plan.

The challenge is being able to access that instructor level data. Additionally, the intersectional data is really a place for examination, but the n (number of students) is sometimes so small that it makes it difficult to gather this data and conclude trends. In terms of the student data, I think there are trends that we need to discuss as a faculty to try and determine how to make collaboration easier for students online.

## GOAL

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Access

### Goal and Desired Impact on Students

Increase the number of students in the Communication Studies AA-T degree

### Year Initiated

2022 - 2023

### Implementation Step(s) and Timelines

Objective: To increase awareness of the Communication Studies major

Strategy 1: Develop a marketing campaign

1. Engage in conversations around a brand/slogan
2. Work with the Marketing, Communications, and Public Relations (MCPR) office to help with the design of brand/slogan
3. Develop marketing materials (signage for classrooms, office doors, flyers for outreach, swag for Communication Studies events, student testimonial video for website, etc.) for Communication Studies majors and the Forensics team
4. Secure funding for the purchase/production of marketing materials
5. Distribute the marketing materials to the appropriate parts of campus

Our plan is to engage in this work in the 2023-2024 academic year, so that it is visible by Fall 2024. We will utilize department meetings to develop identity, brand, slogan. This will give MCPR the Spring term to develop. This will also allow us time to start requesting the funds for the purchase/production of materials.

Strategy 2: Engage in more career events

1. Partner with Career Night events to include Communication Studies
2. Develop Communication Studies website materials to allow exploration in careers
3. Utilize classroom spaces (ie. bulletin boards) to highlight careers and individuals in those careers
4. Advertise internships and other opportunities

Strategy 3: Work with CSU East Bay to establish a transfer pathway for Communication Studies majors.

1. Set-up a meeting with Marianne Beck
2. Establish a connection with CSU East Bay
3. Develop the necessary curriculum
4. Market the opportunity to our current and prospective majors

Our plan is to engage in this work in the 2023-2024 academic year, so that it is developed and approved through Curriculum, etc. by Fall 2025.

Strategy 4: Develop Alumni Events & Testimonials

1. Work with PRIE to identify Communication Studies majors
2. Develop a process for collecting student contact information
3. Create major/alumni events
4. Reach out to alumni at various milestones (1 year after graduation/transfer, 3 years after graduation/transfer, etc.)

### Mapping

- SKY College Values: (X - Selected)

- Open Access: X

## GOAL

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Completion

### Goal and Desired Impact on Students

Increase timely completion of the Communication Studies AA-T Degree

### Year Initiated

2022 - 2023

### Implementation Step(s) and Timelines

Objective: To decrease the average number of terms to complete a Communication Studies AA-T Degree

Strategy 1: Build in a community of support around Communication Studies majors

1. Work with PRIE to get a list of Communication Studies majors at the start of each new term of fall and spring
2. Develop a welcome message that could be emailed, mailed, or texted to students (given their communication preferences)
3. Create a process where new majors are contacted and opportunities (ie. scholarships, events, internships, conferences, etc.), as well as contact information of FT faculty, are sent to students
4. Design social activities that allow students and faculty to interact with one another
5. Continue to develop relationships with individuals at transfer institutions and the industry to connect students with
6. List more instructor contact information on the Communication Studies website

We plan to take the Fall 2023 semester to engage in conversations with PRIE and develop the messages as a department. Then, try and send messages in Spring 2023. By the start of Fall 2024, have planned the "social calendar" for the academic year and begin hosting Communication Studies events.

Strategy 2: Collaborate with Counseling Faculty to do Milestone checks

1. Work with Counseling faculty to identify Communication Studies majors in different categories (first term, within 15 years of graduation, stop outs, those off the path, etc.)
2. Develop timely messaging with links to necessary forms (SEPs, degree checks, application for graduation, etc.)
3. Create a process to contact the students

Strategy 3: Create a space for 1-on-1 mentorship of Communication Studies majors

1. Develop a process by which Communication Studies majors can be connected with one of the full-time faculty members.
2. Explore a student club for Communication Studies majors

Strategy 4: Create a space for faculty to engage in "Data & Discussions"

1. Work with PRIE to establish regular data reports
2. Work with PRIE and the CTTL on "training" faculty to read/interpret data reports
3. Create regular meetings/retreats to review the Communication Studies student data
4. Establish a think-tank that reviews pedagogical research and ideas in order to address the trends in the student data

### Mapping

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Open Access: X
- Student Success and Equity: X

## GOAL

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Innovative Classroom Environment

### Goal and Desired Impact on Students

Develop safe, supportive, flexible classroom environments to support student learning.

**Year Initiated**

2022 - 2023

**Implementation Step(s) and Timelines**

Our goal is to continue to work with Dean Chris Gibson to identify classroom furniture, layouts, and features, so that when funds are available we can make the necessary purchases. Then, we will establish departmental trainings on the recording equipment, pedagogical techniques/expectations, etc.

**Mapping**

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Campus Climate: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X
- Sustainability: X

**Resource Request****Division Name**

Language Arts (LA)

**Year of Request**

2022 - 2023

**Resource Type**

Instructional Equipment

**Resource Name**

Classroom Furniture

**Resource Description**

Replacing the 45-50 individual desks with flexible/moveable, round tables and chairs, installing white board paint on two walls and adding artwork/paint and other classroom supplies (cabinets, lecturns, etc.) in two classrooms (\$45,000 per classroom)

**Funds Type – Mark all that apply.**

One-time Cost

**Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.**

Communication Studies pedagogically requires students to interact and engage with one another (dyads, small groups, and large teams) regularly. The individual desks prevent this type of interaction from happening. Additionally, the classroom spaces need to be flexible enough to allow for a clearing of the furniture to do physical delivery and nonverbal communication exercises. When thinking about culturally relevant practices that advance equity, the physical classroom space is crucial to building welcoming and trusting spaces for all individuals, abilities, and body types, so as not to increase the anxiety that accompanies public speaking and social interactions. For example, when a student is unable to fit into a desk it becomes a form of fat-shaming that can increase social-anxiety. Furthermore, a square table has an inherent nonverbal power dynamic with the westernized, masculine, "head of the table" position, whereas round tables do not engage students in that power dynamic. When examining the demographics that we serve, they come from collectivistic cultures, which mean round tables would support their communication styles and value systems more. This furniture update would allow us to address some of the unconscious equity issues and fully implore culturally relevant Communication pedagogy.

**Cost**

90,000

**Level of need, with 1 being the most pressing**

1

**FOR ADMINISTRATIVE USE ONLY****GOAL**

Forensics

**Goal and Desired Impact on Students**

Institutionalize the Forensics program, so that students across the District are able to continue to compete for Skyline College in intercollegiate Forensics.

**Year Initiated**

2022 - 2023

**Mapping**

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Campus Climate: X
- Community Partnership: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X