Academic Program Review Template - Communication Studies - 2024 Cycle Latest Version

Academic Program Review: (1) Overview of the program First Submission: Version by **Moldoveanu, Minodora** on **05/03/2025 01:45**

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.
The Communication Studies degree empowers students with the communication skills essential for success in academic, professional, and personal contexts. Our Communication Studies program is grounded in the mission of fostering critical thinking, ethical communication, and cultural awareness through the study and practice of human communication in its many forms—interpersonal, intercultural, public, and mediated. Our mission is to equip students with the tools to become effective, thoughtful communicators who can engage meaningfully in diverse communities and professional settings. We emphasize both theory and application in pursuit of an Associate's degree, preparing students for transfer to four-year institutions, entry into the workforce, or advancement in their current careers. The program serves a richly diverse student body reflective of the broader Compton community—many of whom are first-generation college students, returning learners, or individuals seeking to improve their public speaking, leadership, and conflict-resolution skills. We provide a supportive and inclusive learning environment where students can build confidence, articulate their ideas clearly, and advocate for themselves and their communities. Through courses, campus events, and speech and debate opportunities, we aim not only to teach communication but to inspire students to use their voices to create positive change.

Describe the degrees and/or certificates offered by the program.
The Communication Studies program is designed to provide students with a foundational understanding of human communication in a variety of contexts, including interpersonal, group, intercultural, and public settings. This degree typically emphasizes both the theoretical and practical aspects of communication, aiming to build students' skills in critical thinking, effective speaking and listening, conflict resolution, and cultural competence.
Students in this program study topics such as public speaking, argumentation, communication theory, interpersonal and small group communication, and intercultural communication. Through coursework, presentations, debates, and collaborative projects, they develop the ability to communicate clearly, ethically, and persuasively. The degree prepares students for seamless transfer to a four-year university, particularly within the California State University (CSU) system. It also equips graduates with valuable skills applicable to careers in public relations, education, business, media, law, and community advocacy. Ultimately, the Communication Studies associate degree cultivates confident communicators who are prepared to navigate and influence the diverse and evolving communication demands of today's world.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.
The Communication Studies program at Compton College directly supports the institution's mission to offer a welcoming and inclusive environment where every student is supported in achieving their educational and career goals. Through a curriculum that emphasizes critical thinking, ethical communication, cultural awareness, and practical skill development, the program prepares students to succeed in diverse academic, professional, and social settings.
Alignment with Strategic Initiatives:
The Communication Studies program at Compton College actively supports the institution's strategic priorities and mission by fostering academic achievement, student well-being, and equitable access to high-quality education. The program demonstrates alignment with the following Compton College Strategic Initiatives:
1. Completion by Design
The Communication Studies program contributes to increased student completion rates by offering a structured pathway through the Associate in Arts for Transfer (AA-T) in Communication Studies. This degree guarantees transfer admission with junior standing to the California State University (CSU) system, streamlining the transition to four-year institutions. The curriculum is designed with clear course sequencing and accessible scheduling options (e.g., online, hybrid, and evening classes), allowing students to meet their academic goals efficiently. Additionally, communication skills gained through the program prepare students for employment and leadership in various fields, supporting both transfer and workforce readiness outcomes.
2. Enhanced Student Support Services
The program prioritizes student wellness and academic success by integrating personal development and support within course content and faculty practices. Communication Studies courses address essential interpersonal, intrapersonal, and group communication skills, contributing to students' emotional intelligence, confidence, and resilience. Faculty maintain strong referral practices to connect students with mental health counseling, academic advising, tutoring, and basic needs services. Instructional approaches also emphasize inclusivity, culturally responsive pedagogy, and student engagement, reinforcing the college's commitment to whole-student support.
3. Infrastructure Improvements
Communication Studies faculty actively utilize upgraded campus facilities and instructional technologies made possible through Compton College's infrastructure investments. Renovated smart classrooms, updated audiovisual equipment, and access to digital learning platforms enhance the delivery of performance-based courses such as public speaking, debate, and oral interpretation. These improvements support student engagement and skill development in technologically enriched environments that simulate real-world communication settings. The program also promotes digital fluency, which is essential for success in both academic and professional domains.

Discuss the status of recommendations from your previous program review.
Recommendations from Program Review 2020:

1. Funding for speech and debate tournaments.
Current status: Within the last four years, financial support for speech competitions has been provided by Auxiliary Services and Guided Pathways. On average, $600 once every academic year has supported this activity.

2. Funding for intramural speech competition
Current status: As result of the pandemic and the increase in the offering of online public speaking courses, an intramural competition was not offered within the last 4 years. Our intention is to resurrect this activity during this next 4-year cycle.

3. One set of clickers- *Quick Response System*
Current status: This recommendation has yet to be fulfilled.

4. Modern classroom furniture - Five foot bench tables with wheels and ergonomic chairs with wheels.
Current status: This recommendation was not taken into consideration as our department was not consulted in the decision making phase of classroom furniture for Instructional Buildings 1 and 2. It is our understanding a committee with the final input of the president of the college, made all classroom furniture selections. Our recommendation was based on the need for quick set-up and tear down of small group pods for in-class activities. Furniture ideal for our department needs was procured in the newly constructed Allied Health Building. Unfortunately, traditional individual desks and chairs were purchased for Instructional Building 1 and 2 classrooms.

5. Ovation Public Speaking Virtual Reality monthly subscription.
Current status: This recommendation has yet to be fulfilled.

6. Virtual reality ready computer to be used with the Ovation Virtual Reality Public Speaking Enhancement Resource Program.
Current status: This recommendation has yet to be fulfilled.

Academic Program Review: (2) Analysis of Research Data First Submission: Version by **Moldoveanu, Minodora** on **05/03/2025 01:46**

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.

1. Gender

Student Counts

Gender	Fall '20	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
Man	27% (84)	35% (85)	34% (96)	40% (166)	28% (62)	40% (87)	28% (89)
Unknown/Non-Respondent	2% (6)	1% (<5)	1% (<5)	2% (7)	2% (<5)	3% (7)	3% (11)
Woman	71% (225)	64% (155)	65% (183)	59% (247)	70% (156)	56% (122)	68% (217)
Grand Total	100% (315)	100% (242)	100% (282)	100% (420)	100% (222)	100% (216)	100% (317)

Across the terms from Fall 2020 to Spring 2023, student enrollment by gender reveals a consistent trend: women make up the majority of the student population. In most terms, women represent between 56% and 71% of enrollment, while men account for 27% to 40% of the student population. Notably, Fall 2023 showed a relative increase in male students (40%) compared to previous terms, though women still held the majority (59%). The proportion of students who either did not respond or whose gender is unknown remained minimal, fluctuating between 1% and 3%. Overall, this data suggests the program is consistently attracting more women than men, though recent increases in male enrollment hint at a possible gradual narrowing of the gender gap. This trend of women being overrepresented in the Communication Studies Department is consistent with national trends of enrollment in higher education, which are similar to the trends seen at Compton College, one where women represent roughly two thirds of all higher education students.

2. Ethnicity

Ethnicity	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
American Indian ..			0% (<5)			0% (<5)
Asian	1% (<5)	0% (<5)	1% (<5)	3% (6)	0% (<5)	0% (<5)
Black or African ..	27% (65)	28% (79)	28% (117)	27% (59)	26% (57)	25% (79)
Latinx	65% (157)	65% (183)	62% (260)	60% (134)	66% (143)	65% (206)
Native Hawaiian..	1% (<5)	1% (<5)	1% (5)	1% (<5)		
Unknown/Non-R..	5% (12)	4% (12)	5% (22)	8% (17)	6% (14)	9% (27)
White	1% (<5)	1% (<5)	3% (11)	2% (<5)	0% (<5)	1% (<5)
Grand Total	100% (242)	100% (282)	100% (420)	100% (222)	100% (216)	100% (317)

Enrollment by ethnicity over the past six terms reveals a dominant representation of Latinx students, consistently comprising 60% to 66% of the student body. Black or African American students form the second-largest group, maintaining a stable range between 25% and 28%. Other racial groups, including Asian, Native Hawaiian or Pacific Islander, and White students, remain underrepresented, typically below 3% each term. There has been a slight uptick in the number of students whose ethnicity is unknown or non-respondent, increasing to 9% by Spring 2023. These numbers are consistent with the demographics currently found at Compton College, signaling that the Communication Studies Department attracts proportionate numbers from each ethnic group. These figures highlight a strong, sustained enrollment from Latinx and Black students, reflecting the college's appeal to communities of color and potentially indicating the importance of culturally relevant outreach and support.

3. Age

Age Group	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
Under 18	15% (36)	24% (67)	28% (118)	5% (11)	15% (33)	23% (73)
18 to 24	46% (111)	49% (139)	40% (167)	47% (105)	52% (112)	44% (141)
25 to 29	17% (42)	8% (22)	11% (45)	14% (31)	14% (30)	12% (37)
30 to 39	16% (38)	16% (44)	15% (61)	24% (54)	10% (22)	15% (46)
40 to 49	4% (10)	2% (6)	5% (20)	7% (15)	6% (14)	4% (12)
50+	2% (5)	1% (<5)	2% (7)	2% (5)	2% (<5)	2% (6)
Unknown/Non-Re..		0% (<5)	0% (<5)	0% (<5)	0% (<5)	1% (<5)
Grand Total	100% (242)	100% (282)	100% (420)	100% (222)	100% (216)	100% (317)

Trends in age distribution show that the majority of enrolled students are between 18 and 24 years old, consistently accounting for 40% to 52% of enrollment. However, there's been notable growth in students under the age of 18, especially during fall semesters—rising from 15% in Fall 2021 to 28% in Fall 2023. This indicates a growing number of dual enrollment or early college participants. Students aged 25 to 39 make up a steady but smaller portion of the student body (typically around 10%–17%), while students over 40 comprise the smallest group, staying under 7% across all terms. The trend suggests a focus on younger students, particularly traditional college-aged and high school students, with stable participation from adult learners. With the College primarily focusing on dual enrollment students, we see a missed opportunity to reach out more to adult students in our service area who could benefit from earning college credits as well as degrees and certificates, to help them improve their quality of life, and be better prepared to participate in the labor marked which is steadily needing more and more college educated employees.

4. Educational Goal

Educational Goal	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
Intend to Transfer	7% (16)	98% (277)		6% (14)	5% (11)	92% (291)
Degree/Cert Only	1% (<5)			1% (<5)	0% (<5)	1% (<5)
Retrain/Recertify				0% (<5)		
Basic Skills	1% (<5)					1% (<5)
Enrichment	90% (218)			90% (199)	93% (201)	0% (<5)
Undecided/Unstated	1% (<5)	2% (5)		2% (5)	1% (<5)	7% (21)
NA			100% (420)			
Grand Total	100% (242)	100% (282)	100% (420)	100% (222)	100% (216)	100% (317)

The data on educational goals reveals a sharp shift in student intentions between Fall 2021 and the subsequent terms. In both Spring and Fall 2021, the overwhelming majority of students —90% or more—identified enrichment as their primary educational goal, suggesting participation in non-credit or community education programs. However, starting in Fall 2022, there is a dramatic change: 98% of students in Fall 2022 and 92% in Spring 2023 indicated that they intend to transfer, a clear shift toward degree-seeking and transfer-focused academic pathways. This change likely reflects either a reclassification of course/program offerings or a strategic shift in enrollment priorities. Other goals, such as earning a degree/certificate, retraining, or basic skills development, remain negligible, and the percentage of undecided students remains low, though it increases slightly to 7% in Spring 2023. Overall, the trend highlights a transformation in the student population from enrichment-focused learners to transfer-driven students, aligning with broader institutional efforts to support transfer success. Once again, the increased focus on dual-enrollment could be a large factor in the change in these numbers.

5. Class Load

Class Load	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
Full-time	23% (55)	21% (58)	20% (85)	29% (64)	23% (49)	21% (65)
Part-time	77% (187)	79% (224)	80% (335)	71% (158)	77% (167)	79% (252)
Grand Total	100% (242)	100% (282)	100% (420)	100% (222)	100% (216)	100% (317)

When analyzing enrollment by class load, a clear and consistent trend emerges: the vast majority of students are enrolled part-time. From Spring 2021 to Spring 2023, part-time students grew from 71% to 79% of total enrollment, peaking at 80% in Fall 2023. Full-time enrollment has steadily declined, dropping from 29% in Spring 2021 to just 20% in Fall 2023. This trend suggests that more students are balancing school with work, family, or other responsibilities and may require flexible scheduling and enhanced support services to meet their educational goals. The dominance of part-time status reflects broader shifts in community college attendance patterns, especially in post-pandemic contexts. These numbers could once again be affected by the increase in dual enrollment students, who only participate as part-time students, given they are full-time high school students.

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

Course grade distribution

Academic Y..	Course	Final Grade A	B	C	D	EW	F	W	ID	NP	RD
2020-21	COMS 100	31.16% 62	18.59% 37	9.55% 19	1.51% <5	0.50% <5	11.56% 23	27.14% 53			
	COMS 120		33.33% 5	13.33% <5		13.33% <5		40.00% 6			
	COMS 260	50.00% 7	14.29% <5		7.14% <5	7.14% <5	14.29% <5	7.14% <5			
2021-22	COMS 100	21.89% 95	15.44% 67	11.52% 50	3.00% 13	0.69% <5	22.81% 98	24.65% 104			
	COMS 120	33.33% <5	16.67% <5	16.67% <5				33.33% <5			
	COMS 130			12.50% <5	18.75% <5		31.25% 5	37.50% 6			
	COMS 140	16.67% <5	50.00% <5	16.67% <5	16.67% <5						
	COMS 260	33.33% <5	33.33% <5					33.33% <5			
2022-23	COMS 100	29.11% 161	14.10% 78	8.68% 48	2.17% 12	1.08% 5	11.75% 64	32.91% 172			0.18% <5
	COMS 120	11.76% <5	29.41% 5	5.88% <5				52.94% 9			
	COMS 130	28.57% <5	28.57% <5	14.29% <5				28.57% <5			
	COMS 260	50.00% 9	11.11% <5	16.67% <5				22.22% <5			
2023-24*	COMS 100	23.54% 93	12.41% 49	11.90% 47	4.81% 19	0.25% <5	18.99% 75	27.34% 108	0.51% <5	0.25% <5	
	COMS 130	21.74% 5	13.04% <5	21.74% 5			4.35% <5	39.13% 9			
	COMS 260	33.33% <5	33.33% <5				16.67% <5	16.67% <5			

The grade distribution across COMS courses from 2020–21 through 2023–24 reveals several notable trends and gaps in student success. In COMS 100, which consistently has the largest enrollment, the percentage of students earning A grades declined slightly over time—from 31.16% in 2020–21 to 23.54% in 2023–24—while withdrawals (W) remain persistently high, exceeding 27% each year, and peaking at 32.91% in 2022–23. F grades also increased in recent years, suggesting challenges in retention and success.
Courses like COMS 120 and COMS 130 show highly variable grade patterns, likely due to small sample sizes, but notable gaps exist: COMS 120 in 2022–23 shows over 52% withdrawals, with very low A and C grades, pointing to possible course-level barriers. COMS 130 in 2023–24 displays a higher proportion of students receiving C grades (21.74%) but also a significant number of withdrawals (39.13%). COMS 260, offered intermittently, also shows inconsistent performance, often with low completion and scattered grade distributions.
It is notable to mention the effect on the pandemic on higher education and our program as well. We definitely felt that students were less prepared than before upon returning from the pandemic, and the grades provide statistical data to our lived experience. Furthermore, the pandemic also had the effect of increasing the number of sections offered online (COMS 100 only), which typically have lower success rates compared to in-person classes. We have seen some improvement more recently, given the wave of students who were most affected by the pandemic has mostly passed at this point, but a return to providing more in-person classes would also likely positively affect student success and persistence rates.

Overall, the grade data show a concerning trend: high withdrawal and failure rates across multiple courses and years, especially in COMS 100 and 120. The combination of relatively low A and B rates and frequent non-passing outcomes (W, F, NP) suggests the need for targeted interventions—such as embedded support, tutoring, or pedagogical adjustments—to address equity and retention gaps.

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.
Success Rates: Trends and Equity Gaps

The overall success rate across all courses from 2020–21 to 2023–24 has hovered between 49% and 59%, with a four-year average of 52%. The highest success was recorded in 2020–21 (59%), followed by a drop to 49% in both 2021–22 and 2023–24, reflecting stagnation and potential barriers to student completion and achievement. The pandemic had a negative effect on student success, by brining increased stress, increased food and housing insecurity, and increased responsibility of caring for family members. Our students' lives changed towards the worse.

By Age Group

Age Group	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
18 to 24	43%(118)	36%(140)	47%(169)	55%(111)	48%(115)	50%(143)
25 to 29	58%(43)	50%(22)	30%(46)	61%(31)	57%(30)	41%(37)
30 to 39	39%(38)	43%(44)	32%(62)	67%(54)	26%(23)	48%(46)
40 to 49	40%(10)	67%(6)	25%(20)	47%(15)	57%(14)	67%(12)
50+	0%(5)	67%(<5)	43%(7)	40%(5)	40%(5)	33%(6)
Under 18	67%(36)	91%(67)	70%(118)	73%(11)	64%(33)	70%(73)
Unknown/Non-R..		100%(<5)	50%(<5)	100%(<5)	100%(<5)	50%(<5)

Younger students under 18 consistently show the highest success rates, reaching 91% in Fall 2022 and staying above 64% across all terms. In contrast, students aged 30–49 demonstrate lower and more inconsistent success rates, particularly in Fall 2023 where the 30–39 age group dropped to 32% and 40–49 to 25%. Traditional college-aged students (18–24) remain stable around the 47–55% range, while older students (50+) fluctuate due to small sample sizes. The stark disparity between minors and older adult learners indicates a significant equity gap by age, with adult students needing targeted academic support. These trends are similar to the success trends at the College. Younger students, particularly high-school students consistently have higher success rates than older students. This is likely due to having fewer responsibilities placed on them, and having more dedicated time for their education, compared to older students who often juggle multiple responsibilities such as working several jobs, being providers for themselves and others, as well as caring for family members.

By Ethnicity

Ethnicity	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
American Indian o..			0%(<5)			100%(<5)
Asian	100%(<5)	100%(<5)	75%(<5)	100%(6)	0%(<5)	100%(<5)
Black or African A..	32%(69)	39%(79)	37%(119)	47%(60)	34%(59)	44%(80)
Latinx	53%(161)	59%(184)	56%(262)	61%(139)	58%(145)	58%(207)
Native Hawaiian o..	33%(<5)	25%(<5)	60%(5)	100%(<5)		
Unknown/Non-Re..	58%(12)	33%(12)	45%(22)	65%(17)	40%(15)	41%(27)
White	50%(<5)	100%(<5)	0%(11)	50%(<5)	0%(<5)	67%(<5)

Latinx students, who make up the majority of enrollment, maintain stable success rates between 53% and 61%. In contrast, Black or African American students consistently show lower success rates, ranging from 32% to 47%, pointing to a persistent equity gap. Asian students report success rates of 75% to 100%, though their sample size is small. Native Hawaiian, White, and American Indian groups also show variation but represent a small portion of the student population. These figures underscore a notable and ongoing racial equity gap, particularly affecting Black students, which calls for focused interventions and culturally responsive pedagogy.

By Gender

Gender	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
Man	51%(91)	46%(97)	48%(169)	59%(66)	50%(88)	49%(90)
Unknown/Non-Re..	50%(<5)	67%(<5)	86%(7)	75%(<5)	57%(7)	45%(11)
Woman	46%(157)	56%(183)	48%(248)	58%(158)	49%(126)	56%(218)

Success rates by gender show that women have outperformed men in most terms, particularly in Fall 2022 (56%) and Spring 2023 (56%), while men have hovered closer to 48–51%. The gap is not as wide as other demographic categories, but the trend suggests that female students experience slightly higher rates of academic success, possibly due to greater course completion or fewer withdrawals. These trends are consistent with trends at the national and college-wide levels, where women tend to outperform men. It is evident there is a consistent gender gap which must be addressed with targeted instruction and additional supports.

By Enrollment Status (Load)

Class Load	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
Full-time	62%(61)	62%(58)	59%(88)	86%(65)	60%(53)	67%(66)
Part-time	43%(189)	50%(225)	46%(336)	48%(163)	46%(168)	50%(253)

Full-time students consistently outperform part-time students in terms of success rates. For instance, in Fall 2022, full-time students had a 62% success rate compared to 50% for part-time; in Spring 2023, the gap widened to 67% vs. 50%. This discrepancy suggests that full-time students may benefit from greater institutional support or have fewer external responsibilities, while part-time students—who are the majority—face greater challenges in achieving academic success, highlighting an important area for intervention.

By Course

	Success Rates by Course		
Course	2021-2022	2022-2023	2023-2024
Coms 100	49%	52%	48%
Coms 120	67%	47%	
Coms 130	13%	71%	57%
Coms 140	83%		
Coms 260	67%	78%	67%
Grand total	49%	53%	49%

Course-level success rates reveal significant variability. COMS 100, the most populated course, has remained consistently below 53%, dropping to 48% in 2023–24. In contrast, courses like COMS 260 show strong outcomes (up to 78% in 2022–23), and COMS 140 peaked at 83% in 2021–22. However, COMS 130 showed a dramatic jump from 13% in 2021–22 to 71% in 2022–23, reflecting changes in instruction, curriculum, or student support. The inconsistent outcomes across courses emphasize the importance of course-specific strategies to improve teaching effectiveness and support student learning.

By Educational Goal

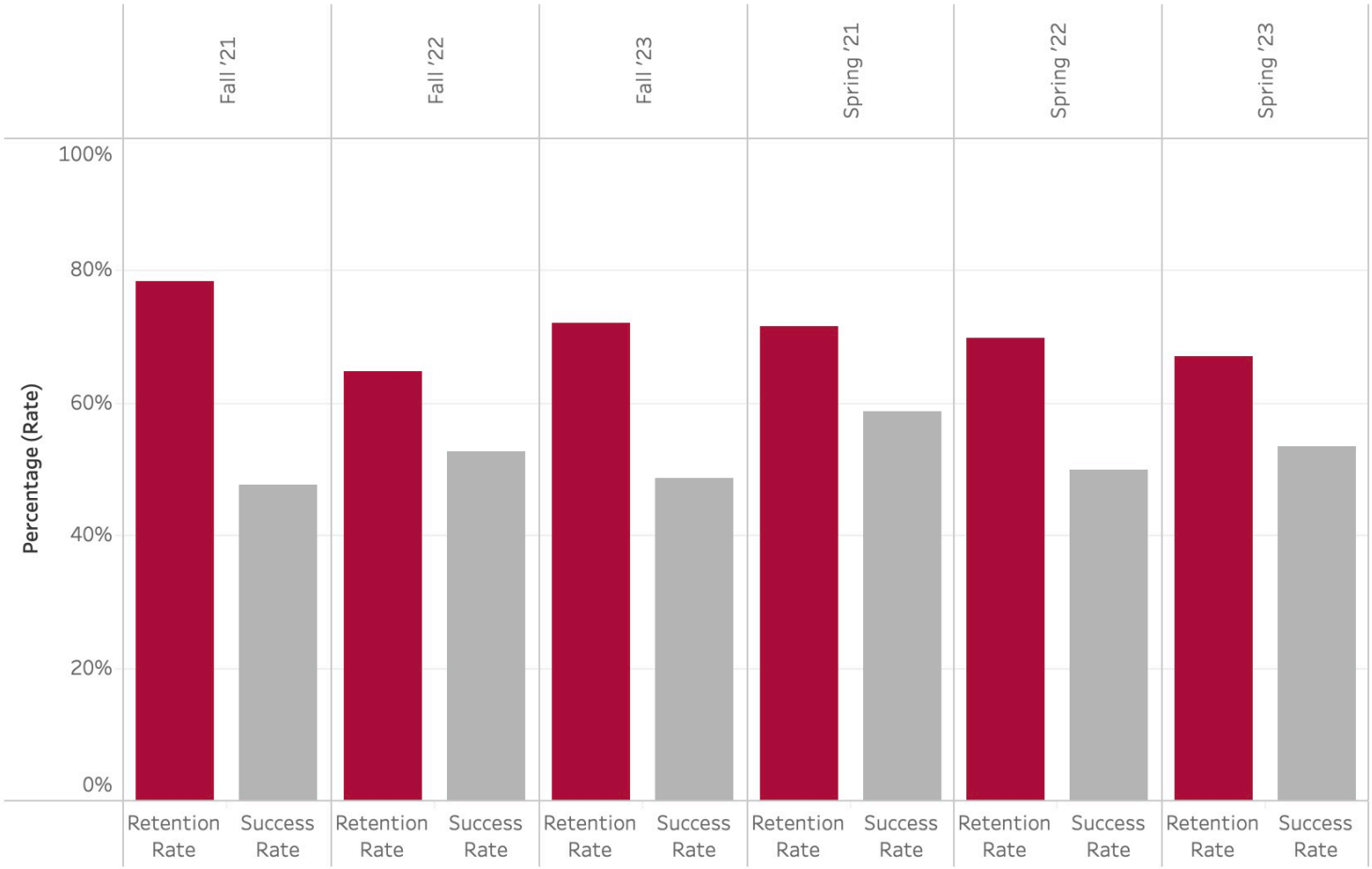
Educational Goal	Fall '21	Fall '22	Fall '23	Spring '22	Spring '23
Basic Skills	33%(<5)				50%(<5)
Degree/Cert Only	0%(<5)			100%(<5)	50%(<5)
Enrichment	51%(224)			50%(206)	0%(<5)
Intend to Transfer	24%(17)	53%(278)		45%(11)	52%(293)
NA			49%(424)		
Undecided/Unstated	0%(<5)	60%(5)		33%(<5)	81%(21)

Students who intend to transfer have improved success rates over time—from 24% in Fall 2021 to 52% in Spring 2023—which aligns with the shift in enrollment demographics. Those seeking enrichment, which was the dominant group in early terms, had moderate success rates (around 50%). Students marked as undecided saw a surprising increase, jumping to 81% in Spring 2023, although this may be due to a small sample size. Overall, students pursuing clear academic goals typically have higher meaning of education, tend to persist even in the face of adversity, and tend to experience higher success. This data reinforces the need for strong academic advising, goal-setting support that helps students explore areas of studies that align with their vision of life, and aligning their educational plan to that vision. Although all students experience set backs, obstacles, and difficulties on their educational journeys, students with clear educational paths have higher persistence and higher success rates.

Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.
Retention Rates

Overall Retention Rate

Academic Y..	
2021-22	74% (471)
2022-23	66% (602)
2023-24*	72% (424)
Grand Total	70% (1497)



From Fall 2021 to Spring 2023, overall retention rates fluctuated but remained relatively strong, averaging around 70%. The highest retention occurred in Fall 2021 at 78%, while the lowest was in Fall 2022 at 66%. Despite some variability, retention generally remained above the 65% benchmark, suggesting that most students stayed enrolled through the end of their courses. However, the consistent gap between retention and success rates—often more than 20 percentage points—indicates that while students are staying in classes, many are not successfully completing them with passing grades, signaling a need for greater instructional or academic support. Although disaggregated equity data for retention was not provided in these charts, the success rate disparities across race, age, and enrollment status (noted previously) suggest that equity gaps in retention likely mirror those found in success, especially for Black students, adult learners, and part-time enrollees. Addressing these retention gaps will require holistic, equity-centered strategies that move beyond persistence to promote meaningful academic progress.

Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.
Distance Education

Instruction	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
In-Person	81%(36)	63%(156)	62%(247)	47%(104)	65%(63)	64%(163)
Synchronous	49%(77)				36%(36)	82%(17)
Asynchronous	45%(107)	40%(127)	30%(177)	69%(124)	46%(122)	37%(139)
Hybrid	13%(30)					

When comparing in-person and distance education modalities, a clear trend emerges: in-person courses consistently achieve higher success rates than online formats. Across all terms, in-person success rates range from 47% to 81%, while asynchronous courses range from just 30% to 46%, and synchronous courses fluctuate more widely—from a low of 36% in Spring 2022 to a peak of 82% in Spring 2023, though that high is based on a very small sample size. The data shows that asynchronous online courses, which typically enroll the most students, have the lowest overall success rates, suggesting that students in these courses may lack the engagement or support necessary for completion. In contrast, face-to-face instruction continues to offer more consistent and stronger outcomes, likely due to the benefits of real-time interaction and structured learning environments. While synchronous online instruction shows some potential, its success appears inconsistent and highly sensitive to course design or instructor effectiveness. These differences emphasize the need for targeted support in distance education, and additional distance education professional development for faculty teaching asynchronously, to bridge the achievement gap between online and in-person learning. However, even with these, many students do not possess the right skills, technology, self-discipline, and proper context where they can attend to their asynchronous courses and do so successfully.

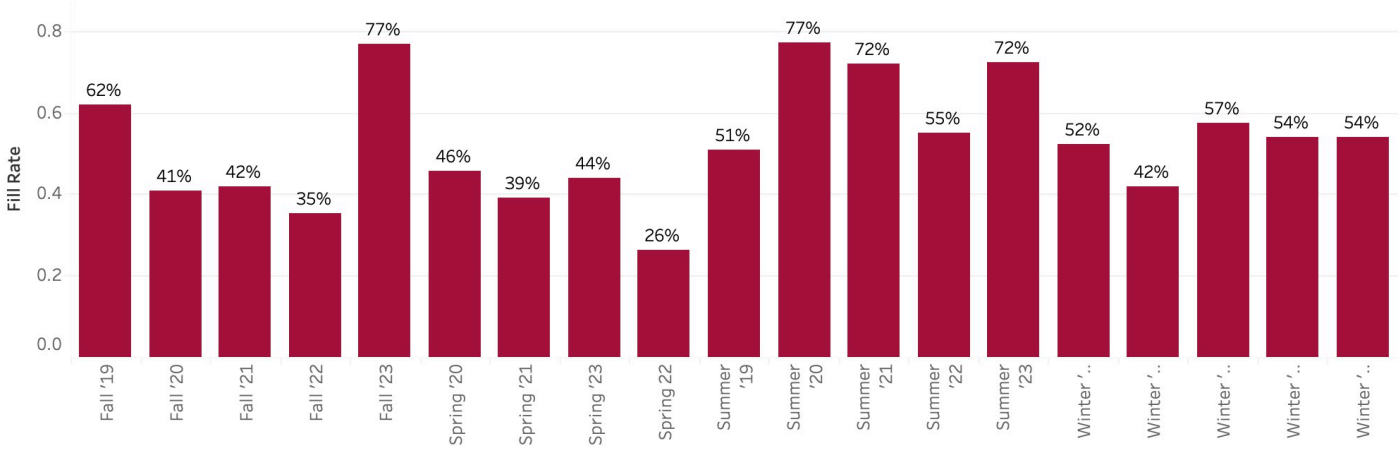
Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.

Fill Rates by Course

Course	Fall '21	Fall '22	Fall '23	Spring '21	Spring '23	Spring 22
COMS 100	49% (174)	39% (173)	83% (412)	45% (143)	45% (194)	28% (151)
COMS 120				22% (7)	25% (8)	13% (<5)
COMS 130	33% (10)	25% (10)	50% (20)			
COMS 140	15% (6)					
COMS 260	15% (6)	0% (<5)	16% (5)	38% (12)	47% (14)	
COMS 270				0% (<5)		0% (<5)

The fill rate data by individual Communication Studies (COMS) courses from Fall 2021 through Spring 2023 shows significant variation in enrollment efficiency across offerings. COMS 100, the most frequently offered and highest-enrolled course, experienced a major spike in Fall 2023, with a fill rate of 83% (412 students)—a stark contrast to its performance in prior terms, where it ranged from 28% to 49%. Other courses such as COMS 120, 130, and 260 show consistently low fill rates, generally ranging between 13% and 50%, suggesting either low demand, limited outreach, or scheduling misalignment with student availability. COMS 140 and 270 were low enrolled even though they are only offered once a year. The data reflects a need to better market these classes and prioritize offering these courses at the most desirable times for our students. It is also worth considering providing online offering for other courses aside from Public Speaking, to experiment if this modality would lead to increased enrollment in courses such as COMS 130, 260, and 270.

Overall Fill Rate by Term



The term-by-term fill rate trend reveals that enrollment efficiency has been inconsistent, with Fall 2023 marking a strong recovery at 77%, the highest fill rate since Fall 2019. This is a significant rebound from the pandemic-era lows seen in Fall 2022 (35%) and Spring 2022 (26%), which were the worst-performing terms in the dataset. Spring semesters generally show weaker fill performance, staying below 50% in all observed years, while fall terms show greater strength—with the exception of the post-COVID dip in Fall 2020 and 2021. These patterns suggest that student enrollment is more robust in the fall. The Fall 2023 spike may indicate renewed student engagement, improved scheduling, or successful outreach efforts, signaling a positive trend the department can build on moving forward.

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?
Course Scheduling: Time and Format Analysis

Meeting Ti..	Fall '21	Fall '22	Fall '23	Spring '21	Spring '22	Spring '23
Morning	38% (89)	37% (106)	46% (195)	33% (71)	38% (84)	45% (145)
Afternoon		14% (39)	7% (31)	12% (28)	2% (<5)	6% (18)
Evening	8% (19)	4% (11)	5% (20)		5% (10)	5% (17)
Self-Paced	55% (136)	45% (126)	42% (175)	54% (124)	55% (118)	35% (113)
NA						8% (26)

The course scheduling data from Fall 2021 to Spring 2023 indicates a strong reliance on self-paced (asynchronous) formats, which consistently make up the largest share of offerings—peaking at 55% in Spring 2022 and only recently dropping to 35% in Spring 2023. Morning classes have seen a steady rise in enrollment, increasing from 33% in Spring 2021 to 46% in Fall

2023, suggesting growing student preference for earlier start times. In contrast, afternoon and evening classes have consistently low enrollments, often in the single digits, with afternoon offerings especially declining to as low as 2% in Spring 2022. These choices likely reflect both student demand and the flexibility required during and after the pandemic, with asynchronous options supporting part-time, working, or caregiving students. However, the data suggests a clear opportunity: increasing morning offerings could meet student preferences while potentially phasing out low-enrolled afternoon and evening sections. A more focused schedule—with priority given to asynchronous and morning slots—could improve fill rates, retention, and overall instructional efficiency in future semesters.

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?
Degree and Transfer



Based on the data provided, the number of students earning Associate Degrees for Transfer (ADTs) in Communication Studies is notably low. In the 2020–21 academic year, 6 students earned ADTs, while in 2021–22, the number dropped to fewer than 5. No data is provided for 2022–23 or beyond, which may suggest either a continued decline or a lag in reporting. These low figures suggest that although a high percentage of students report “intent to transfer” as their educational goal, very few are completing the ADT pathway, which could indicate barriers in course completion, academic advising gaps, or misalignment between enrollment patterns and degree progression. Strengthening degree completion and transfer outcomes will likely require a combination of structured scheduling, clearer pathways to completion, improved success and retention rates, and proactive academic counseling support.

List any related recommendations
In recent years, there has been significant growth in our dual-enrollment student population. While this is an exciting development, it is equally important that we continue to prioritize the needs of adult learners in our community, who also stand to benefit greatly from advancing their education. We must ensure that their needs remain central to our mission by offering courses that are accessible and accommodating. Many adult students prefer traditional in-person classes scheduled at times that fit their work and family commitments, and they often prefer these classes to be held on the main campus.

At the same time, as we serve an increasing number of dual-enrollment students, it is essential that we adopt teaching strategies that are specifically effective for this younger population. We should actively pursue professional development opportunities that enhance our effectiveness in high school classroom settings.

Additionally, we must continue our efforts to make our syllabi more equitable and our courses more inclusive and culturally relevant, in order to better reflect and serve the diverse student body we are proud to support.

Academic Program Review: (3) Curriculum First Submission: Version by **Moldoveanu, Minodora** on **05/03/2025 01:46**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
At Compton College, courses are reviewed every 6 years.
COMS 100 - Public Speaking was last reviewed in 2024.
COMS 120, 130, 140, and 270 were revised in 2022.
This year, in 2025, COMS 99 (Independent Study) is due for review.

Explain any course additions to current course offerings.
No courses were recently added to our curriculum. We are in the process of adding an Honors Public Speaking course, which should be approved by the Curriculum Committee, Senate, and the Board of Trustees by the end of Spring 2025. Upon receiving final approval from the Chancellor's Office, we hope to have that course offered at Compton College in the next year or two.

Given our specialty courses are typically low enrolled, we have not added any other courses to our curriculum. Once enrollment numbers increase and our specialty courses have higher

numbers of students, the faculty in the program are ready to add diverse courses such as Storytelling, Mass Communication, Oral Interpretation, etc. We would likely survey our students to inform our decisions as to which courses we would add to our curriculum first.

Explain any course deletions and inactivations from current course offerings.
There have been no recent course deletions or inactivations.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
Distance Education

Coms 100				
Term	In Person	Remote Asynchronous	Remote Scynchronous	Hybrid
Spring 2021	0	4	5	0
Fall 2021	2	3	5	0
Spring 2022	1	6	4	0
Fall 2022	7	3	0	0
Spring 2023	6	6	1	0
Fall 2023	8	8	0	0
Spring 2024	5	7	1	0
Fall 2024	8	8	0	0

The Coms 100 course delivery evolved from pandemic-era remote formats to a strong return to in-person instruction, with asynchronous online remaining popular., likely due to the flexibility it provides students, as well as more of the faculty gaining the needed certification to teach asynchronously online This suggests a hybrid model of campus-based and online flexibility may continue, but not necessarily through synchronous or hybrid means.

COMS 120				
Term	In Person	Remote Asynchronous	Remote Scynchronous	Hybrid
Spring 2021	0	0	1	0
Fall 2021	0	0	1	0
Spring 2022	1	0	0	0
Fall 2022	1	0	0	0
Spring 2023	1	0	0	0
Fall 2023	0	0	0	0
Spring 2024	1	0	0	0
Fall 2024	2	0	0	0

COMS 120 has moved from emergency remote teaching (Spring–Fall 2021) to a **stable, in-person-only delivery** model. Unlike COMS 100, it has **not embraced online asynchronous** instruction, possibly due to pedagogical factors.

COMS 130				
Term	In Person	Remote Asynchronous	Remote Scynchronous	Hybrid
Spring 2021	0	0	0	0
Fall 2021	0	0	1	0
Spring 2022	0	0	0	0
Fall 2022	1	0	0	0
Spring 2023	0	0	0	0
Fall 2023	1	0	0	0
Spring 2024	0	0	0	0
Fall 2024	1	0	0	0

The data for COMS 130 shows a clear shift in course delivery over time, with an initial reliance on remote and hybrid formats during the pandemic (notably one remote synchronous section in Fall 2021), followed by a consistent return to in-person instruction starting in Fall 2022. Since then, COMS 130 has only been offered once per academic year, exclusively in the fall and in an in-person format, with no asynchronous, synchronous, or hybrid sections. The absence of spring offerings and limited modality options are due to low student enrollment, but it also suggests an opportunity to increase accessibility by expanding to spring terms or/and introducing flexible formats like hybrid or online sections.

COMS 140				
Term	In Person	Remote Asynchronous	Remote Scynchronous	Hybrid
Spring 2021	0	0	0	0
Fall 2021	0	0	1	0
Spring 2022	0	0	0	0
Fall 2022	0	0	0	0
Spring 2023	1	0	0	0
Fall 2023	0	0	0	0
Spring 2024	1	0	0	0
Fall 2024	0	0	0	0

The data for COMS 140 shows that the course was initially offered only in a remote synchronous format during Fall 2021, likely due to pandemic-related constraints. Since Spring 2023, however, COMS 140 has shifted back to an in-person format, with sections offered in both Spring 2023 and Spring 2024. Notably, the course has not been offered in any other modality (asynchronous or hybrid) or during any fall terms since the pandemic, suggesting a pattern of limited scheduling and modality options. This trend may present an opportunity to diversify offerings by reintroducing fall sections as soon as an increase in student enrollment permits, as well as exploring options to provide the course in a hybrid format.

COMS 260				
Term	In Person	Remote Asynchronous	Remote Scynchronous	Hybrid
Spring 2021	0	0	1	0
Fall 2021	0	0	1	0
Spring 2022	0	0	0	0
Fall 2022	0	0	0	0
Spring 2023	1	0	0	0
Fall 2023	1	0	0	0
Spring 2024	2	0	0	0
Fall 2024	1	0	0	0

The data for COMS 260 reveals a transition from remote synchronous instruction during the pandemic (Spring and Fall 2021) to exclusively in-person offerings starting in Spring 2023. The course was not offered at all in any modality from Spring 2022 through Fall 2022, but beginning in Spring 2023, it has been consistently scheduled each term. Notably, the number of in-

person sections has increased over time, from one per term in 2023 to two in Spring 2024. This trend reflects a growing commitment to in-person instruction and suggests increasing demand or capacity for the course, largely due to an increase in dual enrollment students. No asynchronous, hybrid, or remote synchronous options have been offered since 2021.The trend may provide an opportunity to explore other modalities for offering this course, such as asynchronously, or in a hybrid format.

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

Most of our courses have been offered regularly, allowing students the ability to complete the degree requirement timely. On occasion, one of our specialty courses (COMS 260 - Intercultural Communication) was very low enrolled, and was therefore cancelled. Similarly, we have not offered COMS 270 Organizational Communication in a long time, due to low student numbers. However, students are able to take other classes at our College (in other departments) that fulfill the same requirements either of these courses would fulfill. Therefore, there is little negative impact on students' progress towards degree completion or transfer. However, it would be great to keep these courses open so that our Communication Studies majors can fulfill the different degree requirement areas within their major, making them that much more prepared for their upper division course work once they transfer to a University.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.
Degree and Transfer



Based on the data provided, the number of students earning Associate Degrees for Transfer (ADTs) in Communication Studies is notably low. In the 2020–21 academic year, 6 students earned ADTs, while in 2021–22, the number dropped to fewer than 5. No data is provided for 2022–23 or beyond, which may suggest either a continued decline or a lag in reporting. These low figures suggest that although a high percentage of students report "intent to transfer" as their educational goal, very few are completing the ADT pathway, which could indicate barriers in course completion, academic advising gaps, or misalignment between enrollment patterns and degree progression, and the program not having visibility. Strengthening degree completion and transfer outcomes will likely require a combination of structured scheduling, improved success and retention rates, proactive academic counseling support, increasing visibility of the program on campus through a variety of activities, and establishing an online presence on social media.
The plan is to increase the number of students completing a Communication Studies degree to a minimum of 10.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.
There are no licenses/certifications or exams required for program completion or career entry.

List any related recommendations.
The faculty in the program plan to offer a certificate in Communication Studies, due to the many benefits a certificate would provide, which include:

- Career Readiness and Skill Development
  A certificate program would equip students with practical communication skills that are highly valued in a wide range of fields—such as business, healthcare, law, education, and media.
- Short-Term, Focused Learning
  Certificates offer a more accessible, quicker route to skill-building compared to full degrees, appealing to working professionals, non-traditional students, or those seeking career shifts.
- Professional Enrichment
  Communication skills—oral, written, interpersonal, and intercultural—are among the most sought-after by employers. A certificate formalizes these competencies and enhances resumes.
- Stackable Credentials
  A certificate can serve as a stepping stone toward a degree, allowing students to "stack" credentials and progress educationally while gaining immediate workforce value.
- Confidence and Competence
  Targeted training can boost students' self-confidence in both professional and personal communication settings.

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) Final Submission: Version by **Rios, Liza** on **02/23/2026 01:51**

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

Date 03/11/2024

Program Name: Communications Studies

List PLOs:

1. Conduct sound research and describe and demonstrate basic concepts of rhetorical theory related to ethos, pathos, and logos.
2. Explain the symbolic nature of communication and how culture influences communication in individual, group, and business interactions.
3. Demonstrate advanced proficiency in verbal and non-verbal communication skills in speech and forensics settings.

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)					
			P1	P2	P3	P4	P5	P6
COMS 100	1	Construct a speech that includes the necessary and appropriate structure based on the purpose of the presentation.	X					
COMS 100	2	Design a culturally sensitive oral message clearly and effectively using relevant and adequate research based supporting evidence.	X	X				
COMS 100	3	Demonstrate verbal and nonverbal delivery skills in concert with course instruction.			X			
COMS 100	4	Demonstrate competence in the analysis and criticism of public communication.	X					
COMS 100	5	Articulate the influence of culture and context on oral communication		X				
COMS 120	1	Describe theories/concepts related to argumentation and debate	X					
COMS 120	2	Identify sound and fallacious reasoning.	X					
COMS 120	3	Demonstrate effective use of evidence in arguments in concert with course instructions.	X		X			

COMS 120	4	Demonstrate competence in the analysis and criticism of argumentation and debate.	X					
COMS 120	5	Critically analyze current social issues impacting historically marginalized cultural groups.	X	X				
COMS 130	1	Articulate various theories /concepts related to interpersonal communication.	X	X				
COMS 130	2	Demonstrate effective conflict prevention/management skills in a given context.	X	X	X			
COMS 130	3	Apply a selected theory/concept to a variety of relational and cultural context	X	X				
COMS 130	4	Identify cultural differences in interpersonal communication.	X	X	X			
COMS 140	1	Describe theories/concepts related to Small Group dynamics.- this in red is incorrect it should be Small group dynamics		X	X			
COMS 140	2	Apply theories and principles of culturally sensitive group interactions to their own group experiences.		X	X			
COMS 140	3	Create a culturally supportive group communication climate through effective use of language and nonverbal behaviors, adapting to the communication needs of other group members.		X	X			
COMS 140	4	Design, create, and deliver a group presentation employing a small group communication theory/concept.	X		X			
COMS 250	1	Identify the elements of performance in oral interpretation.	X		X			
COMS 250	2	Analyze culturally diverse prose, poetry, & drama; prepare and present a thematic argument for an audience.	X	X	X			

COMS 250	3	Demonstrate verbal and nonverbal delivery skills in selected interpretive presentations in concert with course instruction.			X			
COMS 260	1	Identify theories/concepts related to intercultural communication.	X	X				
COMS 260	2	Apply theories/concepts to different cultural contexts.	X	X				
COMS 260	3	Articulate the role of culture in identity formation.		X				
PSYC 101	1	Logic of the Scientific Method- identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.	X					
PSYC 101	2	Fundamental Principles- explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.		X				
PSYC 101	3	Everyday Application- apply fundamental psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).	X	X				
SOCI 101	1	Sociological Theoretical Perspectives- demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social scenarios.	X	X				
SOCI 101	2	Sociological Concepts- define and demonstrate an understanding of sociological concepts, such	X	X				

COMS 270	1	Identify theories/concepts related to organizational communication.						
COMS 270	2	Research an organization and apply theories/concepts of organizational communication.						
COMS 270	3	Prepare and present theories/concepts of organizational communication.						
ANTH 102	1	Holistic Approach- demonstrate an understanding of the holistic approach in anthropology by identifying its appropriate definition.						
ANTH 102	2	Subsistence Strategies- demonstrate their understanding of subsistence strategies by identifying three of the four types recognized by anthropologists and by explaining five features that correspond to each.						
ANTH 102	3	Political Organization- demonstrate their understanding of political organization by identifying the four types recognized by anthropologists and by explaining three features that correspond to each.						
ANTH 104	1	Language Extinction- demonstrate an understanding of language extinction by identifying the various cultural and historical factors that contribute to language loss and describing the preservation efforts applied to languages targeted for extinction.						

ANTH 104	2	Language and Social Factors- will demonstrate an understanding of the relationship between language and social factors such as gender, ethnicity and class.						
ANTH 104	3	'Pidgin'- demonstrate an understanding of the language variety known as 'pidgin' by identifying several features regarding its structure (as compared to a standard language) and identifying the social and historical conditions under which a pidgin develops.						
ENGL 102	1	Write a formal essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).						
ENGL 102	2	Effectively incorporate quotes from a primary text.						
ENGL 102	3	Effectively utilize scholarly sources as secondary support.						
ENGL 102H	1	Write a formal essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).						
ENGL 102H	2	Effectively incorporate quotes from a primary text.						
ENGL 102H	3	Effectively utilize scholarly sources as secondary support.						

Provide a timeline for your course and program level SLO assessments.
(SLO data has been collected and saved in Elumen. Assessments will take place during the start of the 2025/2026 academic year.)

State the percent of course and program SLO statements that have been assessed.
100% of our courses and program SLO statements have been assessed.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
(SLO data has been collected and saved in Elumen. Assessments will take place during the start of the 2025/2026 academic year.)

At this time, a full and formal analysis of our most recent SLO data has not yet been completed. The contributing factor for this delay is that the Institutional Research database where SLO's are uploaded was not equipped to conduct the needed analysis in time for the submission of this report. However, a preliminary review of available data suggests two notable trends:

1. Lower student success rates are evident in online courses compared to in-person sections, reflecting a campus-wide pattern. Possible explanations include barriers related to technology access, time management challenges, reduced engagement in asynchronous environments, and the difficulty of replicating performance-based communication activities online. We anticipate that disaggregated data may reveal equity gaps affecting historically underserved student populations.

2. Student success rates are also most challenged in more rigorous assignments, particularly the major persuasive speech that includes a research component. Hypotheses include student difficulty with information literacy, increased anxiety related to research and public speaking, inconsistent prior academic preparation, and insufficient scaffolding prior to the final assignment. We predict lower rubric performance in research integration, organization, and evidence-based reasoning.

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.
(SLO data has been collected and saved in Elumen. Assessments will take place during the start of the 2025/2026 academic year.)

The department has strengthened its SLO/PLO assessment process by increasing the frequency and focus of department meetings dedicated to assessment review and dialogue. Faculty now engage more regularly in collective discussions of data trends, rubric alignment, and areas of student challenge, allowing assessment to function as a tool for improvement rather than compliance. Rubric norming and clearer alignment between course-level SLOs and PLOs have improved consistency across sections and modalities. The addition of a new faculty member has further enhanced the process by bringing fresh perspectives, increasing shared responsibility for assessment, and expanding opportunities for meaningful analysis. Assessment discussions and resulting action plans are now more consistently documented, supporting a continuous improvement cycle and a stronger, more collaborative assessment culture.

List any related recommendations.
(SLO data has been collected and saved in Elumen. Assessments will take place during the start of the 2025/2026 academic year.)
Once analysis is completed, SLO data will be used to guide program improvements. Planned actions include strengthening online course design through increased engagement checkpoints, enhanced scaffolding, optional synchronous support, and collaboration with Distance Education specialists. For research-intensive assignments, the department plans to introduce incremental research milestones, partner with librarians, provide annotated model speeches, and conduct rubric norming sessions.

Faculty will engage in collaborative review through dedicated SLO meetings, collective data discussions, and documentation of action plans. After implementing changes, outcomes will be reassessed in subsequent cycles to evaluate effectiveness. Cross-department collaboration with Library Services, English, and Academic Support Centers will further support student success.

Academic Program Review: (5) Analysis of Student Feedback First Submission: Version by **Moldoveanu, Minodora** on **05/03/2025 01:47**

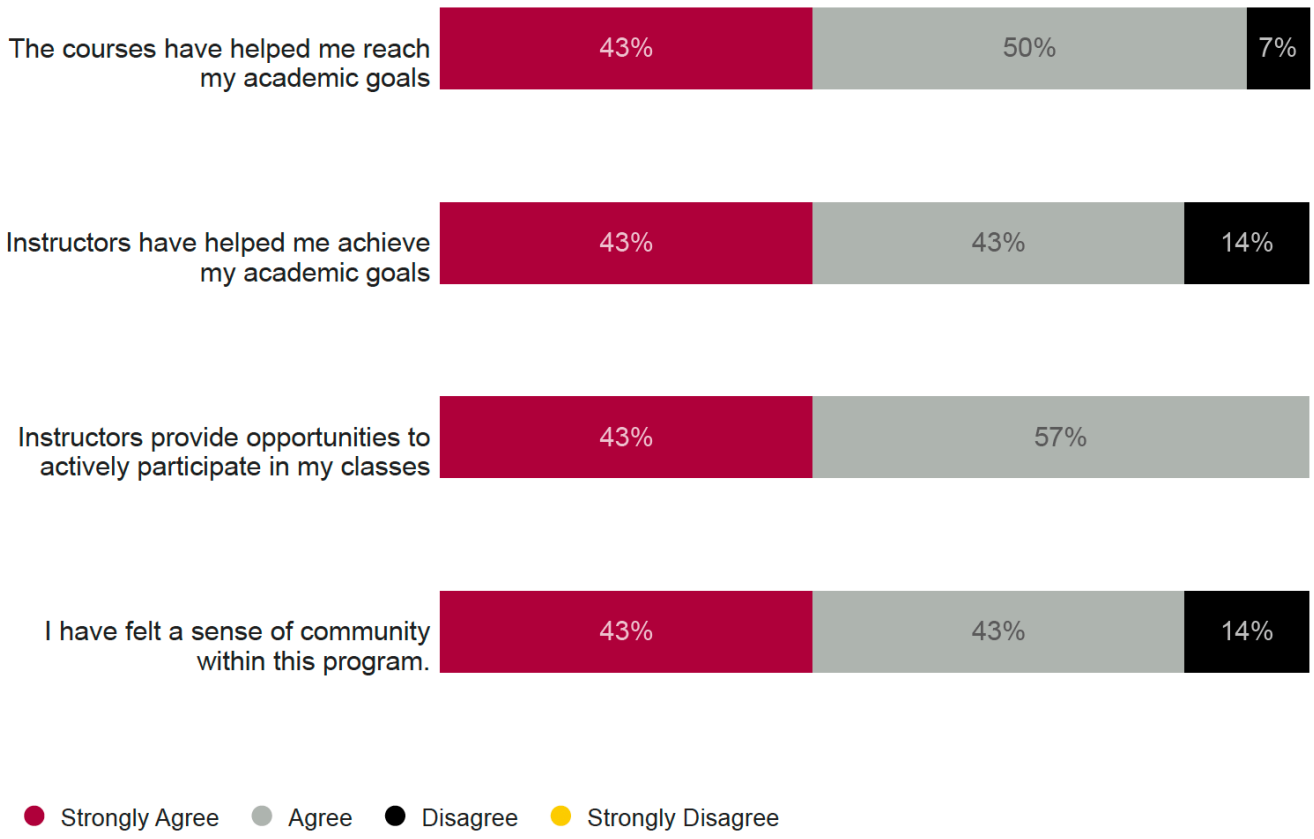
Describe the results of the student survey in the area of student support.
The following student feedback for the Communication Studies program was gathered through a survey distributed by the Institutional Effectiveness (IE) Office, which yielded a 5.3% response rate. While this is a low response rate and does not represent the entire student population, the data still provides important insight into how a sample of students are experiencing the program. Based on the analysis, the following key areas were addressed:

Student Support:
Most students agreed or strongly agreed that instructors support them in reaching their academic goals and provide opportunities for participation in class. Specifically, 86% of students indicated that the courses have helped them reach their goals, and 93% agreed that instructors help and engage them actively. However, only about 57% of students reported feeling a sense of community in the program, which shows that more work could be done to foster connection among students.

Academic Support and Development

Please rate how much you agree or disagree with the following statements about this program.

14 Responses



Describe the results of the student survey in the area of curriculum.

Curriculum:

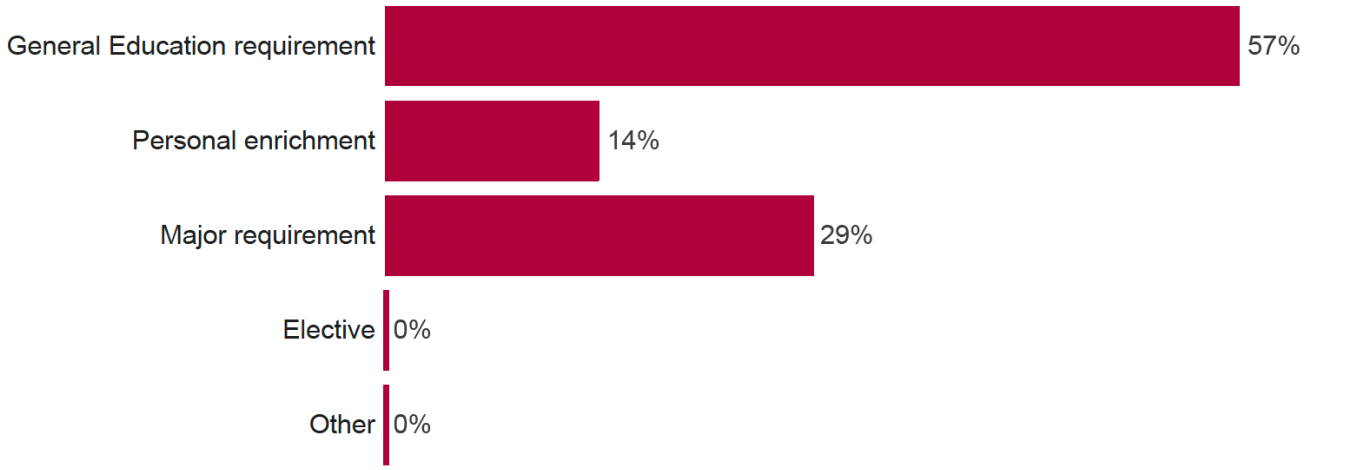
Based on this data, it's clear that most students are taking our Communication courses either for general education or major requirements, so it's important our curriculum continues to center foundational skills that support both. The majority of students are taking Communication courses to fulfill general education or major requirements, with 57% taking them for GE and 29% for their major.

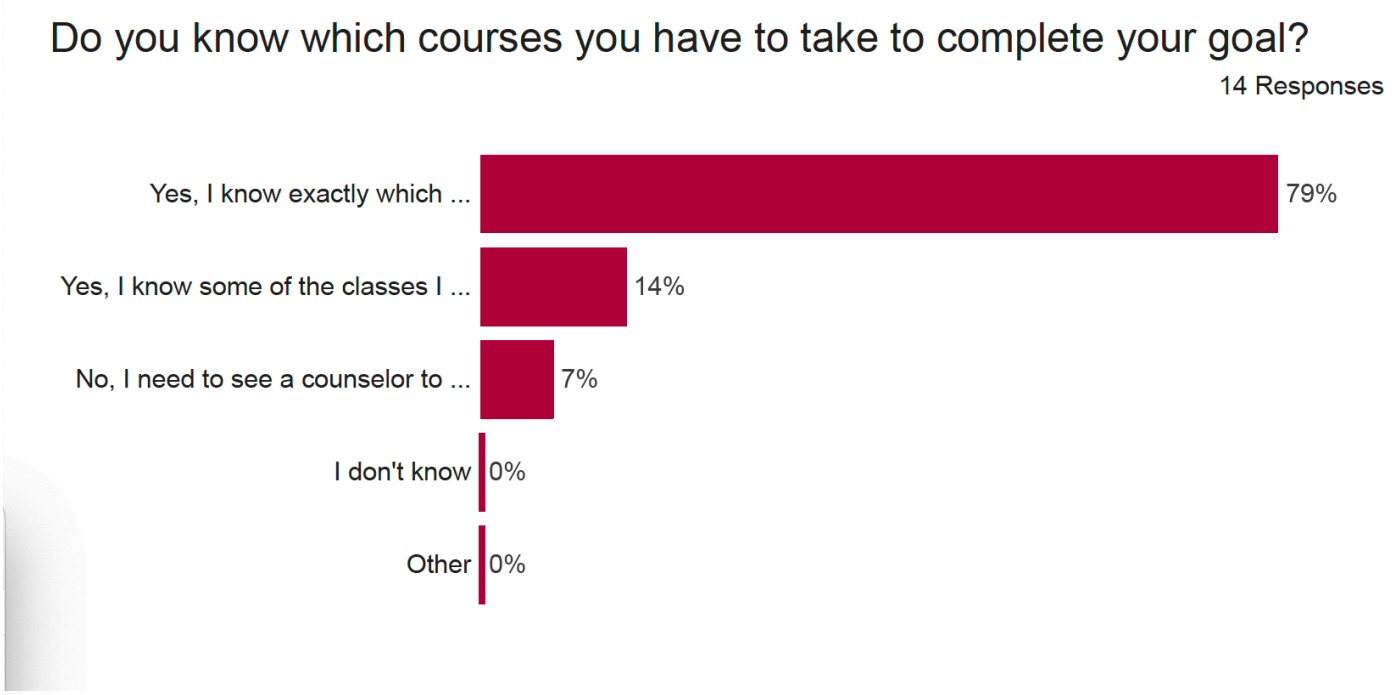
When asked what skills are essential to succeed, students named reading for learning, critical thinking, and note-taking as key to their success, which tells us we need to be intentional about building those academic skills into our courses. It also stood out that public speaking, persuasive speeches, and speech anxiety came up under "other," which signals a need to provide more support and scaffolding in those areas.

Additionally, we're encouraged that 79% of students know which classes they need—that shows we've built a clear and accessible path. Since 79% of students said they know exactly which courses to take to complete their goals, showing strong clarity in the program's structure. Lastly, regarding preferred times for classes, students equally preferred morning and mid-day courses. In terms of delivery format, 42% preferred in-person classes, while 33% preferred hybrid and 25% online. Since students are pretty evenly split on class timing and format preferences, offering a range of morning, mid-day, and flexible modality options (especially hybrid) feels essential to meeting students where they are.

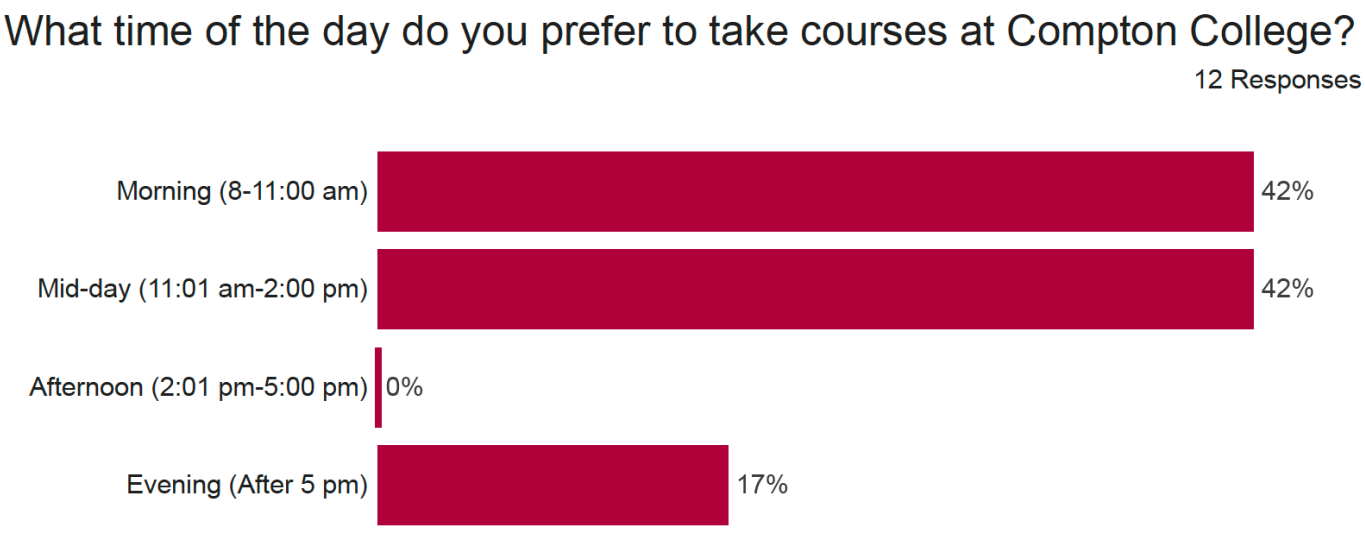
What is your major reason for taking the program's classes?

14 Responses





Curriculum



Describe the results of the student survey in the area of facilities, equipment and technology.

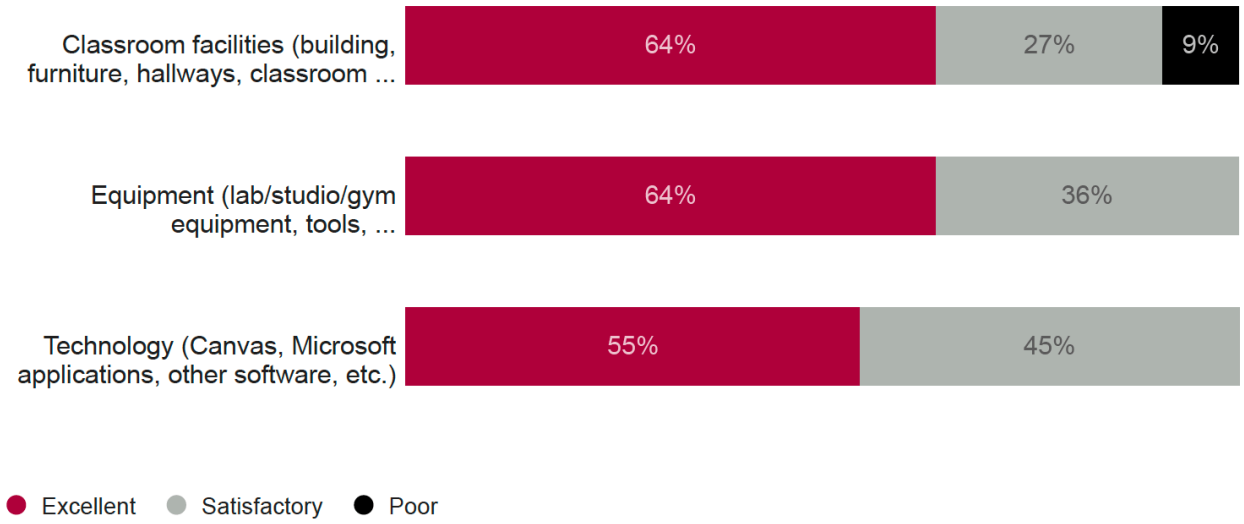
Facilities, Equipment, and Technology

Most students rated classroom facilities and equipment as either excellent or satisfactory (64%), but one student raised significant concerns about cleanliness in the classrooms and restrooms, citing a need for deep cleaning. This indicates a clear area of improvement in terms of maintaining a welcoming and clean learning environment. On the technology side, Canvas and software tools were rated well overall, but there's room for improvement, especially given the shift to online/hybrid formats.

Facilities, Equipment, and Technology

Please rate the program's facilities, equipment, and technology (*Full text of questions available below)

11 Responses



***Question 1:** Classroom facilities (building, furniture, hallways, classroom features, etc.)

***Question 2:** Equipment (lab/studio/gym equipment, tools, computers/electronics, etc.)

Describe the results of the student survey in the area of program objectives.

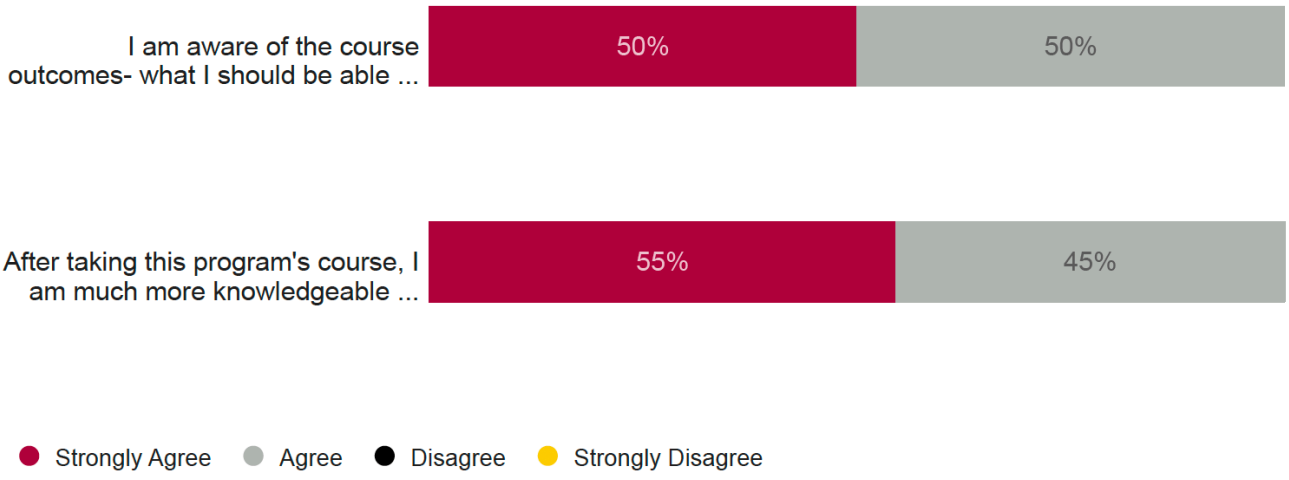
Program Objective:

About 50–55% of students strongly agreed that they are aware of course outcomes and feel more knowledgeable about the subject after taking the courses. This suggests the program is largely meeting its learning objectives. However, nearly half only agreed (rather than strongly agreed), indicating a possible opportunity to make course objectives more explicit or better tied to assessment. Given all of this, we think students could really benefit from a Communication Studies Certificate of Completion—something like a 12-unit, 3-course milestone that recognizes their progress and gives them something tangible to show for it. With students fairly split between preferring morning, mid-day, and varying modalities, offering flexible scheduling and formats remains essential.

Program Objectives

Indicate the degree to which you agree with the following: (*full text of questions listed below)

12 Responses



***Question 1:** I am aware of the course outcomes- what I should be able to learn and what skills I should possess after completing courses in the program.

***Question 2:** After taking this program's course, I am much more knowledgeable about the subject than before.

Discuss the implications of the survey results for the program.
The feedback suggests that the Communication Studies program is on track with supporting student learning goals and providing clear course pathways. However, improvements in classroom maintenance and increasing the sense of belonging in the program are necessary. Addressing speech anxiety more directly in coursework or offering workshops may also benefit students. Yes, the student feedback does align with other findings, particularly in the areas of facilities and curriculum. Students are asking for better classroom cleanliness and clarity in course outcomes. These align with internal discussions and observational data from faculty.

Discuss the results of other relevant surveys (if applicable).
Patterns and Areas for Improvement
A pattern that emerged from the feedback is that while students value the instruction and academic support, there is a clear desire for more help with skills directly tied to communication performance, such as managing speech anxiety and mastering persuasive techniques. Students also appreciate the flexibility of online learning, though not all find it easier, and many still prefer in-person engagement. Concerns about classroom cleanliness stood out as a major facilities issue.

List any related recommendations
Recommendations

- Offer workshops on speech anxiety and persuasive speaking. If increase in staff or minimal if facilitated by faculty, or can be guest speakers or workshops could range from $1,000 to $5,000 annually.
- Create community-building opportunities in classes or online Canvas discussions. There's no or very low cost, since it can be implemented through current course shells or club support.
- Certificate of Completion for students who complete at least 12 units (three courses) in the Communication Studies department could be a powerful way to acknowledge their academic progress and skill development. It provides a tangible milestone that not only recognizes their effort but could also motivate continued enrollment, supporting both engagement and retention. Since it’s not a state-approved certificate (like a Certificate of Achievement), it typically wouldn’t require additional approval processes or come with extra costs for students—especially if it's offered through the department or college as a non-credit or recognition-based award.
- Improve classroom cleanliness and maintenance. By requesting for additional janitorial support or supplies, we are estimating approximately $2,000 to $4,000 annually.

Academic Program Review: (6) Facilities and Equipment Final Submission: Version by **Rios, Liza** on **02/23/2026 02:41**

Describe and assess the existing program facilities and equipment.
As our Communication Studies program continues to expand, particularly with our growing online and hybrid course offerings, it's clear that updated and dedicated facilities are essential for ensuring students meet course and program-level outcomes for our department. Our current building space, while functional and new, does not fully support the needs of our students and faculty.

Currently, our program utilizes general classrooms in buildings like IB1 and IB2 for communication studies instruction. While these rooms offer the basic infrastructure (projectors, screens, whiteboards) they fall short in simulating real-life speaking environments. Communication Studies courses rely heavily on performance-based learning. Yet our classrooms lack movable podiums, adequate recording technology, and interactive presentations.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
In the short term, our focus is on foundational improvements that directly support student success in both in-person and online modalities. These needs address current gaps in space, accessibility, and technology that limit our ability to fully meet course objectives, especially those tied to performance, practice, and equity.

Our students will also greatly benefit from movable podiums in classrooms where speeches are taught and performed since they offer the flexibility to adapt the classroom setup based on the type of speech being delivered (ie. persuasive, informative, group, or impromptu). This mimics real-world settings and enhances student engagement and instructor feedback. If unmet the negative impacts, will be static furniture which makes it harder to run peer workshops or simulate various speaking contexts (such as a commencement address which is what the department focuses on during graduating season), and reduced experiential learning opportunities for our students. We estimate this to cost approximately $400 per podium and perhaps, needing them for about 10 rooms which would be a cost of $4,000.

With our growing online and hybrid offerings increasing, a quiet, professionally-equipped recording space is crucial, we need a designated video recording booth or space for online students. This supports students in diverse ways such as accessibility, equity practices, especially for students without reliable technology, internet connection, or appropriate environments at home. The negative impact of not granting a designated video recording booth, area, or space for our online students is that they will continue to face delays, low enrollments due to frustration, and lower speech quality leading to decreased confidence and success in a course that is already performance-based. Additionally, we have many students who purposefully enroll to Compton College because we are one of the few local, community colleges that have a handful of online public speaking courses which many universities require. We estimate this to cost approximately $8,000 to $12,000.

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
Looking ahead, our long-term needs focus on transforming existing spaces and infrastructure to meet the growing demand for innovation in communication instruction. These investments aim to future-proof our program, expand our reach, provide extracurricular opportunities to our students, and ensure that students are prepared for evolving professional communication environments.

The Communication Studies Department and students will benefit from a dedicated Speech Lab/Presentation Practice Room. This speech lab equipped with a podium, professional camera, recording equipment, lighting, and audience seating would significantly enhance student performance and self-assessment. It would also align with our program goals by providing a formal setting for students to practice and record speeches, particularly those in hybrid or asynchronous courses. Without this space, the negative impacts if unmet, students continue to record from inconsistent, often information locations (eg. closets, shared spaces, their cars) which affects sound quality, posture, delivery, confidence, and overall professionalism. It also presents equity challenges for students lacking quiet or private environments at home. We estimate this updated Speech Lab/Presentation Practice Room will reach a $35,000 to $50,000 cost if using a current location on campus with modifications to adapt these upgrades.

Our Speech Lab will be the centralized hut for speech support which has been instrumental in demystifying public speaking for students, especially first-generation college students and ESL learners. With upgraded facilities, we could support more students, offer expanded services like peer-led or staff-led group workshops. If unmet, our college will have a stagnant or outdated support center limiting our capacity to scale services and continue supporting student success in a meaningful, culturally responsive manner. We estimate the cost to reach $75,000 to $100,000 for renovation, staffing expansion, and technology update.

Finally, another smart investment would be Smart Classroom conversion with integrated presentation tools, such as equipping these classrooms with built-in microphones, smart boards, presentation software, and instant video recording capabilities would transform the delivery and assessment of student speeches. This would also allow for live audience interaction, in-person and remote, especially as we continue to diversify course modalities. If this need is unmet, our program risks falling behind technologically, making it harder to prepare students for contemporary workplace communication demands. We estimate this to cost $25,000 per classroom and potentially modify 3 classrooms averaging $75,000 in total cost.

List any related recommendations.
All recommended upgrades reflect our ongoing commitment to equity, innovation, and student-centered teaching. Without them, we risk widening the resource gap for students already facing barriers and missing opportunities to fully prepare students for careers that demand confident, clear, and professional communication.

In the short term, there are several key areas where our facilities and equipment need improvement in order to better support student success. One immediate priority is the creation of a dedicated speech lab or presentation practice room. This space would allow students to rehearse and record their presentations in a professional environment, significantly improving their presentation skills and providing them with the realistic practice they need for effective public speaking. Additionally, our classrooms require movable podiums to accommodate different teaching styles and speech delivery formats. This flexibility will enhance student engagement and allow for a more interactive and dynamic learning experience. For online and hybrid students, a designated recording booth or space is essential to ensure they have access to the tools they need to record high-quality speeches, especially for those who don't have the proper equipment or quiet spaces at home. These improvements would make a considerable difference in student performance and confidence, and without them, we risk compromising the quality of speech education and limiting access to students who need it the most.

Looking ahead, our long-term needs are focused on enhancing and future-proofing our facilities to support the program's growth and keep up with evolving communication trends. Upgrading and centralizing our Public Speaking (COMM C1000) support centers will allow us to provide expanded services, such as peer or staff-led workshops and access feedback for speech rehearsal. This would be particularly beneficial for first-generation college students and those who may struggle with public speaking. Moreover, converting some of our classrooms into smart classrooms with integrated presentation tools would better prepare students for the realities of modern communication, whether in the classroom or in their future careers. These improvements are necessary not just to keep pace with technological advancements, but to provide a learning environment that reflects the professional standards our students need to succeed. If we fail to address these long-term needs, we risk falling behind in preparing students for careers that demand effective and confident communication, which may ultimately push our students to seek out other community colleges that offer more advanced facilities and resources.

Communication Studies Department
Financial Cost Recommendations Summary

Item / Investment	Description / Purpose	Estimated Unit Cost	Quantity / Scope	Estimated Total Cost
Movable Podiums for Classrooms	Flexible podiums to support various speech formats and real-world speaking simulations.	$400 per podium	10 classrooms	$4,000
Video Recording Booth / Designated Recording Space	Quiet, professionally equipped recording area to support online and hybrid public speaking students.	N/A	1 dedicated space	$8,000–$12,000
Speech Lab / Presentation Practice Room (Initial Build)	Dedicated practice and recording space with podium, camera, lighting, recording equipment, and seating.	N/A	1 adapted campus location	$35,000–$50,000
Speech Lab Renovation, Staffing, & Technology Expansion	Expansion of Speech Lab services, technology upgrades, and staffing to scale student support.	N/A	Centralized Speech Lab	$75,000–$100,000
Smart Classroom Conversion	Integrated microphones, smart boards, presentation software, and instant video recording.	$25,000 per classroom	3 classrooms	$75,000

Academic Program Review: (7) Technology and Software Final Submission: Version by **Rios, Liza** on **02/23/2026 02:54**

Describe and assess the adequacy and currency of the technology and software used by the program.
Currently, our program uses a mix of campus-supported tools such as standard classroom projectors and whiteboards, and internet access. While these tools serve basic instructional needs, they fall short in meeting the demands of today's evolving communication landscape especially as half of our courses focus on a hybrid and online modality. The technology in our classrooms does not support interactive, real-time engagement for remote students.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
In the immediate future, our priority is to invest in foundational HyFlex technology upgrades for classrooms that host communication courses. These upgrades would include ceiling microphones with customizable zones of coverage, room-wide video cameras to capture instructor and student movement, and integrated audio solutions that combine speaker and microphone functions for a seamless setup. These tools are essential for students who may alternate between in-person and online attendance, especially those who are working, commuting, or balancing other life responsibilities.

We estimate the cost for a fully equipped HyFlex classroom ranging between $15,00 to $20,000 including installation, equipment, and initial training for faculty. Investing in at least 2-3 classrooms to start would require approximately $45,000 to $60,000. This would immediately improve the quality of students engagement by creating equitable learning opportunities for all students regardless of instruction modality, and allow faculty to use flipped lectures, pre-recorded content, and live streaming to engage more students in the speechmaking process.

Failing to meet these immediate needs would limit our ability to offer quality hybrid and online options, something students now expect as part of a modern, accessible college experience. Without updated technology, students may disengage or struggle to complete assignments that require audience interaction or live performance components. This could also lead to decreased enrollment or students choosing to transfer to colleges with more updated and inclusive tech infrastructures.

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
As we look into the long term, our department vision is to scale up HyFlex capabilities across all classrooms used by the Communication Studies department and maintain a centralized tech support system that ensures reliability and ease of use. This would include establishing a standard setup for each space, that other departments can use, incorporating automated lecture capture, and integrating software that allows for video feedback, editing content such as ScreenPal to help with closed captions. Long-term costs include not only the hardware estimated at $15,000 to $20,000 per room, but also software licensing fees estimated at $2,000 per year, and faculty development stipends for training approximately $1,500 to $2,000 per faculty member.

If these long-term goals aren't addressed, our program risks falling behind in preparing students for careers that increasingly rely on digital and hybrid communication skills. We'll also continue to face challenges in ensuring equitable learning experiences for students with limited access to high-quality tech at home.

List any related recommendations.
We recommend securing funding to equip at least 3 HyFlex classrooms with the next two years, with a long-term plan to phase in 3-5 more years. Faculty training and support should be built into this plan to ensure a smooth transition and sustainable integration of the technology. A yearly budget should be set aside for software licenses and equipment maintenance, estimated at $5,000 per year, per classroom.

These investments are essential, not just to modernize our classrooms, but to ensure we're offering a competitive, inclusive, and forward-thinking communication program that truly prepares our students for the real world. By aligning with Compton College's mission to "equip students with the knowledge, strategies, and skills needed for workforce readiness, and by supporting clear pathways for program completion and transfer to four-year institutions" as these upgrades directly contribute to enhancing the well-being of our local community and empowering the next generation of communicators.

HyFlex Technology Cost Recommendations
The following table summarizes all financial cost recommendations related to HyFlex classroom technology upgrades as outlined in the program narrative.

Category	Item / Description	Estimated Cost	Notes
Hardware (Per Classroom)	Fully equipped HyFlex classroom	$15,000–$20,000 per room	Includes installation, ceiling microphones, cameras, integrated audio, and initial faculty training
Initial Investment	Startup investment for 2–3 classrooms	$45,000–$60,000 total	Based on per-room cost
Immediate Goal (2-Year)	Equip at least 3 classrooms	$45,000–$60,000 total	Priority implementation phase
Software Licensing (Annual)	Lecture capture, video feedback, captioning tools	$2,000 per year	Estimated department-wide license
Faculty Development	Training stipend per faculty member	$1,500–$2,000 per faculty member	Professional development support

Ongoing Costs (Per Classroom)	Maintenance and software licensing	$5,000 per year, per classroom	Sustainability and reliability costs
Long-Term Expansion	Phase in 3–5 additional classrooms	$45,000–$100,000+	Estimated based on per-room cost

Academic Program Review: (8) Staffing Final Submission: Version by **Rios, Liza** on **02/23/2026 02:26**

Describe the program's current staffing, including faculty, administration, and classified staff.
Until recently, the Communication Studies Department had only two full-time faculty members. We now have three full-time faculty, which strengthens our ability to serve students and support our program. The department is supported by the Division Chair of the Fine Arts, Communication, and Humanities Division, along with the Dean of Student Success and a Divisional Secretary.
At this time, no additional full-time staff is needed, but there is always an impending need for qualified adjuncts.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.
It is important to hire quality adjuncts that can help support our goal of increasing student success and student retention without decreasing the quality of instruction or lowering standards. This is especially true with the increase of dual-enrollment sections being offered at the high schools. The challenge has been to find available faculty who have an open schedule for non-traditional course meetings per week such as Tuesday/Friday or Monday/Thursday. The high schools dictate when dual enrollment courses are offered. Ideally, 3 to 4 quality adjuncts representing our department would cost approximately $25, 000- $30,000 per year, per adjunct, for a grand total of $120,000 for 4 adjuncts.

List any related recommendations.
To ensure the availability of qualified adjunct faculty to teach Communication Studies courses, the department must take a more proactive and collaborative approach to recruitment. One potential strategy is the development of a regional network of Communication Studies department chairs across Southern California. Through this network, departments could share information about qualified adjunct instructors, recommend experienced faculty, and assist with recruitment efforts when staffing shortages arise. A significant challenge to this approach, however, is the college's comparatively low adjunct pay rate, the lowest in the Southern California region, which limits our competitiveness in attracting and retaining highly qualified instructors. As a result, even when referrals are available, compensation remains a barrier to successful hiring. Addressing this issue may require creative solutions, such as emphasizing professional development opportunities, flexible scheduling, pathway-to-full-time transparency, and collegial departmental support, while continuing to advocate institutionally for improved adjunct compensation to ensure instructional quality and program stability.
As mentioned above, another challenge in recruiting and retaining qualified adjunct faculty is the limited flexibility in scheduling courses offered at local high school sites. Currently, the high schools largely dictate the days of the week and meeting times for these courses, resulting in non-traditional and often irregular scheduling patterns. These schedules are difficult for adjunct faculty to accommodate, particularly those teaching at multiple institutions or balancing professional and personal commitments.
A potential solution is to establish greater departmental input in the design of course offerings at the high school sites. Increased collaboration would allow the Communication Studies department to align course schedules more closely with standard collegiate meeting patterns, improving faculty availability, enhancing instructional consistency, and supporting more sustainable staffing practices while still meeting the needs of our high school partners.

Academic Program Review: (9) Direction and Vision First Submission: Version by **Moldoveanu, Minodora** on **05/03/2025 01:47**

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
Direction and Vision: Communication Studies Program
Relevant Changes in the Field and Anticipated Impact (4-Year Outlook)
The academic field and professional landscape of Communication Studies are undergoing significant evolution, influenced by rapid technological advancements, shifting workforce demands, and greater emphasis on diversity, equity, and inclusion. These changes will shape the future direction of the Communication Studies program at Compton College over the next four years in the following key areas:

1. Digital and Mediated Communication Expansion
The increasing role of digital communication platforms—such as social media, video conferencing, and AI-driven tools—is transforming how individuals and organizations communicate. As a result, the field of Communication Studies should be placing greater emphasis on digital literacy, online presence management, and virtual collaboration skills.

2. Intercultural and Inclusive Communication
There is a growing demand across industries for professionals who can communicate effectively across cultures and identities. Communication Studies has responded with an increased focus on social justice, cultural competency, and inclusive language practices.

3. Career-Focused Communication Skills
Employers consistently identify communication—especially oral communication, active listening, and conflict resolution—as top soft skills. The field is aligning more closely with workforce development initiatives, emphasizing applied communication competencies in real-world settings.

4. Growth in Health, Crisis, and Science Communication
The global pandemic and growing public awareness of health and environmental issues have underscored the importance of effective science and crisis communication. These areas are emerging as significant subfields within Communication Studies and may work in tandem with the goals of the college Nursing program and upcoming Emergency Medical Technician and Fire Science vocational degrees and certificates.

Explain the direction and vision of the program and how you plan to achieve it.
1. Digital and Mediated Communication Expansion
Program Impact:
To remain current and competitive, the Communication Studies program will expand its curriculum to include content on mediated communication, digital rhetoric, and social media analysis.

Faculty development and instructional technology integration will be prioritized to prepare students for communication challenges in digital workplaces and virtual environments.

2. Intercultural and Inclusive Communication
Program Impact:
The program will continue to embed equity-minded and culturally responsive pedagogy into its courses. Additional course offerings or modules may focus on race, gender, language, and power in communication. This aligns with the College's broader DEI (Diversity, Equity, and Inclusion) commitments and prepares students to thrive in diverse communities and workplaces.

3. Career-Focused Communication Skills
Program Impact:
The Communication Studies program will increase its focus on experiential learning, including service learning, internships, and career-aligned assignments. Opportunities for interdisciplinary collaboration and employer partnerships will be explored to bridge academic content with professional application.

4. Growth in Health, Crisis, and Science Communication
Program Impact:
The program may explore the development of new electives or modules focused on health and crisis communication to meet growing student and societal interest in these areas. This can also provide new transfer and career pathways in public health, nonprofit work, and emergency response.

List any related recommendations.
Conclusion:
Over the next four years, the Communication Studies program at Compton College will adapt to a dynamic field by enhancing curriculum relevance, integrating technology, and fostering inclusive, career-connected learning experiences. These efforts will ensure students are prepared not only for academic transfer but also for success in a rapidly changing communication landscape.

Academic Program Review: (10) Prioritized Recommendations First Submission: Version by **Moldoveanu, Minodora** on **05/03/2025 01:47**

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.
Recommendations In Tandem With Compton College Strategic Initiatives (CSI)

Strategic Initiative #1 Completion by Design: This initiative focuses on ensuring all students complete their goals at the college quickly, whether it's through transfer, employment, or other paths.

Strategic Initiative #2 Enhanced Student Support Services: Compton College is prioritizing the health and well-being of its students.

Strategic Initiative #3 Infrastructure Improvements: The college is investing its physical environment.

Recommendation	Estimated Cost	College Strategic Initiatives (CSI)
1. Offer workshops on speech anxiety and persuasive speaking. If increase in staff or minimal if facilitated by faculty, or can be guest speakers or workshops.	$1,000 to $5,000 annually.	CSI 1 & 2
2. Improve classroom cleanliness and maintenance by way of additional janitorial support or supplies.	$2,000 to $4,000 annually	CSI 3
3. Public speaking podiums for 10 classrooms	$4,000	CSI 1& 3
4. Professionally equipped recording space such as a designated video recording booth or space for online students	$8,000 to $12,000	CSI 1& 3
5. Dedicated Presentation Practice Room	$35,000 to $50,000	CSI 1& 3
6. Speech Lab	$75,000 to $100,000	CSI 1& 3
7. Smart Classroom conversion with integrated presentation tools for 3 classrooms	$75,000	CSI 1& 3
8. HyFlex classroom	$15,00 to $20,000	CSI 1& 3
9. Licensing fees *HyFlex*	$2,000 per year	CSI 1& 3
10. Faculty development stipends for *HyFlex* training	$1,500 to $2,000 per faculty member	CSI 1
11. A yearly budget should be set aside for software licenses and equipment maintenance,	$5,000 per year, per classroom.	CSI 1& 3
12. Speech and debate tournament fees, hired judges, supplies, and meals for students	$2000 per year	CSI 1
13. Stipend for faculty attending off-campus speech and debate tournaments with students (12+ hour day commitment per tournament)	$500 per tournament, 2 faculty members per tournament, 4 times a year = $4000	CSI 1
14. Communication Club Activities	$2000 per year	CSI 1 & 2
15. Communication Studies 260 Intercultural Communication field trip stipend for students	$600	CSI 1 & 2

Review of Previously Noted Additional Recommendations:

Recommendations to Support Adult Learners Amid Dual-Enrollment Growth

As the Communication Studies program experiences increasing dual-enrollment participation, it is essential to ensure that adult learners—who often face unique scheduling, access, and support challenges—continue to be well-served. The following recommendations are designed to uphold the College's mission of equity, access, and inclusivity:

1. Expand In-Person Course Offerings During Evenings and Weekends

- **Recommendation:** Prioritize scheduling of key Communication Studies courses (e.g., Public Speaking, Interpersonal Communication) during evening hours or weekends to accommodate working adults.
- **Rationale:** Many adult learners have employment or caregiving responsibilities during the day. Evening and weekend access is essential for their continued engagement and retention.

2. Designate Adult Learner-Focused Course Sections

- **Recommendation:** Create designated sections targeted toward adult learners, with course content and instructional approaches tailored to adult learning theory (e.g., real-world applications, collaborative learning, and flexibility in deadlines).
- **Rationale:** Adult learners benefit from contextualized learning and flexible pacing. These sections can also foster a sense of community and peer support.

3. Maintain a Strong On-Campus Presence

- **Recommendation:** Ensure that a consistent number of Communication Studies courses are offered on the main Compton College campus.
- **Rationale:** While dual-enrollment classes may be held at high school sites or online, adult learners often prefer the resources and environment available on campus, including face-to-face interaction, access to faculty, and support services.

4. Strengthen Marketing and Outreach to Adult Learners

- **Recommendation:** Collaborate with the College's marketing team and community partners to promote Communication Studies pathways to adult learners through targeted campaigns, especially highlighting flexible scheduling and career relevance.
- **Rationale:** Adult students may be unaware of opportunities or believe college is inaccessible. Outreach is key to re-engagement and enrollment growth.

5. Provide Dedicated Support Services and Orientation for Adult Learners

- **Recommendation:** Work with Student Services to develop orientation sessions, peer mentoring, and resource guides specifically for adult learners.
- **Rationale:** Navigating college systems can be intimidating for returning students. Targeted support increases confidence and long-term success.

6. Continue to Support Dual-Enrollment Growth Responsibly

- **Recommendation:** As dual-enrollment expands, establish clear guidelines and internal coordination to ensure that it does not reduce available course times or faculty for main-campus, adult-serving sections.
- **Rationale:** Balanced growth ensures both populations—high school and adult students—receive appropriate access to high-quality instruction.

Recommendations to Support Dual-Enrollment Student Success

As the Communication Studies program at Compton College continues to serve a growing number of dual-enrollment students, it is critical to adopt instructional strategies and faculty support practices tailored to the developmental needs of high school learners. The following recommendations aim to enhance educational outcomes for this unique population while maintaining academic rigor and alignment with college standards:

1. Pursue Targeted Professional Development for Dual-Enrollment Instruction

- **Recommendation:** Encourage and support faculty participation in workshops, seminars, and certificate programs focused on effective teaching strategies for adolescent learners.
- **Rationale:** High school students may require more structure, scaffolding, and engagement strategies than traditional college students. Professional development ensures faculty are equipped to manage developmental, behavioral, and motivational differences in this age group.

2. Develop a Teaching Toolkit for Dual-Enrollment Faculty

- **Recommendation:** Create and share a best-practices resource guide that includes age-appropriate teaching methods, classroom management strategies, and communication tips specific to the high school setting.
- **Rationale:** A shared toolkit can foster instructional consistency and effectiveness across all dual-enrollment sections, especially for new or adjunct instructors.

3. Collaborate with High School Partners to Align Expectations

- **Recommendation:** Establish regular communication and feedback loops between Communication Studies faculty and high school administrators/counselors to ensure mutual understanding of academic expectations, classroom norms, and student readiness.
- **Rationale:** Collaboration supports smoother course delivery, helps address any behavioral or logistical concerns, and ensures alignment with both college and high school standards.

4. Implement Age-Responsive Pedagogical Strategies

- **Recommendation:** Adapt course materials and delivery methods to include more interactive, project-based, and multimedia learning activities suited to younger students.
- **Rationale:** High school learners tend to be more responsive to active learning formats and relatable, real-world applications of course content.

5. Offer Faculty Peer Observations and Mentorship

- **Recommendation:** Pair new or less experienced dual-enrollment faculty with mentors who have demonstrated success in teaching in high school environments; encourage peer observations across dual-enrollment sites.
- **Rationale:** Peer support can improve instructional quality and provide valuable insight into what works well with dual-enrollment cohorts.

6. Collect and Analyze Student Feedback Specific to Dual-Enrollment

- **Recommendation:** Regularly administer brief, age-appropriate surveys to dual-enrollment students to gather feedback on teaching effectiveness, course relevance, and classroom climate.
- **Rationale:** Direct input from students helps faculty and program coordinators adjust instruction in real time and identify areas for improvement.

Recommendations to Advance Equity, Inclusion, and Cultural Relevance

To more effectively serve Compton College's diverse and dynamic student population, the Communication Studies program is committed to ensuring that course syllabi and instructional practices are inclusive, equity-minded, and culturally responsive. The following recommendations support this goal:

1. Conduct an Equity Audit of Course Syllabi

- **Recommendation:** Review and revise syllabi to ensure they use inclusive language, clearly communicate support resources, and reflect diverse perspectives in course materials and examples.
- **Rationale:** Syllabi are often the first point of contact between students and faculty. An equity audit helps ensure that expectations, policies, and course content are welcoming and accessible to all students, particularly those from historically underserved communities.

2. Expand Culturally Relevant Course Content

- **Recommendation:** Integrate readings, case studies, speeches, and media examples that reflect a broad range of cultural, racial, gender, and linguistic identities.
- **Rationale:** When students see their own experiences and communities reflected in the curriculum, they are more likely to engage, persist, and succeed. Diverse content also enriches all students' learning.

3. Offer Professional Development in Culturally Responsive Teaching

- **Recommendation:** Encourage faculty participation in workshops, webinars, and conferences focused on anti-racist pedagogy, trauma-informed instruction, and inclusive classroom strategies.
- **Rationale:** Ongoing training ensures faculty are equipped to facilitate difficult conversations, respond to diverse student needs, and foster a climate of respect and belonging.

4. Create a Collaborative Syllabus Redesign Process

- **Recommendation:** Organize periodic working sessions where faculty review and redesign syllabi together, with input from students, equity professionals, and instructional designers.
- **Rationale:** Collaborative revision processes can help ensure that equity and inclusion goals are consistently applied across the program while fostering shared responsibility among faculty.

5. Increase Transparency and Flexibility in Course Policies

- **Recommendation:** Use syllabi to clearly outline course policies in a student-centered tone, and incorporate flexible options for attendance, participation, and deadlines where appropriate.
- **Rationale:** Transparent and compassionate policies support student success, particularly for those balancing school with work, caregiving, or other responsibilities.

6. Gather and Apply Student Feedback

- **Recommendation:** Regularly collect anonymous feedback from students on course inclusivity, cultural relevance, and classroom climate, and use it to guide syllabus and curriculum updates.
- **Rationale:** Student voice is critical in identifying barriers to inclusion and ensuring that courses meet the evolving needs of the student population.