2026-27 Comprehensive Program Review

Program: Communication Studies

Division: Arts & Humanities

Writers: Jim Dobson, Tim Heisler, and Natalie Kellner

SLO/SAO Point-Person: Natalie Kellner

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- **Sustained Enrollment Growth and Modality Balance:** Building on the previous year's 10% increase in course sections and a 12.5% enrollment jump in CMST, the program has continued to optimize its multi-modality offerings (Face-to-Face, Asynchronous, and Hyflex). Notably, face-to-face enrollment is beginning to stabilize following its post-pandemic rebound, meeting a stronger student demand. In Fall 2024, Spring 2025, and Summer 25 we taught 81 sections of Communication Studies. In Fall 2024, Winter 2025, Spring 2026, and Summer 2026 we taught 95 sections of Communication Studies. This increase is almost the workload of a new full-time faculty member.
- **Targeted Equity and Student Success Cohorts:** The program maintained its commitment to equity and student achievement by continuing to offer specialized sections, including the Umoja class partnership and the collaborative COMM 1000 cohort with the English Department tailored for the Veterans Program. Additionally, we offered CCAP dual enrollment high school class twice a year.

- **Curriculum Alignment:** Following the successful completion of the statewide revision of COMM 1000 last year, the program successfully integrated and taught the updated curriculum during the 25-26 cycle, ensuring compliance and transfer pathway efficacy.
- **Elite-Level Forensics and Debate Success:** The Forensics team maintained its national and international prominence. Building on last year's Gold Medal at Nationals and the 1st Place Team Trophy at the International Forensics Association Tournament in Seoul, South Korea, the team continued to provide high-impact experiential learning, securing regional and national accolades. This includes International travel to Athens Greece, where five of the seven students who attended received awards and the team earned a sweepstakes Gold Medal at the National tournament for the third year in a row.
- **Community Engagement, Service, and Institutional Outreach:** The department successfully sustained its campus-wide and regional footprint through major events and civic service. The program hosted two annual Speech Performance nights (Fall/Spring) and large-scale regional Speech and Debate tournaments that brought hundreds of prospective students and collegiate competitors to our campus. Demonstrating a strong commitment to civic responsibility, **Forensics team students volunteered their time and services at the Pleasanton North Rotary Club's "A Starry Night" fundraising gala and successfully organized and ran a community canned food drive during both the Fall and Spring semesters.**
- **Extramural Funding, Fiscal Sustainability, and Institutional ROI:** The program demonstrated extraordinary fiscal resourcefulness by aggressively generating extramural revenue to support student travel and program operations. During the 25-26 cycle, the department raised a total of **$34,000** through entrepreneurial efforts and student contributions, far outpacing the college/district's baseline operational allocation of **$20,500**. The breakdown of this self-generated revenue includes:
    - **$10,000** generated from hosting regional Speech and Debate tournaments.
    - **$5,500** secured through competitive grant funding.
    - **$5,500** raised via ticket sales and community attendance at our biannual Speech Performance Nights.
    - **$3,000** secured via direct community and alumni donations.
    - **$10,000** in out-of-pocket expenses covered directly by International Forensics Association (IFA) student participants to ensure team attendance at elite competitions.
- While this **$34,000 total** showcases the immense dedication of our faculty and students, it also highlights an ongoing equity concern: relying on students to pay $10,000 out-of-pocket functions as a financial barrier to competitive access. This stark imbalance underscores the urgent need for an increase in institutional baseline funding to match the program's massive regional, national, and international footprint.

