



Program Review - Overall Report

2024 - 2027

Instructional: Communication Studies

Overall Trends

Please add any relevant documents here.

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in Communication Studies courses have been about the same from 67.9% to 67.6% in success and increasing from 85.6% to 88.3% in retention over the past 3 years.

The number of students who have declared a major in Communication Studies went from 187 to 186 in 3 years. This represents flat growth for this program. Of these students, about 30% have met with a counselor and developed an educational plan.

The number of students who have completed a degree or certificate in the Communication Studies program went from 39 to 22 in 3 years. This represents decreased growth for this program. In the most recent year (or whatever year is appropriate), students graduated. The expected number of students who should get a degree would be approximately 37 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 15 more students to graduate with a degree or certificate

Data Review (2025 Annual Update)

Overall, students in Communication Studies courses are holding steady at 68.4% success rates and 88.1% retention rates for Winter and Spring 2024 semester. We are pleased to note that success rates held steady while retention rates increased. Communication Studies success and retention rates are within range compared to the overall rates for the college (72.3% and 89%, respectively).

The number of students who have declared a major in Communication Studies is 194. The number of students who completed a degree in Communication Studies is ticking upwards at 25 students.

75.36% of Norco College students do not have a Student Educational Plan. However, only 68.56% of students majoring in Communication Studies are establishing their SEPs compared to other Norco College students.

Overall, we would like to increase the number of Communication Studies majors who complete a Student Educational Plan. We are still happy that our Communication Studies majors are doing better than the general population.

Based on current equity gaps, we notice that the number of Latinas is the student population we would like to focus on for improvement. Some ways we are continuing to improve these gaps are:

- Hold more CAP events for students interested in becoming Communication Studies majors. For example, "What Can I Do With a COM Degree?," "Want to Become a COM Major?" "Success Panel: Latinas in Communication Studies."
- Puente courses for Communication Studies
- Our Full-Time faculty member(s) have completed Hispanic Serving Institution (ESCALA) Training as well as participate in ALASS.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

In terms of student subgroups in Communication Studies courses our Hispanic students and African American women are showing gaps in success that are concerning. Only African American women are showing gaps in retention that are concerning.

The number of students who have declared a major in Communication Studies went from 187 to 186 in 3 years. This represents flat growth for this program. Of these students, about 30% have met with a counselor and developed an educational plan.

(Look at Awards Dashboard-Instruction)

The number of students who have completed a degree or certificate in the Communication Studies program went from 39 to 22 in 3 years. This represents decreased growth for this program. In the most recent year (or whatever

Data Review

year is appropriate), students graduated. The expected number of students who should get a degree would be approximately 37 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 15 more students to graduate with a degree or certificate

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

After much discussion, we the Communication Studies discipline believe the variables below have impacted our equity gaps in a significant way:

- Modality: In the spring of 2020, Norco College switched to fully online and continued this practice for three consecutive semesters. The Communication Studies discipline had to quickly get DE approval for most of our classes. Students were pushed into a modality that may have not been their learning preference and our faculty did not have the needed training with this overnight mandate to provide online classes with an equitable lens.

Plan of action to address the equity gaps:

- New Flex Requirements: RCCD has new flex requirements that will ensure that all fulltime faculty are receiving a minimum of 8 hours of equity training. We hope this training positively impacts our faculty to be more effective in identifying and addressing these equity gaps in their classroom.

- The tenured faculty will stay updated on all programs and resources (e.g., LRC, tutoring, transfer center, academic counseling) that could benefit our students and aide them in their academic success. The chair will communicate to all discipline members to consider these resources for their students and to promote them in their syllabus and/or class announcements.

The Communication Studies discipline will keep a close watch on the annual trends. If these changes do not help close the equity gaps, we will continue to further brainstorm and generate ideas to help get all our students on a successful track.

Please add any relevant documents here.

2026 Update

Overall Trends

Please add any relevant documents here.

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in Communication Studies courses have been about the same from 67.9% to 69.6% in success with a slight .02% increase and increased to 89.5% in retention over the past 4 years.

The number of students who have declared a major in Communication Studies went from 194 to 272 increasing .07% in the last year. This represents steady growth for this program.

The number of students who have completed a degree or certificate in the Communication Studies program went from 39 to 27 in 4 years. This represents decreased growth for this program.

In terms of student subgroups in Communication Studies courses our Hispanic students and African American women who were showing gaps in the past are now showing decreased gaps in success that are concerning. This has shifted to equity gaps in our African American and White Males.

After much discussion, we the Communication Studies discipline believe the variables below have impacted our equity gaps in a significant way:

- The shift in sex/gender gaps may be explained by the heightened attention given to close equity gaps among our females compounded with a stronger female presence with FT faculty. African American males have the lowest success with 56% while White males are closer to the average success rates of 69.6%.

Plan of action to address the equity gaps:

Data Review

· New Flex Requirements: RCCD has new flex requirements that will ensure that all fulltime faculty are receiving a minimum of 8 hours of equity training. We hope this training positively impacts our faculty to be more effective in identifying and addressing these equity gaps in their classroom. Additionally, while we cannot fully control the stronger male faculty presence in Communication Studies, we would certainly like to create stronger partnerships with our male mentors/faculty leaders including those from Umoja and Men of Color.

· The tenured faculty will stay updated on all programs and resources (e.g., LRC, tutoring, transfer center, academic counseling) that could benefit our students and aide them in their academic success. The chair will communicate to all discipline members to consider these resources for their students and to promote them in their syllabus and/or class announcements.

The Communication Studies discipline will keep a close watch on the annual trends. If these changes do not help close the equity gaps, we will continue to further brainstorm and generate ideas to help get all our students on a successful track.

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

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- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")

- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down



Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

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- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")

- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down



Data Review

Program of Study and Student Educational Plan

Program of Study

Search


- Child Welfare & Family Studies
- CIS: C++ Programming
- CIS: Computer Applications
- CIS: Computer Programming
- CIS: Graphic Design
- CIS: Java Programming
- CIS: Web Master- Web Designer
- CIS: Web Master- Web Developer
- CISCO Networking
- Coding Prep
- College Career Readiness and Student Educati...
- Communication Studies
- Communication, Media & Languages
- Community Interpretation
- Computer Maintenance and Security
- Computer Programming
- Computer Science

This report contains:

- Most recent program of study for all students enrolled at Norco College annually
- Student Educational Plan completion annually

Select one or more programs on the left

Source: Colleague Student Information System



Gender by Ethnicity	2021-22	2022-23	2023-24	2024-25
Female	96	120	101	136
African-American	5	11	14	16
Asian	6	5	6	5
Hispanic	64	81	58	77
Pacific Islander				1
Two or More	3	5	5	5
Unreported	2	1		
White	16	17	18	32
Male	60	62	91	132
African-American	3	4	17	17
American Indian			1	2
Asian	9	8	7	5
Hispanic	31	34	33	49
Pacific Islander	1		3	
Two or More	3	2	4	5
Unreported	1		2	9
White	12	14	24	45
Non-Binary		1	1	2
African-American			1	1
Asian		1		
White				1
Unreported		3	1	2
African-American				1
Hispanic		1		1
Two or More			1	
Unreported		1		
White			1	
Total	156	186	194	272

Student Educational Plan	2021-22	2022-23	2023-24	2024-25	Total
Abbreviated and Comprehensive Ed Plan	5.13%	6.45%	5.15%	4.04%	5.07%
Abbreviated Ed Plan	6.41%	1.61%	1.03%	1.84%	2.48%
Comprehensive Ed Plan	20.51%	20.43%	25.26%	26.10%	23.51%
No Ed Plan	67.95%	71.51%	68.56%	68.01%	68.94%

Program Title

Communication Studies

Program Awards

- Program awards by Gender and Ethnicity
- Select one or multiple programs
- Source: Chancellor's Office MIS files

Gender x Ethnicity	20-21	21-22	22-23	23-24	24-25	Total
Female	26	18	14	12	14	84
Asian	1	4	1			6
Black or African American	2	1	1	3	1	8
Hispanic/Latino	15	10	7	7	8	47
Two or More Races					1	1
Unknown/Unreported			1			1
White	8	3	4	2	4	21
Male	13	11	8	13	13	58
Asian		2			2	4
Black or African American	3	2		3		8
Hispanic/Latino	9	5	6	3	5	28
Two or More Races		1			1	2
Unknown/Unreported			1	3	2	6
White	1	1	1	4	3	10
Total	39	29	22	25	27	142

Gender x Ethnicity	Total
Total	

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years? In terms of student subgroups in Communication Studies courses our Hispanic students and African American women who were showing gaps in the past are now showing decreased gaps in success that are concerning. This has shifted to equity gaps in our African American and White Males. After much discussion, we the Communication Studies discipline believe the variables below have impacted our equity gaps in a significant way:

- The shift in sex/gender gaps may be explained by the heightened attention given to close equity gaps among our females compounded with a stonger female presence with FT faculty. African American males have the lowest success wwith 56% while White males are closer to the average success rates of 69.6%.

Data Review

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

Plan of action to address the equity gaps:

- New Flex Requirements: RCCD has new flex requirements that will ensure that all fulltime faculty are receiving a minimum of 8 hours of equity training. We hope this training positively impacts our faculty to be more effective in identifying and addressing these equity gaps in their classroom. Additionally, while we cannot fully control the stronger male faculty presence in Communication Studies, we would certainly like to create stronger partnerships with our male mentors/faculty leaders including those from Umoja and Men of Color.
- The tenured faculty will stay updated on all programs and resources (e.g., LRC, tutoring, transfer center, academic counseling) that could benefit our students and aide them in their academic success. The chair will communicate to all discipline members to consider these resources for their students and to promote them in their syllabus and/or class announcements.

The Communication Studies discipline will keep a close watch on the annual trends. If these changes do not help close the equity gaps, we will continue to further brainstorm and generate ideas to help get all our students on a successful track.

Please add any relevant documents here.

[Degrees Awarded 2026.png](#);

[Program of Study 2026.png](#);

[Retention 2026.png](#);

[Success Rates 2026.png](#)

Program/Unit Goals

Regular Course Assessment

Program/Unit Goal

During our last cycle, assessment was not completed in a regular, timely fashion. This can be attributed to a number of factors including transitions in our full-time discipline faculty, the shift in priorities related to the pandemic, and a college-wide change in the process incorporating Canvas. Canvas makes data collection simple, so moving forward, the discipline goal is to increase associate faculty participation, regularly assess all courses, analyze the data together, and recommend changes as needed.

Goal 1 (Assessment) maps to 2030 Goal 2: (Success) Implement Guided Pathways framework.

2025 Objective 2.1 Increase number of degrees completed by 15% annually

2025 Objective 2.2 Increase number of certificates completely by 15% annually

2025 Objective 2.4 Increase number of transfers 15% annually

Nearly all students must take at least one COM course to complete a degree, certificate, or meet transfer requirements, so assessing and improving COM courses can impact the college goals related to increasing attainment. In 2025, when Cal-GETC is implemented, the COM 1 course will be the only course that will fulfill the oral language requirement. As such, we will put extra emphasis on that course, ensuring that all COM faculty engage in practices that help students successfully achieve the course outcomes.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

First, we learned the process for completing course assessment in Canvas.

Second, we created a cycle of assessment starting with our full time faculty assessing COM 1. Then, the assessment information and an instructional video was shared with the COM 1 associate faculty. They were encouraged to participate in assessment in their own courses. The next semester, COM 9 full time faculty assessed their courses, and they are currently providing assistance to part time faculty teaching those courses.

All additional courses (COM 2, COM 3, COM 6, COM 7, COM 11, COM 12, COM 13, COM 20) are taught by full-time faculty and the discipline is on track to have them all completed this year. The data will help us evaluate whether students are achieving course outcomes and it will inform our practices moving forward.

What are your plans (3-year) regarding this goal?

Establish a rotation that ensures all COM courses are regularly assessed using Canvas to capture the data. In our discipline meetings, we will discuss the data and use it to set goals for improvement. This information will be shared with all COM faculty.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Program/Unit Goals

Progress and Evidence

Evidence Date

03/13/2025

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

We welcomed two Full-Time faculty transfers to Norco College last year. With the addition of Jude Whitton and Estrella (Star) Romero, we are creating an assessment schedule (SLOs & PLOs), working with Associate Faculty on assessing their courses in Canvas, and agendaing an assessment outcomes discussion item each semester at our discipline meetings. The discipline has also addressed the college wide discussion about assessing ILOs and AOE's and will keep abreast of what is required. One highlight to help us continue to be involved in Assessment is Jude Whitton who has joined the Norco Assessment Committee. Over the course of the next few years, the College will begin assessing ILOs, AOE's, and PLOs. Communication Studies will be part of the first cohort to then share out with the larger College community.

Is there a resource request associated with this Goal?

No

If yes, please provide a short description.

Please add any relevant documents here.

Cal-GETC Training and Alignment

Program/Unit Goal

Program/Unit Goals

In 2025, the California General Education Transfer Curriculum (Cal-GETC) is scheduled to become the singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC). To facilitate ease of transfer for California Community College students, Cal-GETC certification will replace CSU and IGETC patterns.

The COM discipline is significantly impacted by these changes. Oral Communication was preserved as a requirement (A1C), but the standards changed as to what is accepted in that area and the curriculum that is used.

Area A1C “can be fulfilled by an approved course that provides students with the foundational knowledge and practice of public speaking in a democratic society, to enable them to successfully communicate ideas of an informative and persuasive nature in the public speaking mode, and to critically evaluate the speeches of others.” This definition means that courses that were formally met the Oral Communication Requirement for CSU transfer (COM 9, COM 6), no longer will be accepted.

Additionally, to fulfill this category, there are new course content requirements (i.e., role of speaking in a democratic society, theoretical underpinnings, rhetorical analysis, etc.), and strict guidelines about the methods of evaluation (faculty-supervised, faculty-evaluated speeches delivered to a live audience).

Many of our faculty who teach COM 9 in support of the Oral Com requirement, will need to develop their skills teaching COM 1 instead. Even those faculty who have taught COM 1, will need additional support in updating their course to meet the new requirements.

Additionally, we anticipate the need to offer additional COM 3 courses in the future as we expect it will be approved as one of a small number of courses that will fulfill the Area 1B: Critical Thinking and Composition requirement. In the past, many students selected ENG 1B to fulfill the critical thinking requirement as it was the only allowable IGETC option. This choice kept their options open if they were unclear about where they would transfer. Now, students can confidently select from a larger variety of courses and we think Argumentation and Debate will be an attractive option. Again, some training will be needed as the discipline updated the Course Outline of Record to align with Cal-GETC standards for this area, including more intensive writing expectations, and specific course content that was not previously included.

Goal 2 (Community of Practice) maps to 2030 Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. The community of practice goal also maps to 2030 Goal 3: (Equity) Close all student equity gaps and 2030 Goal 2: (Success) Implement Guided Pathways framework.

This goal is tied to both faculty and student equity. As full time faculty, we have been involved in conversations about Cal-GETC changes for over a year. We have worked diligently to update our Course Outlines of Record to ensure that they clearly meet the requirements. We have engaged in dialogue both within and outside of our district so that we can do what is best for the college and our students. Not all part-time faculty have had the same experience with the information, and yet, they will be significantly impacted by the forthcoming changes. Considering that ALL Norco College students who intend to transfer to a UC or Cal-State will now be required to take COM 1, and considering large number of courses that are taught by associate faculty, it is necessary to appropriately prepare our associate faculty with what they need to be successful during the transition. If faculty are ill-equipped to meet the requirements, it will certainly impact success, retention, and equity gaps.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Currently, we are collaborating district wide to revise our CORs to align with standards. Our timeline to submit them for review is Spring 2024 so that they are approved when Cal-GETC launches the following year.

We are discussing ways to support of associate faculty with the new expectations, including facilitating workshops, clear communication, sharing content, and the creation of a common assignment to fulfill the new requirement of using a rhetorical framework to critique current and historical speeches.

Program/Unit Goals

To meet the requirements set by the state, and to ensure that our faculty are well supported throughout the transition, we would like to create a community of practice and compensate associate faculty for participating.

We see this as being similar to the work the Math and English faculty engaged in following the changes to their curriculum after AB705 was passed. The part-time faculty were compensated for participating in training designed to maximize the likelihood that they could adapt to the changes so that students could succeed in their courses.

What are your plans (3-year) regarding this goal?

2024 - Finish COR revisions and submit for approval. Develop support resources for all faculty.

Spring 2025 - Launch Community of Practice with our associate faculty to provide training on COM Cal-GETC changes, and provide resources to help them meet the new requirements. The focus will be on modeling best practices, and sharing content and assignments that they can use in their courses to increase student success.

Fall 2025 - Support faculty as they implement their courses according to the new Cal-GETC standards. Assess Student Learning Outcomes in COM 1 and COM 3 courses.

Spring 2026 - Analyze assessment data, along with faculty and student feedback. Share the results and revise any shared materials based on the feedback.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 4: Professional Development:** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. (✓)

Curriculum

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

No

For out of date courses that are not already in progress of updating, what is your plan?

All of our current classes are current, although we plan to update all DE courses within the next academic year. Specifically, COM 1, 9, 12, 13, and 20.

Curriculum (2025 Annual Update)

The Communication Studies Discipline has collaboratively engaged in District wide conversations and meetings with RCC and MVC faculty to prepare for upcoming curriculum changes statewide.

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Please add any relevant documents here.

Credit for Prior Learning

1. Credit for Learning (CPL) is one of the state Chancellor's projects and is part of the CCCCO Vision 2030. How many times has your discipline discussed/reviewed CPL?

We have yet to approve a CPL request as we have not received one.

2. Does your discipline currently offer Credit for Prior Learning (CPL) opportunities?

Yes

3. Please specify the approved courses and the types of CPL opportunities offered (e.g., Joint Service Transcript [JST], Standardized Exams, Credit by Exam, Industry Credential/Certification, Portfolio Review).
COMM C-1000 (Public Speaking)

4. How many times has your discipline awarded CPL awards over the past two years? Please provide data, if available.

0 (no applications submitted/received to date; just launched this Spring 2026)

4. Please upload any supporting documentation.

[COMM-C1000_CPL_EXAM_PACKET_COMPLETED.docx](#)

5. If CPL is not currently offered within your discipline, please explain the reasons. Additionally, include any plans or timelines for when CPL implementation has been or will be discussed within your school or discipline.

5. Please upload any supporting documentation.

6. Would your discipline benefit from additional resources or information on CPL to support implementation?

Unknown as we have yet to receive an application.

Equity Related Professional Development Questions

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

The responses in these 3 sections represent a summary of the equity related professional development training, outcomes, and needs as reported by both our full time and associate COM faculty.

I've participated in the following professional development equity training courses: "Growing Equity in the Classroom," "Diversity, Inclusion and Belonging," "Unconscious Bias"

I am currently taking a Canvas course with the CSU called "Equity-Minded Pedagogy." The training runs from now (March) until May 10.

I have completed the following: Academic Achievement study; Shifting your idea: Empowering Students Success through Inclusive Support; Do I Have to Do That? Accommodating Students Managing a Dis/Ability

Center for Organizational Responsibility and Advancement (CORA) courses: Racial Microaggressions; Teaching Men of Color in the Community College. Dr. Mayad: Beyond Theory: A Practical Approach to Trauma-Informed Teaching & Learning. Decolonizing the Syllabus and the Classroom. Various DE trainings.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

I have become conscious of unconscious biases now. I've included more student support links in my courses to help bridge equity gaps. I haven't noticed any direct changes yet.

From previous trainings, I have incorporated culturally sensitive course materials, opportunities for students to share cultural experiences and accessible courses for students with disabilities.

From attending these workshops, I have learned to accommodate students with unique situations. Such as extending an assignment, giving them the time to explain their situation to me, holding office hours, or meeting them on campus on my own time to meet with them, understanding some of the hurdles that students have to overcome to attend class, succeed, and pass the class. I know members in my area focus greatly on syllabi language, providing a welcoming environment and presence for the students, learning to be more accommodating to students with unique situations, and being aware of the resources on campus that can help students. I've learned about language and behaviors that can create inclusive welcoming environments and those that can make students feel invisible and/or disrespected. I've intentionally redesigned some elements in my syllabus, assignments, examples, visuals, and I am more thoughtful about my communication in my online and in-person classes. I seek opportunities to create environments where students feel supported and acknowledged with their learning. Some ways include exhibiting sincere validation (talking with students before and after class, messaging them when they do especially well or are falling behind, top speaker awards, learning about their current life and future goals), promoting positive engagement (building in a little time for small talk and self disclosure, connecting to their lived experiences, offering rich feedback that acknowledges strengths and encourages specific growth, using a variety of images and examples that reflect my student population, sharing my challenges as a student and teacher), and creating a sense of belonging (acknowledging we are all learners-myself included, actively seeking alternative perspectives, learning names and pronouns, empowering students to create community and honest, helpful feedback, being open to questions and suggestions with mid and end of the year anonymous surveys about the course). Above all, I've learned to stay curious and recognize that there is much I need to learn. The training has given me an additional lens to use when designing my courses. It compels me to consider multiple perspectives and whether my expectations have any inherent barriers that could be modified while still achieving the outcome needed. That is exciting! I have not yet seen dramatic changes in the data related to success and retention that I am hoping to see from this work, but I am hopeful the next 3 years will reveal continuous growth in those areas.

Equity

3. What additional equity-related professional development/trainings do you seek to better support your area?

We are not requesting any specific resources here. These are simply ideas that were shared by COM faculty.

I would like to see trainings specifically related to equity issues in the online classroom. I know not all students have access to the same technologies and this can present a challenge.

I am completing the equity requirement for online teaching for RCCD. As I learn more through the CSU equity course, I will be re-designing all of my courses. Currently, I possess the @one Online Teaching and Design certification. I will also take the Equity & Culturally Responsive Online Teaching course in the Fall semester.

There are many trainings I would like to experience. I believe we should have a session educating faculty on how unique our student population is here within the district. Additionally, educating faculty on some of the cultural values of our student population could help us better understand our students. This could include their familial values and traditions, some of the hurdles they may have to overcome, financial responsibilities and more. I believe this could help faculty understand our students' situations and provide more equitable alternatives to allow them to succeed in our classes.

- For example, I had a student miss class due to an aunt's funeral, which is a 3-day process within the Pilipino culture that he needed to be a part of. Another student had to leave early to take her daughter to the doctors office. Some do not have rides to school, etc.

-Another idea would be to hold a workshop/training on educating faculty of the ways we as faculty can take baby steps to providing a more equitable approach in the classroom. Such as educating faculty on equitable syllabi language, grading policies that have been proven effective & not effective, being personable, relatable and so much more.

-Educating faculty on trauma awareness. A large percentage of people (in general) experience at least 1 traumatic experience in their life. This type of training can help faculty understand how trauma affects individuals (students and faculty) in the classroom and become aware of how common these experiences can be. This can allow faculty to take steps toward becoming more understanding and educated on trauma and some resources we can provide for students on campus.

There is already so much content available to us, and I am thankful for that. I appreciate that Norco College supports coupon codes for several of the continuing education courses offered by CORA. Perhaps additional courses could be considered as well. I'd love to complete the Course Design for Racial Equity unit with a small cohort of faculty. I would also like to participate in Canvas accessibility training coupled with a hands on workshop facilitated by accessibility experts. A 2-3 hour guided session could help us make one course more accessible and equip us with tools to apply the practices to all of our courses.

Please add any relevant documents here.

2025 Update

Equity Related Professional Development Questions

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

* One faculty member received the ESCALA teaching certificate for Hispanic Serving Institutions. This training was a large investment of time, effort, and financial cost (approximately \$3000). This faculty member now plans to share workshops with the College to share what she has learned in her training.

*Another faculty member participated in USC Equity Minded Teaching Institute Series in the fall of 2024. She will be one of four facilitators in the Norco Teaching Institute in the fall of 2025.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

Equity

3. What additional equity-related professional development/trainings do you seek to better support your area?

*ESCALA Teaching Certificate for HSI - Since the Communication Studies faculty are attempting to improve the success rates of Latina female students this would be a good investment to close equity gaps with our Latina female students. Once other faculty members have completed this training they could then participate in professional development for Communication Studies Associate Faculty and other Norco College faculty in other disciplines.

Please add any relevant documents here.

2026 Update

Equity Related Professional Development Questions

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

One Full-time faculty member continued working with the ESCALA Organization as a Peer Mentor for the 2025 academic year. Dr. Estrella Romero earned additional training on how to continue educating other faculty across the nation to become certified as a HSI faculty member. She has also been selected as a member of the Hispanic Serving Institution Task Force which launched in Spring 2026. Dr. Romero also participated in an Asset Based Teaching Conference hosted by CSUSB and implemented ABT practices in Fall/Summer 2026.

Several of the Full-time faculty will be completing the @one Creating Accessible Content course in the Spring 2026. All Full-time faculty in our Department are currently in the process of receiving Online Teaching Certification by June 2026 to comply with online teaching mandates. These trainings include ADA in online environment certifications.

Ms. Ana-Marie Olaerts also completed/updated ALLY training and will be providing workshops to faculty/students within the upcoming year based on completion of this training. All Full-time faculty in the discipline are ALLLY certified.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

From Dr. Estrella Romero's ABT Conference, she was able to implement an embedded student tutor for COMM-C1000 courses in Fall 2026 and saw a significant improvement in student success and retention. The Pathways to Excellence Grant which funded the embedded tutor was unfortunately cut by the Federal Administration.

Additionally, Dr. Romero has offered Fall Flex workshops to faculty in areas of HSI.

Ms. Sara Nafzgar will be applying accessibility to improve accessibility online course. This knowledge will be helpful to align with the new Title II requirements, and it is helpful as we work on the ZTC Pathway Grant content.

3. What additional equity-related professional development/trainings do you seek to better support your area?

Because Communication Studies is a cross-disciplinary and core skill, the discipline would like to have all faculty participation in ESCALA professional training to benefit our students at our HSI.

Please add any relevant documents here.

Assessment

Resource Requests

Cal-GETC Curriculum Training

Resource Year

2024 - 2027

What resources do we already have?

Information re: Cal-GETC changes, revised COM Course Outlines of Record, COM Hub on Canvas.

What resources do you need?

Training materials development, classroom space, compensation for associate faculty (The proper category for this request was not available in the pull-down menu. It best fits as "Faculty - Professional Development" using the "Resource Requests-Categories" document.

\$ Amount Requested

8,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

COM courses have undergone modifications due to the adoption of Cal-GETC. These changes will need to be made by all instructors to support EMP Goal 7.

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Pending-Not enough information provided

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Communication Studies: undefined

- **Cal-GETC Training and Alignment:** In 2025, the California General Education Transfer Curriculum (Cal-GETC) is scheduled to become the singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC). To facilitate ease of transfer for California Community College students, Cal-GETC certification will replace CSU and IGETC patterns.

The COM discipline is significantly impacted by these changes. Oral Communication was preserved as a requirement (A1C), but the standards changed as to what is accepted in that area and the curriculum that is used.

Area A1C "can be fulfilled by an approved course that provides students with the foundational knowledge and practice of public speaking in a democratic society, to enable them to successfully communicate ideas of an informative and persuasive nature in the public speaking mode, and to critically evaluate the speeches of others." This definition means that courses that were formally met the Oral Communication Requirement for CSU transfer (COM 9, COM 6), no longer will be accepted.

Additionally, to fulfill this category, there are new course content requirements (i.e., role of speaking in a democratic society, theoretical underpinnings, rhetorical analysis, etc.), and strict guidelines about the methods of evaluation (faculty-supervised, faculty-evaluated speeches delivered to a live audience).

Resource Requests

Many of our faculty who teach COM 9 in support of the Oral Com requirement, will need to develop their skills teaching COM 1 instead. Even those faculty who have taught COM 1, will need additional support in updating their course to meet the new requirements.

Additionally, we anticipate the need to offer additional COM 3 courses in the future as we expect it will be approved as one of a small number of courses that will fulfill the Area 1B: Critical Thinking and Composition requirement. In the past, many students selected ENG 1B to fulfill the critical thinking requirement as it was the only allowable IGETC option. This choice kept their options open if they were unclear about where they would transfer. Now, students can confidently select from a larger variety of courses and we think Argumentation and Debate will be an attractive option. Again, some training will be needed as the discipline updated the Course Outline of Record to align with Cal-GETC standards for this area, including more intensive writing expectations, and specific course content that was not previously included.

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This goal is tied to both faculty and student equity. As full time faculty, we have been involved in conversations about Cal-GETC changes for over a year. We have worked diligently to update our Course Outlines of Record to ensure that they clearly meet the requirements. We have engaged in dialogue both within and outside of our district so that we can do what is best for the college and our students. Not all part-time faculty have had the same experience with the information, and yet, they will be significantly impacted by the forthcoming changes. Considering that ALL Norco College students who intend to transfer to a UC or Cal-State will now be required to take COM 1, and considering large number of courses that are taught by associate faculty, it is necessary to appropriately prepare our associate faculty with what they need to be successful during the transition. If faculty are ill-equipped to meet the requirements, it will certainly impact success, retention, and equity gaps.

(✓)

Continued funding of Tutorial Services and COM-Relevant Library Databases

Resource Year

2024 - 2027

What resources do we already have?

The college currently supports the services identified.

What resources do you need?

Continued funding for Tutorial Services and the following library databases: EBSCO (\$10,618), Opposing View Points (\$4,359), Academic Search Complete (\$8,876), Communication and Mass Media Complete (\$2,610), and Gale Research Complete (\$15,436).

\$ Amount Requested

41,899

Resource Type

ITEM: Instructional Supplies

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

These resources support student success in COM course work related to EMP 7. We add this item more as an argument to continue the funding of this key resource rather than asking for something new.

This request for my area is Priority #:

2

Is this request

New

For Administrative Use Only

Funding Status

Pending-Not enough information provided

Notes

Resource Requests

Council Ranking

2025-26 Council Ranking

Faculty Professional Development Requests

Resource Request

What resources do we already have?

4 Full-Time faculty

Potential Funding Source(s)

General Fund

What resources do you need?

One additional Full-Time faculty

Request related to EMP goal or Assessment?

EMP Goal 1

EMP Goal 3

EMP Goal 2

\$ Amount Requested

152,936

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

The evidence to support this request can be found in:

Data Review

Program/Unit Goals

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

ana-marie.olaerts@norcocollege.edu

Faculty Requesting Email:

ana-marie.olaerts@norcocollege.edu

Faculty Position Requested:

Communication Studies Assistant Professor

This request is for:

Growth position in existing program

In what sections of your program review can the objectives and justifications for a new faculty hire be found?

Program Review: Curriculum

Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.

Student Enrollment

Provide the total number of students enrolled in the discipline for each term in the last three years:

Summer

Faculty Hiring Resource Requests



Fall



Winter



Spring

Faculty Hiring Resource Requests



Provide the percent capacity/fill rate for each semester in the discipline for the last three years:

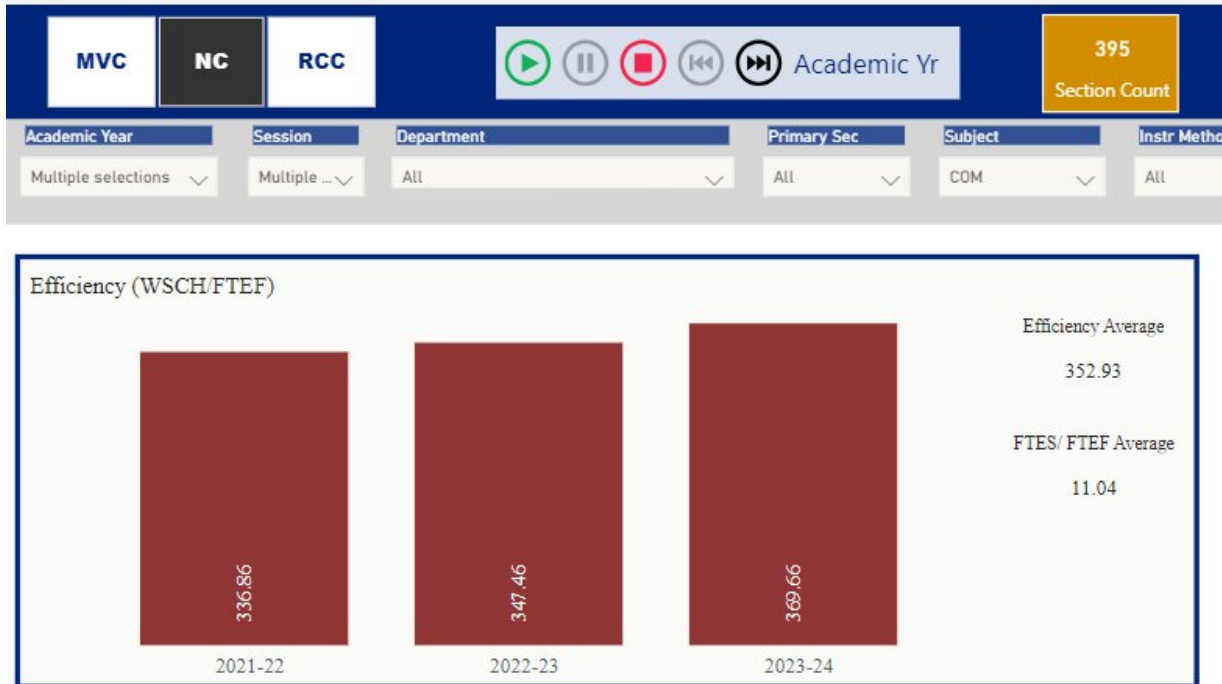
	2021-22	2022-23	2023-24
Summer	75.6%	71.5%	65.2%
Fall	72.6%	71.6%	83%
Winter	70.9%	76.1%	78.1%
Spring	66.6%	69.4%	70.2%

Provide the average class size at Census for each semester for the last three years:

	2021-22	2022-23	2023-24
Summer	20.24	19.28	19.55
Fall	21.23	21.47	23.26
Winter	19.50	21.56	22.21
Spring	17.16	19.42	20.52

Faculty Hiring Resource Requests

Provide the efficiency (WSCH/FTEF) for the last three years:



Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:
106

Are any of the sections cross-listed?
No.

If so, how many?

Total number of units offered in the discipline for the primary semesters in the previous year:
318

Proportion of full-time vs adjunct instruction

Full-time instructors by headcount currently in the discipline:
4

Full-time instructors by FTEF:
7.2 overload 6.2

Associate faculty instructors by headcount currently in the discipline:
15

Associate faculty instructors by FTEF:
17.4

Total FTEF reassign NOT reoccurring each year (do not include dept. chair):
0

How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?
7

Faculty Hiring Resource Requests

Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)

Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...

Goal 1 (Access), Objective 1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

The Communication Studies discipline plays a key role in expanding access for strategic populations identified in the Educational Master Plan. The number of filled courses for Dual Enrollment during AY 25-26 represents 15.5% of all classes offered. The number of COM courses at the California Rehabilitation Center (CRC) has grown to 12% of all courses provided there in AY 25-26. This upward trend reflects both local and statewide initiatives to provide meaningful academic opportunities to underserved and nontraditional student populations. These classes can be difficult to staff, and schedule changes are common.

Dashboard data below shows the discipline has experienced steady growth in online and veteran enrollments, which are also identified in the college's educational master plan. Our discipline is doing significant work to expand and improve online offerings. Recently, we updated our COMM C1000 and COM 9 DE addendums to indicate that instructor-created instructional videos are a required element of instruction rather than a choice, as it appears in the RCCD RSI guidelines. Additionally, the Cal-GETC requirements for COMM C1000 increased speech requirements to 3 faculty-facilitated speeches before a live audience. With approximately 15 associate faculty teaching COMM C1000, there is a need for robust training to ensure all Norco instructors are meeting these new local and state requirements.

- **Veterans**
 - 19-20: 153 enrollments
 - 20-21: 167 enrollments
 - 21-22: 127 enrollments
 - 22-23: 145 enrollments
 - 23-24: 218 enrollments

- **Online (not including Hybrid)**
 - 20-21: 179 enrollments
 - 21-22: 1,754 enrollments
 - 22-23: 1,524 enrollments
 - 23-24: 1,970 enrollments

As demand to serve strategic groups continues to rise, it is essential that the Communication Studies discipline is appropriately staffed with highly qualified and stable full-time faculty to meet these needs effectively and sustainably. These student groups are not only central to the college's strategic plan for growth, but they are also recognized as priorities by the Riverside Community College District and the state of California.

Goal 6 (Community Partnerships), Objective 6.4: Work toward reducing recidivism through incarcerated student education

The Communication Studies program directly supports the college's efforts to reduce recidivism by consistently offering transferable, degree-applicable courses at the California Rehabilitation Center (CRC). Communication skills are foundational for personal development, relationship building, and professional readiness, all critical tools for successful reentry into society. Currently, the discipline offers several key

Faculty Hiring Resource Requests

courses at CRC including COMM C1000 (Public Speaking), COM 2 (Persuasion), COM 3 (Argumentation and Debate), COM 9 (Interpersonal Communication), and COM 12 (Intercultural Communication). These offerings contribute to a clearer pathway toward an associate degree and transfer, improving post-release outcomes and aligning with state and district-wide priorities for equity and reentry support. Expanding course offerings and providing consistent support for students in these programs will require additional full-time faculty who are committed to equity and academic excellence in diverse teaching environments. A consistent faculty presence helps build trust and educational momentum, both of which are essential for making lasting change in the lives of incarcerated students.

Goal 7 (Programs), Objective 7.5: Add capacity to existing disciplines with a demonstrated need

The Communication Studies discipline has maintained a steady number of full-time faculty for many years. In the Fall of 2010, Communication Studies added a third full-time faculty member, and in 2019, a fourth full-time position was approved. While the department has seen retirements and subsequent replacements, there have been no new growth positions added since that time. Meanwhile, the discipline has experienced sustained and significant growth.

Over the past 3 years, the number of course sections, modalities, and enrollments has increased. In 2023-24, Communication Studies offered 106 sections totaling 318 units in Fall and Spring. Winter and Summer enrollment is also robust. The contractual load of the 4 full-time faculty is 40 classes/120 units. The remaining 66 sections/198 units were covered by overload assignments and associate faculty. The growth underscores the program's increasing demand and vital role within the college's academic offerings. The attached data also shows significant increases in enrollments every semester.

- **Summer**

- 2021-22: 344 enrollments
- 2023-24: 391 enrollments
- 13 % increase in 3 years

- **Fall**

- 2021-22: 849 enrolments
- 2023-24: 1,370 enrollments
- 61% increase in 3 years

- **Winter**

- 2021-22: 234 enrollments
- 2023-24: 422 enrollments
- 80% increase in 3 year

- **Spring**

- 2021-22: 772 enrollments
- Spring 2023-24: 1067 enrollments
- 38% increase in 3 years

Looking ahead, the implementation of Cal-GETC in Fall 2025 presents an even more urgent need to expand capacity. Under this new framework, all California community college students will be required to complete an Oral Communication course—of which only COMM C1000 will fulfill the requirement. Additionally, it is anticipated that COM 3 will be among a limited number of courses approved to meet the Critical Thinking and Composition requirement. This statewide curricular shift will place additional pressure on Communication Studies departments across California, especially at institutions like ours where student enrollment and degree completion are priorities.

Data from the NC Office of Institutional Effectiveness demonstrates that over a four-year period, a significant number of students previously completed degrees or transferred to UCs without fulfilling an Oral

Faculty Hiring Resource Requests

Communication requirement. With the implementation of Cal-GETC, all students will now be required to complete such a course—substantially increasing demand for Communication Studies offerings.

- From 2018 to 2022, 19.1% of non-ADT associate degree earners at Norco College, equivalent to about 586 students, completed their degrees without taking an Oral Communication course.
- Between 2019 and 2023, 44.6%, equivalent to roughly 450 UC transfer students, transferred without completing such a course.

These students would no longer be eligible to complete degrees or transfer under Cal-GETC without fulfilling the Oral Communication requirement, placing new pressure on the discipline and the college to scale up quickly and equitably. If demand for an oral communication course increases by over 1,000 students in a 4-year-period as the data suggests, that equates to a minimum of 34 additional full (course cap = 30) classes. We project we will need to increase our oral communication course by approximately 10 additional sections/30 units each year to meet the demand. That, coupled with the previously presented 3-year enrollment growth (up 80% in winter, 61% in fall, 13% in summer, 38% in spring) is unsustainable without additional full-time faculty.

To support this expanded academic demand and to maintain quality, equity, and access, it is imperative to add a full-time Communication Studies faculty. This additional position would ensure that the college can meet students' evolving general education needs and remain compliant with the new statewide transfer structure.

Another position would also allow the current course rotation to be handled differently as the current full-time faculty members regularly teach 3 preps each in a variety of modalities most semesters to ensure that students can regularly access all COM courses (COMM C1000/1000H, 2, 3, 6, 7, 9/9H, 11, 12, 13, 20). This breadth of classes can be challenging to cover while also maintaining a full schedule of institutional service and professional development. The four full-time faculty serve on numerous committees (Voting members on APC, Alternate on Academic Senate, Distance Education, Assessment, Faculty Professional Development, Diversity, Equity, & Inclusion, and PG&SL) and they have accepted multiple time-consuming leadership positions (CHL Co-Chair, ESCALA HSI-Certified Instructor, Norco Teaching Institute, PLO/SLO workgroup, ZTC COM Pathway Grant, commencement speaker workgroup, district discipline facilitator, club advisor, associate faculty mentoring, FLEX presenters, etc.).

Goal 2 (Success), Objective 2.1: Increase number of degrees completed by 15% annually & Objective 2.4: Increase number of transfers by 15% annually

With the implementation of Cal-GETC, COMM C1000 (Introduction to Public Speaking) will become a required course for all transfer students beginning in Fall 2025. If the college cannot meet the resulting demand across multiple modalities—including in-person, hybrid, and online formats—it could lead to a significant bottleneck in student progress, delaying both degree completion and transfer eligibility while the college is working to achieve 15% increases.

COM 3 (Argumentation and Debate) is anticipated to be among the few courses approved to meet the Critical Thinking and Composition requirement, which will increase demand even further. This curricular shift would make Communication Studies one of only two disciplines, alongside English, that may have both a required Area 1 course and an additional course that may be used to meet a second Area 1 general education requirement for all transfer students under the new transfer framework. Previously, many students elected to take English 1B so that they had flexibility if they decided to transfer to UC. This will no longer be the only option to satisfy the critical thinking and composition requirement.

Additionally, several other COM courses meet the requirements for Area 4: Social and Behavioral Sciences. However, unlike English, which has more than double the number of full-time faculty, Communication Studies is attempting to meet growing institutional and statewide needs with a much smaller team.

Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.

Explain the impact this hire will have on other disciplines, programs, and the college.

The pressure on the discipline is not limited to staffing expected increases in COMM C1000 and COM 3. The majority of the 12 COM courses (COMM C1000/1H, 2, 3, 6, 7, 9/9H, 11, 12, 13, 20) offered fulfill general education requirements, attracting students across a wide range of majors. As such, every course is currently offered at least once a year, and many are offered every spring and fall.

In addition to its own ADT, COM courses have a broad academic impact as they are recommended within multiple other ADT pathways, including the following: English, Social Justice Studies, and Spanish. Additionally, with

Faculty Hiring Resource Requests

Chancellor Issac confirming that AOE (Areas of Emphasis) degrees will continue in our district, Communication Studies will remain essential—particularly within the Communications, Media, and Languages AOE, where COM courses are prominently featured. Communication Studies courses are also part of the Fine and Applied Arts and Social and Behavioral Studies AOE.

Given its expanding role in transfer readiness, general education, and interdisciplinary support, Communication Studies is integral to meeting the college's goals for increasing both degrees and transfers. Additional full-time faculty are necessary to sustain this momentum and ensure that students are not delayed due to limited course availability in such a high-demand, high-impact discipline. In addition to supporting the growth in sections, a full-time hire, alongside our current four full-time faculty members, can dedicate time to mentoring students, particularly first-generation or underserved populations who may need extra guidance in mastering public speaking skills. As a designated Hispanic Serving Institute and designated Asian American Pacific Islander Institution, having additional faculty can contribute to our efforts to close equity gaps with these particular populations. To this end, current faculty are already focused on zero textbook cost and distance education efforts, ESCALA HSI certifications, assessing curriculum and practices, and mentoring associate faculty. COM also fully supports Honors, Puente, Umoja, and Men of Color programs by offering communication courses for their cohorts. We need additional support to accomplish the goals we have set.

Explain the impact if this faculty position is NOT hired.

Currently, our department relies heavily on Associate Faculty to meet teaching demands. Hiring a full-time faculty member will help align our full-time to Associate Faculty ratio with institutional goals, ensuring greater stability, consistency, and long-term commitment to our program.

As colleges across the state—and within our own district—prioritize Communication Studies in response to Cal-GETC and general education needs, Norco College risks falling behind. Riverside City College has significantly expanded its Communication Studies department; this year they added two new full-time growth positions and two additional positions are expected to be approved this year, bringing their total number of full-time faculty to 10. Moreno Valley College plans to request another FT COM position in their next program review cycle as well. Students unable to enroll in needed COM courses at Norco due to limited availability may choose to enroll in sections at RCC or MVC, or even look outside the district. The California Virtual Campus (CVC) now provides an easy pathway for students to enroll in online courses offered by other community colleges statewide. While this hasn't posed a significant enrollment concern in the past, the projected surge in demand for Oral Communication and Critical Thinking courses under Cal-GETC may shift that reality quickly. Without added full-time faculty to ensure course availability and departmental stability, Norco College may begin to lose students—not because of lack of interest, but because of lack of access.

Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.

Please add any relevant documents here.

[Communication Studies Faculty Resource Request_.pdf](#)

Instructional Summary - Complete this section for Instructional Faculty only

1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?

7

2. How many approved hires within this discipline are currently unfilled?

0

3. How many growth positions in this discipline are being requested and prioritized before this position?

0

4. Complete the calculation = (1-2-3) =

7

5. How many full-time faculty were employed in the discipline in the most recent Fall term?

4

6. Department Relative need total:

1

Faculty Hiring Resource Requests

Counseling Summary - Complete this section for Counseling Faculty only

1. The number of students for the most recent Fall term relevant to your program.
2. How many full-time faculty are in your discipline, including retiring faculty?
3. How many growth positions in this discipline are being requested and prioritized before this position?
4. Calculation: $(2) + (3) =$
5. Please provide a state-mandated or institutional set student per faculty target ratio.
6. Complete the calculation using the above questions $[(1)-(5) \times (4)] / (5) =$
7. Relevant Need: $(6/4) =$

Library Summary- Complete this section for Library Faculty only

1. The number of FTES for the most recent Fall term.
2. How many full-time faculty are in your discipline, including retiring faculty?
3. How many growth positions in this discipline are being requested and prioritized before this position?
4. Calculation: $(2) + (3) =$
5. The state-mandated or institutional set FTE per faculty ratio.
6. Complete the calculation using the above questions $[(1)-(5) \times (4)] / (5) =$
7. Relevant Need: $(6/4) =$

Submit

Ready to Submit?

Yes

For Administrative Use Only

Funding Status

APC Ranking

Notes

Program Review Reflections

What would make program review meaningful and relevant for your unit?

- a. Here at Communication Studies, Norco, we would love feedback about our program review. If you see areas that need improvement, we would value your input on what can be improved and any tips on making needed improvements.
- b. We would value recommendations for resources connected to our plans, goals, and needs.
 - i. If feedback led us to discover other units at Norco who are working on similar projects that would help expedite internal collaboration.
 - ii. If feedback could link us to external resources (articles, organizations, best practices) that might support our efforts related to identified plans, goals, and/or needs that would help us to access key support.

What questions do we need to ask to understand your program plans, goals, needs?

Current program review questions are sufficient.

What types of data do you need to support your program plans, goals, needs?

- a. Updated Contact information distributed to the COM discipline each semester for ease of identifying ADT COM majors and sending and receiving messages.
- b. Individual student progress reports showing course completion, unmet requirements, projected graduation semester, and expected transfer institution.
- c. COM ADT links to Transfer Center to access specific career and transfer pathways.
- d. Course fill rates with each modality implemented (e.g., EduNav) to document student access to COM class available.
- e. We need data to demonstrate the EduNav, or other program used in the future, is giving students' access to see COM classes for registration and pathway guidance in completing COM ADT.
- f. Data about student "home college".

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes

2025 Update

Program Review Reflections

What would make program review meaningful and relevant for your unit?

What questions do we need to ask to understand your program plans, goals, needs?

What types of data do you need to support your program plans, goals, needs?

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes

Program Review Reflections

What would make program review meaningful and relevant for your unit?

As we wrap up 2025/2026 before our Comprehensive Program Review, we are overall happy with the trajectory of the discipline. We have settled with our new two Full-time transfer faculty to make a complete discipline of four. Ms. Sara Nafzgar has been elected as new Assistant Chair of the Communication/Humanities and Languages Department and has been doing an amazing job at leading our discipline in this new capacity. Dr. Jude Whitton has served Norco College as the Norco Assessment Co-Chair which has been a tremendous help to our assessment projects. Ms. Ana-Marie Olaerts has been the anchor to our discipline and continues to work on DEIA activities and Dr. Estrella Romero has found a special interest in participating in HSI activities/FLEX and mentorship. Overall, we have found a good rhythm to expand and grow our discipline.

We will continue to monitor enrollment trends in consideration of our faculty resource request. With COMM-C1000 (Public Speaking) now being a required course for all college students, we anticipate there will be a newer wave of students requesting these courses and we may need more faculty to fill those requests. In 2025 we put in a request for a new FT faculty request for consideration in HPC. However, we rescinded our request based on enrollment trends. Our counterparts at MVC and RCC have both hired new Full-time faculty this year and we expect we will grow as well.

There are still several courses that we are awaiting CCN and CalGETC updates that may impact our course offerings and enrollment. These have continued to be revised over the past couple of years and we are patiently waiting to see what the state has approved. The discipline feels a bit "in limbo" as we await the curriculum updates from the State. However, we continue to press on with providing the best instruction and resources for our students and look forward to the next five year cycle.

What questions do we need to ask to understand your program plans, goals, needs?

Questions that should be on the radar of Deans/VPs would be:

1. What does enrollment look like for COMM C-1000 in the past year vs upcoming year?
2. What upcoming and continued changes to CalGETC will impact Communication Studies?

What types of data do you need to support your program plans, goals, needs?

Enrollment trend data will be very critical for us in the upcoming years as we prepare for the wave of students needing COM C-1000 (public speaking) to ensure we are fully staffed to meet enrollment demands.

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes