15. **If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by September 2017 (list by course):**

    All course outlines are up-to-date so therefore no action plan is needed.

16. **When was the last time that the program's degrees/certificates were updated? If the program's degrees/certificates have not been updated recently, what is your program's plan for updating them?** (As per ACCJC guidelines, CTE programs need to be updated every two years, non-

and classroom pedagogy to best enable students to successfully pass our courses, practice and hone life skills, and prepare for transfer.

Promoting student success is a continual process within our department. Dialogues related to student success take place during our SLO assessment discussions at the beginning and the end of each semester when we are assessing our various Communication Studies courses.

24. How have the program's assessments and discussions produced a positive impact for student success? Please share your success stories.

Our discussions have been incredibly meaningful, providing thoughtful reflection on our individual and collaborative pedagogical perspectives and how they affect our students. Through discussion, individuals in the department have been exposed to various perspectives and models of instruction, which encouraged the implementation of new methodologies in our classrooms. Two members of the Communication Studies department attended On Course workshops. After meeting with the department, the concepts and methods from the workshops were implemented within some courses. These classroom strategies highlight the importance of community and student-centered learning, which we believe increases student commitment, retention, and overall success in our courses.

*Our assessment discussions also provided opportunity to discuss what struggles our students face, and if there is a continuity of student limitations across our classrooms. For example, as a department we find it invalu7im9gim9eW88s0Tm590.00000912 0 612 792 reesW*ned*

26. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

The following are two institutional changes our department considered after assessing two of our classes (Small Group Communication and Argumentation and Debate):

1) It would be beneficial to have a library liaison for our department or division to assist our students with their research questions and needs. We believe that offering our students the name and contact of a specific library expert would encourage students to utilize our library resource, resulting in more proactive students and a higher quality of research.

2) Many students struggle with gathering quality research for their assignments. It would be beneficial for students to have additional support so they can hone their research skills. Specifically, we would love to see online research tutoring where students can chat online with a live librarian. Other sch
their library website. In a technologically advanced society and with technology-centered students, we believe our students would greatly benefit from increased accessibility. This functionality would also be extremely helpful for online students, and students who may have difficulty accessing campus facilities.

Student Equity and Institutional Benchmarking (Instructional/Curriculum)

This year we are continuing the process of setting institutional benchmarks to narrow the

students who prepared and equipped for success, take our courses. Second, we get students invested in the course material and involved with one another by utilizing differentiated learning techniques and community building. Literature suggests that when underrepresented student groups feel committed to each other and the instructor, when relationships are developed and cultivated inside and outside of the classroom, these students are more likely to achieve success. That is what we achieve in our classes because we focus on learning and not teaching.

28. How successful was your program in increasing the achievement rates in course completion and course success for Latino and African American students between the 2014/15 and 2015/16 academic years? If successful, please explain to what you owe your success. What do you plan to do to improve or continue to improve the achievement rates?

1) *We also observe from the data that in the last four years, our African American students experience significantly lower Spring semester completion and success rates as compared to Fall. Additionally, in the last year (14-15) we had the lowest completion and success rate in five years.*

2) We see relatively high and stable Completion and Success between semester for Hispanic students. However, we do see Hispanic Completion and Success rates drop significantly in the last two years, with the 15-16 academic year being at its lowest rating in five years.

29. The data provided in Canvas – Program Review – Data module in the spreadsheet: Five_year_course_data includes the overall totals/percentages for the 2015/16 year. Between the 2015/16 and 2016/17 academic years the college goal is to increase by one percentage point in course completion and course success rates. Use the provided data to identify your new goal for next year. What actions is your program planning to take to help achieve this benchmark? How can your program partner with student support services such as the Office of Student Equity, the Student Success Team, Tutorial Services, etc. to achieve this goal?

We are already implementing many of the strategies, we are going to investigate the delta explained above. Our plan will be to ask for further breakdown of the data. We need to see the data by course and by instructor to help determine a strategy to turn the results around.

Conclusions

30. Please describe any notable accomplishments since the last program review.

We hired Dr. Oli Mohammadi

31. Is there anything else you would like to report that was not included in the answers to the previous questions?

The International Partners Program is an on-campus student conservation program founded in 1993 to give WVC students opportunities to learn about the world directly from our international student population. It is designed to promote better understanding between people of different ages, backgrounds, and cultures. The Communication Studies Department has approximately 100 students per semester who participate in the International Partner's Program.

Members of the Communication Studies department attended and/or presented at the following workshops/conferences:

1) *On Course I and II Workshops at West Valley College (attendee)*
2) *2015 Strengthening Student Success Conference (attendee)*
3) *2016 On Course National Conference (attendee)*
4) *Purpose and Vision Navigation Training (attendee)*
5) *Conflict Management Workshop (presenter)*
6) *Preparing for a Full-Time Faculty Position (presenter)*
7) *Academic Senate of Community Colleges (attendee)*
8) *California Federation of Educators Leadership Conference (attendee)*
9) *National Communication Association Conference (attendee and accepted submission)*
10)

Members of the Communication Studies department pursued the following professional development opportunities and completed the following certifications:

1) *FERPA for Higher Education, Laureate Education*
2) *APA Citation in the Classroom, Laureate Education*
3) *Outreach And Retention, Laureate Education*
4) *Preventing Sexual Harassment, Laureate Education*
5) *Social Media in the Classroom, Education Management Corporation*
6) *Staying Driven, Education Management Corporation*

7) *Using Resources to Improve Retention, Education Management Corporation*
8) *Stereotypes and Myths in the Classroom, Education Management Corporation*

The department has been involved in the following grant activities:

1) *CFT Union Leadership Grant, California Federation of Teachers, $2200*
2) *University Leadership, RDS Grant, Laureate Education, $850*

32. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

West Valley's Communication Studies program is a model for other programs. Our SLO method works. All faculty are aware of and are evaluated in part by the implementation

PROGRAM REVIEW

BUDGET AND RESOURCES ALLOCATION SURVEY
LOOKING AHEAD TO 2017-2018

Budget and Resource Allocation Request

The Budget and Resource Allocation narrative section of the program review must be submitted together with the Program Review Self-Study by Friday, November 4, 2016.

Your program will be asked next semester to provide to the Budget and Resource Advisory Council (BRAC) a complete organizational budget for the next fiscal year; information supplied in this Program Review narrative is used to support substantive changes to budgets, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing. You may find some answers to your questions and other useful information at BRAC's website. For information pertaining to this Self-Study, you may download the Development Handbook", as well from the Documents folder of questions regarding this Budget and contact the estions regarding this B definitions, examples, and other Budget and Resource Narrative current BRAC "Budget as other supporting documents, BRAC's website. If you have Resources Self-Study, please

2015 –

16. Other Operating Expenses and Services