2. Please describe your most important **challenges** in year 25-26

- **Administrative and Fiscal Infrastructure for Travel:** A primary ongoing challenge remains the administrative workflow regarding the use, distribution, and processing of the Forensics budget and fundraised accounts. While previous consultations with VP Sean Brooks laid a groundwork, navigating the business office's bureaucratic processes for domestic and international student travel remains an operational bottleneck that requires a smoother, more institutionalized solution.
- **Structural Budget Deficit and Student Equity Barriers:** There is a severe mismatch between the institutional funding provided to the program and the actual cost of running a nationally and internationally competitive program. The college/district baseline allocation sits at **$20,500**, forcing the department to self-generate **$34,000** to sustain basic operations. Most critically, this deficit required student participants to cover **$10,000 in out-of-pocket expenses** for the International Forensics Association (IFA) tournament. Forcing students to self-fund their participation creates an immediate, severe equity barrier for low-income and historically underserved students, conflicting directly with the college's equity mission.
- **Scheduling and Capacity Constraints:** Due to high student demand, full waitlists, and historical trends of being asked to add sections *after* schedule release, the program continues to grapple with capacity planning, balancing institutional efficiency with the need for timely student access to required communication courses.
- **Severe Faculty Staffing Deficits, Lost Classified Support, and Funding Inequity:** To sustain our massive enrollment growth, manage specialized learning community cohorts, and safely oversee the demanding schedule of our nationally recognized program, the department urgently requires **two additional full-time faculty positions and the restoration of our dedicated classified staff forensics coach.** The program previously benefited from a classified staff member who served as a forensics coach; however, this position was eliminated due to past budget cuts and was never restored. Without this dedicated coaching support, existing faculty must absorb overwhelming logistical, administrative, and travel-safety responsibilities on top of their primary teaching loads. The structural staffing crisis is explicitly evident in the upcoming **Fall 2026 semester, where an overwhelming twenty-three (23) classes are being taught by adjunct faculty.** This extreme reliance on part-time faculty creates an unsustainable operational risk for the department. Furthermore, this strain is exacerbated by an unprecedented funding disparity: our Forensics program is forced to self-generate and raise over **50% of the funds required for its basic operations**—a financial burden that is not replicated by any other academic or co-curricular program on this campus. Despite being a nationally award-winning team recognized across the country as an elite program, we receive only a fraction of the institutional funding that other programs of our stature routinely receive. Relying on overextended faculty to run a $34,000 external fundraising apparatus without a classified coach just to keep a premier program afloat is

an inequitable practice that threatens the long-term viability of one of the college's most prestigious student pathways.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- **Streamlining Fiscal Workflows for Equitable Access:** Establish a formalized, efficient standard operating procedure with the business office for fundraising and travel expenditures. *Equity/Achievement Impact:* Ensuring that fundraised dollars are deployed rapidly guarantees that low-income students are never financially sidelined from participating in high-impact international or domestic forensics tournaments.
- **Institutionalizing and Expanding Learning Communities:** Solidify and potentially expand the scheduling of the Umoja and Veterans Program cohorts. *Equity/Achievement Impact:* These cohorts directly support historically underserved student populations, increasing course retention, persistence, and closing equity gaps in foundational communication courses.
- **Proactive Enrollment and Schedule Management:** Work closely with division leadership to proactively allocate sections based on historical waitlist data, rather than relying on reactive, late-addition scheduling. *Equity/Achievement Impact:* Allows students to secure necessary graduation and transfer pathways early, ensuring predictable schedules that accommodate working students and student-parents.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- In Year 1 we plan to assess our PSLO that focuses on performance & delivery. Year 2 we plan to assess our PSLO that focuses on ethical and responsible community participation. In Year 3 we will assess our PSLO that explores students' understanding/application of discipline principles.
- For COMM 1 and CMST 46: Students are able to create and deliver messages appropriate to the audience, purpose, and context.
- For CMST 3, 10, and 11: Students are able to utilize communication to embrace difference. AND Students are able to apply ethical communication principles and practices.
- For COMM 1, CMST 4 and CMST 10: Students are able to describe the Communication discipline and its central questions.
- For our Course level assessments, we would continue to monitor if our current CSLOs are satisfactory or need updates.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- **Data Absence Acknowledgment:** As noted above, due to the total loss of data during the eLumen-to-CurriQunet software transition, there is no formal CSLO or PSLO assessment data available to analyze for this cycle. No valid conclusions regarding specific learning outcome mastery can be drawn at this time.
- **Alignment with Section 3:** To still evaluate student outcomes and equity intentionally, the department has shifted its focus to institutional student success data, course retention, and modality breakdowns. To avoid duplication, this extensive data analysis, along with our conclusions regarding student outcomes and equity, has been moved entirely to **Section 3: Data Discussion of this report.**

3. Explain potential plans to improve student outcomes and close equity gaps.

- Because the department is currently operating under an institutional data deficit due to the eLumen-to-CurriQunet migration, our immediate plans to improve outcomes and close equity gaps focus on rebuilding a functional assessment infrastructure and utilizing direct classroom observations:
    - **Establish a CurriQunet Assessment Framework:** The department's primary plan is to work with the SLO coordinator to fully map our CSLOs and PSLOs within the new CurriQunet system. Re-establishing this data pipeline is the only way to objectively identify and track specific skill-based equity gaps (e.g., determining if online students struggle more with speech organization rubrics versus research mechanics compared to face-to-face students).

- **Departmental Rubric Calibration:** To ensure equity in grading across our 23+ adjunct-led sections, the full-time faculty plan to host a rubric calibration session. Standardizing how public speaking and communication competencies are assessed across all modalities ensures that student learning outcomes remain equitable, rigorous, and consistent regardless of the instructor's status.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- **Critical Operational Obstacle: Institutional Software Migration and Data Loss** The primary obstacle encountered during this assessment cycle was the institutional transition from eLumen to CurriQunet. During this migration process, historical Course Student Learning Outcome (CSLO) data was not preserved or transferred into the new platform by the institution. Furthermore, due to back-end setup delays and the learning curve associated with the rollout of the new interface, no current CSLO data has been successfully captured or entered into CurriQunet by the department. Consequently, the program is currently operating with an institutional deficit of formalized CSLO and PSLO data.
- **Methodological Pivot to Macro Data:** Because granular, software-backed SLO data is entirely missing due to this migration, the department has been forced to rely on broader student success metrics as a temporary proxy for program evaluation. While course success rates give us an indication of student persistence, they lack the diagnostic precision of true CSLO tracking.
- **Requested Supports and Next Steps:** To remedy this issue and re-establish a functional, compliant, and data-driven assessment cycle, the department requires the following institutional supports:
    - **Targeted Training:** Dedicated, hands-on workshops specifically for communication studies faculty on how to navigate, input, and map CSLO/PSLO data within the new CurriQunet interface.
    - **Clarity on Historical Data Recovery:** Administrative guidance or assistance from IT/Institutional Research to determine if any historical eLumen data can be recovered or archived for longitudinal trend analysis.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- A longitudinal analysis of the RPIE data packet reveals that the Communication Studies (CMST) discipline is experiencing immense growth and operating at peak institutional efficiency, though under severe staffing constraints
- **Explosive Enrollment and Demand:** Total course enrollments have skyrocketed over the last several cycles. Fall enrollments grew from 655 in F2021 to **843 in F2024**. Even more dramatically, Spring enrollments surged from a low of 610 in S2022 to an all-time high of **913 in S2025**. This represents an overall student headcount expansion that is outpacing previous years, confirming that CMST is a vital foundational discipline for the college campus.
- **Surging Productivity and Fill Rates:** The discipline's operational efficiency metrics are exemplary. The course fill rate reached an outstanding **97% in Spring 2024** and maintained a high **94% in Spring 2025**. Similarly, program productivity (WSCH/FTEF) has steadily marched upward, hitting **391.9 in Fall 2024** and peaking at **413.6 in Spring 2024**—well within high institutional efficiency standards.
- **The Full-Time Faculty Staffing Crisis:** While enrollment, capacity, and productivity are booming, the proportion of sections taught by full-time faculty has collapsed. In Spring 2021, full-time faculty accounted for 51% of the FTEF. By **Spring 2024 and Spring 2025, that number plummeted to just 31% and 30% respectively**. This data mathematically proves the department's extreme, unsustainable reliance on part-time adjunct faculty to hold up its massive enrollment growth, leaving a staggering 70% of the spring curriculum to be covered by adjuncts.
- **Academic Preparedness:** Interestingly, CMST attracts highly prepared students compared to the college-wide baseline. In Spring 2025, **68% of CMST students had already successfully completed transfer-level English** (compared to 47% college-wide), and **47% had completed transfer-level Math** (compared to 36% college-wide). This indicates that our student demographic is highly motivated and focused on transfer pathways.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- An analysis of student demographics and baseline performance metrics uncovers critical areas where equity must be addressed through both programmatic and institutional intervention:
- **Demographic Shifting:** The program serves a highly diverse student population. As of Spring 2025, the largest student demographic groups are Latine students at **29%**, White students at **28%**, and Asian students which saw a significant surge to **24%** (up from 13% in S2021). Multiethnic students make up **8%** and African American students comprise **5%**.
- **Structural and Financial Equity Gaps (Forensics):** While the raw RPIE data shows broad success rates hovering healthily around 73%–78%, a hidden equity gap exists within our high-impact co-curricular programming. To sustain basic operations for our nationally award-winning Forensics team, the department is forced to self-generate **$34,000** annually (via tournaments, grants, and donations) because the district baseline allocation is capped at a deficit of **$20,500**. This funding gap forced student participants to cover **$10,000 in out-of-pocket expenses** to attend the International Forensics Association (IFA) tournament. Forcing students to personally finance high-impact experiential learning opportunities creates an immediate, severe equity barrier for low-income and historically underserved students.
- **Required Actions:**
    - *College/District Level:* The college must increase baseline operational funding for the Forensics program to eliminate the necessity of out-of-pocket student fees, ensuring competitive access is based on merit, not socioeconomic privilege.
    - *Program Level:* The department will prioritize the institutional stabilization of learning community cohorts (such as Umoja and the English Department Veterans cohort) to explicitly support disproportionately impacted student groups.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- Yes, the RPIE data packet explicitly outlines a persistent, notable performance gap when student success metrics are disaggregated by course modality:
- **The Fall Modality Performance Gap:** The data shows a recurring achievement gap in the Fall semesters where Face-to-Face (F2F) sections consistently and significantly outperform Distance Education (DE) sections.

    - In **Fall 2022**, F2F achieved an **85% success rate** while DE lagged at **71%** (a 14% gap).
    - In **Fall 2023**, F2F achieved an **83% success rate** while DE sat at **74%**.
    - In **Fall 2024**, F2F achieved a **76% success rate** while DE dropped to **70%**. Additionally, student withdrawals are heavily concentrated in online formats, hitting a high of **20% in Fall 2024 DE sections** compared to just 11% in F2F.
- **The Spring Modality Parity:** Interestingly, this modality gap narrows dramatically or effectively stabilizes during Spring semesters. For example, in Spring 2024, DE success reached **81%**, nearly equal to the **82%** F2F success rate.
- **Reflection on Differences:** The Fall performance gap can likely be attributed to "online readiness" hurdles faced by incoming, first-time freshmen who populate the Fall schedules. Communication courses require high levels of engagement, public performance, and digital video infrastructure. First-term students often struggle with the self-regulation required for asynchronous formats, leading to higher drop rates. By the Spring semester, the student body typically possesses more collegiate maturity and digital literacy, balancing the outcomes.
- **Required Actions:**
    - *Faculty Staffing Adjustments:* The fact that full-time faculty presence has dropped to 30% means that our online courses are predominantly taught by overworked adjuncts who lack the paid hours for intensive digital student intervention. **Hiring two additional full-time faculty lines** will allow full-time instructors to oversee, standardize, and inject equity-minded design into our online curriculum.
    - *Targeted Online Interventions:* The department will look into establishing embedded online tutoring within Fall asynchronous shells and create an intuitive, standardized Canvas course shell architecture to lower navigation barriers and lower the 20% online withdrawal rate.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes__X__ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- The Communication Studies (CMST) department is deeply integrated into the core strategic vision of Las Positas College. Over the past three years, the department has put the college's mission, vision, and values into practice through the following three impactful areas of alignment:

- *Example 1: Driving "Educational Excellence" and Student Goal Completion (Aligns with Mission Statement, Value 5, and EMP Goal A)*
- The college mission commands that Las Positas provide support for the completion of transfer and degree pathways. CMST directly serves as an institutional engine for this goal. According to the RPIE data packet, the vast majority of CMST students (**79% to 84%**) maintain an explicit educational goal of transferring to a four-year university. The department has directly accommodated this demand by absorbing massive enrollment growth—surging from 610 students in Spring 2022 to an all-time high of **913 students in Spring 2025**. Furthermore, our high course fill rates (**94% to 97%**) and robust program productivity values (peaking at **413.6 WSCH/FTEF**) demonstrate that the department optimizes its schedule and instructional modalities to ensure student access, equity, and timely graduation/transfer readiness.

- *Example 2: Fostering "Engaged Participants and Leaders" through Forensics (Aligns with Vision Statement, Values 1 & 3, and EMP Goal B)*
- The college vision statement strives to empower students to become engaged participants and leaders in their local and global communities. The elite, nationally award-winning CMST Forensics program operates as a premier laboratory for this exact objective. Over the past cycle, the team demonstrated profound civic and global engagement by traveling 10 students internationally to Seoul, South Korea, where they earned the First Place Team Trophy for the two-year college

division at the International Forensics Association Tournament. Locally, the program models the college's value of demonstrating civic and social responsibility. Forensics students actively volunteered their time and services at the Pleasanton North Rotary Club's "A Starry Night" fundraising gala and coordinates a successful community canned food drive every single semester, directly linking academic skill sets with community service.

- *Example 3: Prioritizing "Equity and Anti-Racism" via Target Learning Communities (Aligns with Mission Statement, Value 6, and EMP Goal E)*
- The college's mission and newly institutionalized EMP Goal E place an urgent, deliberate focus on providing an equity-focused, anti-racist learning environment. The CMST department has taken concrete action to close historical opportunity gaps by intentionally developing and offering specialized course cohorts. This includes consistently maintaining a dedicated Umoja class section, as well as a collaborative cross-departmental cohort of COMM 1000 partnered with the English Department specifically tailored to support the Veterans Program. By institutionalizing these culturally responsive, equity-focused learning frameworks, CMST actively works to dismantle structural barriers and foster a sense of academic belonging for historically underserved student populations on campus.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
X	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)

X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- Faced Challenges in Implementing RSI:
- **The Overwhelming Adjunct Faculty Deficit:** The single greatest structural challenge our program faces in implementing consistent, high-quality RSI is our extreme reliance on part-time faculty. RPIE data shows that the percentage of CMST sections taught by full-time faculty has collapsed to just **30% to 31%**. In the upcoming Fall 2026 semester alone, an overwhelming **23 classes are being taught in an adjunct capacity.** Because adjunct faculty are structurally disconnected from daily departmental operations and are not financially compensated for extensive out-of-class professional development, enforcing robust and uniform RSI standards across dozens of part-time sections is an immense operational hurdle.
- **Loss of Operational Bandwidth Due to Deficits:** Because our full-time faculty lines have not kept pace with our massive growth (surging to **2,045 total enrollments** in 24-25), and because we lost our classified staff coaching position, full-time instructors are completely consumed by administrative tasks and self-generating 50% of the Forensics operational budget. This leaves virtually no baseline bandwidth for full-time faculty to mentor part-time instructors or perform peer-evaluations of online RSI design.

- *Needed Additional Training and Resources*
- **Hiring of Two Additional Full-Time Faculty Positions:** Reversing our 70% adjunct reliance by converting part-time lines into full-time tenure-track positions is the most critical resource needed to stabilize online RSI quality. Full-time instructors have dedicated, contractually mandated office hours and institutional professional responsibilities that allow for deep, sustained engagement with online students.

- **Restoring the Classified Forensics Coach:** Restoring this cut staff position would immediately return valuable teaching and mentoring hours to full-time faculty, allowing them to lead departmental workshops on online communication pedagogy.
- **Targeted, Compensated Canvas & RSI Training:** Instructors in our program need access to formalized, step-by-step training on implementing automation tools (such as Canvas "Message Students Who...") and structured discussion board rubrics that prompt substantive, instructor-led critique. Crucially, the college must provide stipends or financial compensation for part-time adjuncts to complete this training, ensuring equitable instructional quality across all 23+ part-time sections.

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- The department appreciates the opportunity to reflect on our programmatic health, but we would like to offer the following constructive feedback regarding this year's assessment infrastructure and data distribution processes:
- **Address Institutional Software Migration Pitfalls:** The transition from eLumen to CurriQunet completely disrupted our ability to complete Section 2 effectively. Because historical Course Student Learning Outcome (CSLO) data was not preserved or successfully migrated into the new system by the institution, the program was forced to operate under an institutional data deficit. Forcing departments to self-report "obstacles" resulting entirely from back-end administrative platform rollouts reduces the value of programmatic self-study. We suggest that future review templates provide a streamlined "Data / System Loss N/A" clause when campus software migrations fail to preserve historical records.
- **Provide Discipline-Specific Demographic Data:** While the RPIE data packet provided excellent macro-level indicators regarding enrollment, course fill rates, and modality success rates, the lack of current, discipline-specific demographic data limits true equity analysis. The only demographic packet provided to the department dates back to 2020–2021 and reflects aggregate, college-wide trends rather than CMST-specific student populations. To allow departments to accurately assess and close equity gaps for underserved student populations as mandated by the Educational Master Plan (EMP), the Office of Research, Planning, and Institutional Effectiveness must provide current, disaggregated, department-specific demographic data runs during the program review launch phase.
- **Align the Duplicative Modality and Success Prompts:** There is a significant amount of structural repetition between Section 2 (SLO Assessment Data and Equity) and Section 3 (Data Discussion and Modality Equity). Because Course Student Learning Outcomes (CSLOs) are structurally

dependent on course delivery methods, separating these prompts forces departments to redundantly explain the exact same student success trends in multiple text boxes. Streamlining the form to merge student success metrics, instructional modalities, and learning outcomes into a single, cohesive "Student Achievement & Equity" section would save valuable faculty bandwidth and result in a more analytical narrative.

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu