

De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name:** Communication Studies
2. **Name of individual(s) completing the form:** Stephanie Anderson (in collaboration with the COMM department)
3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

The Communication Department actively addressed the temporary equity gaps for Black, Latinx, Pacific Islander, and Foster Youth students, as highlighted in the Comprehensive Program Review by RAPP. While recognizing external challenges such as AB 798, the department has focused on data analysis, partnerships with equity-focused groups, faculty professional development, advocacy for dedicated counseling support, and targeted outreach through specialized cohort sections. These efforts, including Umoja, FYE, IMPACT AAPI, PRIDE, and Social Justice cohorts, have been vital in improving retention and success for marginalized students. The RAPP team commended the department's comprehensive and mission-aligned approach, despite staffing challenges that have limited the implementation of equity initiatives.

Last year, RAPP recommended including information on how the lack of a replacement full-time hire affected disproportionately impacted students. These are the impacts:

1. **Lack of Continuity and Stability:** Full-time faculty account for only 31.2% of total FTEF. Part-time faculty carry 49–57% of the program's instructional load across the measured years. Overload accounts for 16–19% of the department's FTEF. The program has been structurally dependent on part-time and overload staffing for the majority of its schedule. This instability increases when a full-time position is unfilled. We rely heavily on part-time instructors yet have experienced high turnover and reduction of load. This results in less continuity and consistency in instructional quality as well as missed opportunities for instructors to mentor students. This further reduces stability for students in most need of consistent support.
2. **Reduced Access to Individualized Attention:** There are currently fewer full-time faculty available to provide one-on-one mentoring and guidance to disproportionately impacted students. This individualized attention is crucial for their academic success. In our department, FTES increased 11.2% (489 - 544), and WSCH increased 13.1% (7,291 - 8,247) over five years, despite minor fluctuations in headcount even as full-time load remained nearly flat at 5.9 FTEF. The department continues to grow in instructional demand but has not received a proportional increase in FT faculty support.

Commented [SK1]: I would bullet this out and add specifics with sections/students impacted.

Commented [SK2R1]: I would show a direct correlation with what RAPP recommended and what specific actions the department took to address it.

Commented [SK3R1]: So things like curriculums updates, trainings, scheduling changes to address student needs. Then how they were assessed and follow ups.

Commented [SA4R1]: @Shagun Kaur we included that info in the document we submitted last year. They didn't have any feedback for us besides that it was clear. We bulleted each item out and explained what we did to address it. They gave us the thumbs up, so I don't think it is necessary to copy and paste that again.

3. **High-Enrollment Gateway and Transfer Courses:** COMM 1, COMM 10, and COMM 15 routinely fill and are part of GE, CSU/UC transfer, and pathway requirements. Disproportionately impacted students need these courses to transfer. Annual census enrollments remain high (4,900 students per year) despite district-wide declines. A stable full-time faculty is needed to maintain quality, alignment, articulation, and consistency in these high-impact courses.

4. **High Representation of Disproportionately Impacted Students Requires Instructional Stability:** Although our student success rates for disproportionately impacted students have improved over the past five years, disparities still persist.

a. Disproportionately impacted students' success rates:

i. Latinx: **77%**

ii. African American: **82%**

iii. Pacific Islander: **78%**

b. Compared to:

i. Asian: **89%**

ii. White: **87%**

These gaps require sustained equity work, consistent faculty leadership, and stable instructional assignments better supported by full-time faculty.

5. **Equity-Centered Cohort and Program Work Requires Full-Time Leadership:** The department supports Umoja, FYE, IMPACT AAPI, Pride, Social Justice cohort pathways, and ZTC/OER expansion across multiple sections. This work includes:

a. curriculum updates

b. assessment cycles

c. coordination with multiple learning communities

d. ZTC compliance and adoption

e. transfer/GE alignment

These ongoing initiatives require sustained leadership and continuity that cannot be fully managed with part-time turnover.

6. **Restoring the Full-Time Line Strengthens Program Stability, Growth, and Student Success:** The loss of a full-time position has reduced the department's capacity for long-term planning, curriculum leadership, and consistent involvement in key institutional initiatives. RAPP previously acknowledged this impact in the last program review and recommended revisiting the request. The data indicates that the department's instructional scale, equity profile, and program responsibilities now exceed the capacity of its current full-time faculty headcount.

Overall, insufficient full-time faculty staffing can exacerbate existing inequities, making it harder for disproportionately impacted students to succeed academically and persist through their programs.

In our previous program review, RAPP clearly recognized the impact that the loss of a full-time faculty member has had on our college. They also recommended that this request be reviewed again in the next cycle. We appreciate their acknowledgment and look forward to the fulfillment of this request in the future.

**4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).**

Our enrollment continues to grow and has reached its highest level since the 2020–2021 academic year. Similarly, our student success rates have been at their strongest point since that time. Despite operating with one fewer full-time faculty, our department is working diligently to accommodate the increased number of students and to further enhance student success.

The department has achieved these outcomes while concurrently managing curriculum updates mandated by the Common Course Numbering (CCN) system and the California General Education Transfer Curriculum (CalGETC). Through the CCN process, we successfully transitioned our COMM 1 course to COMM C1000. At present, eight of our courses have received CalGETC approval (COMM C1000, COMM C1000H, COMM 7, COMM 7H, COMM 9, COMM 9H, COMM 10, and COMM 10H), with additional courses expected to gain approval as we continue aligning our curriculum with CCN templates. While the department has experienced a steady increase in enrollment since the 2021–2022 academic year, we anticipate continued strong enrollment as more courses complete the CCN and CalGETC approval processes. This sustained expansion underscores the department’s ongoing need for an additional full-time faculty appointment.

Commented [BG5]: Can delete this. It's enough to say "one fewer full-time faculty".

Commented [BG6]: Since we're moving towards basic aid, maybe we soften this from "growth" to "continued strong enrollment"?

Commented [SA7R6]: @Brandon Gainer I wasn't sure if growth was needed to help persuade for a new FT hire. Can change to continued strong enrollment

**5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).**

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
New Courses	Although we added one new course this year (COMM 20), our department aims to	The COMM Department	The COMM Department	We were unable to begin the development of a new course due to the absence of an	This year, the department will revise six courses as part of the Common Course Numbering	Upon reviewing the Common Course Numbering (CCN) template for Argumentation and

	build more robust course offerings. These courses will increase relevance for AA and Certificate pathways			additional full-time faculty. Designing a new course requires substantial time and leadership from faculty, yet our current team is already operating at full capacity. Faculty are stretched thin managing course outline revisions for the Common Course Numbering (CCN) initiative alongside other critical departmental, college, and state responsibilities and initiatives.	(CCN) process (COMM 7, COMM 7H, COMM 9, COMM 9H, COMM 16, and COMM 16H). As a result, our full-time faculty will need to focus their time and effort on these required revisions, limiting the capacity to develop new courses during this period.	Debate, we determined that it closely aligns with our existing COMM 9 course, particularly given the new 5,000-word writing requirement . Consequently, COMM 9 and COMM 9H will adopt the Argumentation and Debate CCN template. In addition, because this template also somewhat aligns with the structure and objectives of our current COMM 8 and COMM 8H courses, we plan to develop a new course to replace those offerings.
Create COMM	Create ZTC resources	Shagun Kaur, Stephanie	LibreText	We have established detailed	The department conducts	No changes have been made to

ZTC Pathway	for each specific COMM class that we offer at De Anza	Anderson, Nick Chivers, Brandon Gainer, Alex Kramer, Russell Hong, David Hamilton, Joel Sakakihara, Nicole Stibbard, Royce Cano, Anya Iyengar, Nancy Park	ASCCC Open Educational Resources Initiative	project timelines and have remained on schedule. All textbooks are projected to be completed by Spring 2026.	weekly check-ins to monitor the progress of our Open Educational Resources (OER) textbook development.	this goal. We are projected to complete this initiative by Spring 2026.
Working Professionals CTE	Create a COMM CTE for Working professionals	The COMM Department	Local Companies	The lack of an additional full-time faculty has left us unable to move this initiative forward, as all full-time faculty are stretched across current state, college, and district initiatives and projects.	While the department remains committed to pursuing this goal, limited staffing prevents us from allocating the time and attention it requires.	We plan to pursue this goal once an additional full-time faculty member has been hired.

**6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.**

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Dual Enrollment	We would like to begin offering dual enrollment classes.	Stephanie Anderson	Vice President of Instruction Ram Subramaniam	Establish a schedule of regular check-ins with essential personnel to facilitate and sustain momentum on this initiative.	The department anticipates achieving this goal when dual enrollment courses become part of our regular offerings.

Commented [BG8]: Is it that "we'd like to scale" or "we would like to begin offering". 'scale' can sometimes have the implication that we have an existing program here but want to increase the number.

Right now we have nothing and little capacity to do that because of..well, everything we've mentioned thus far.

**7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?**

Following the resignation of a full-time faculty member in the summer of 2024, we submitted a request to fill the vacancy. Unfortunately, this request was not approved. The absence of an additional full-time hire has placed considerable strain on the department. Our full-time faculty load in 2020-2021 was 5.8. In 2024-2025, it decreased to 3.9. Part-time faculty workload has increased by 52.8%, reaching its highest level in over five years. In contrast, full-time faculty workload stands at 19.7%. Even though full-time faculty overloads consistently exceed 21%, this is the lowest our full-time faculty workload has been in more than five years. We only have one full-time faculty on 100% release time. This data indicates that part-time faculty are absorbing a significant portion of the workload previously managed by full-time faculty.

Over the past several years, our department has hired more than ten new part-time faculty to address increasing enrollment demands. Unfortunately, many of these instructors have divided their time across multiple institutions and ultimately chose to continue teaching at colleges offering higher compensation. This turnover has contributed to ongoing instability within the department.

Commented [BG9]: If you give me a time range, we can look at the exact number that we hired and which ones remain. Off the top of my head, there's been..

Chloe, Sabrina, Ruth, Laureen, Nancy, Lucas, Rahmon, Jennifer Senchea, Nicole, Kate

Rahmon doesn't teach with us anymore due to his work at EVC scaling up.

Lucas fell off the map and just never came back.

Jennifer moved out of state and left shortly after.

Kate is no longer teaching with us.

Chloe seems to be in high demand so her schedule's limited, as are Nancy & Ruth.

I want to say we began this hiring push in earnest during 2023.

Add to this. . we have one or two PT faculty that are (supposedly) pretty close to retirement.

Commented [SA10R9]: @Brandon Gainer I think since spring 2023 we have hired 10 new pt instructors.

Additionally, this situation has significantly impeded our ability to achieve the goals set forth last year. Full-time faculty are tasked with teaching their customary overloads while also navigating complex initiatives such as CalGETC and Common Course Numbering (CCN). Over the past three years, we have revised **twenty-four** course outlines. Beyond instructional responsibilities, full-time faculty actively participate in shared governance and serve on both college and state committees:

- Stephanie Anderson:
  - Department Chair
  - Academic Senate Representative for Technology Committee
  - At Large Tenure Committee Member
  - Department SLO Coordinator
  - PRIDE Learning Community Instructor
  - Social Justice Cohort Instructor
  - COMM Department Lead for Partners in Learning Initiative
  - COMM 20 OER Author
  - COMM 15 OER Author
- Nick Chivers:
  - COMM 7 OER Author
  - COMM 16 OER Author
  - At Large Tenure Committee Member
  - Mentor for De Anza Faculty Mentoring Program
- Brandon Gainer:
  - Department Scheduler
  - FA Assistant Negotiations Team
  - Technology Committee
- Russell Hong:
  - FYE Learning Community Instructor
  - Umoja Learning Community Instructor
  - IMPACT AAPI Learning Community Instructor
  - COMM C1000 OER Author
- Shagun Kaur:
  - Statewide and College ZTC/OER work
    - Collaborates with ASCCC OERI, CCCCO, statewide CoPs, AI Fellows, and platform partners like LibreTexts and ADAPT
    - Manages all ZTC grants, author teams, accessibility reviews, and publication timelines while maintaining XB12, ZTC tagging, reimbursement, and tracking systems in coordination with ITS, ETS, Online Ed, and the AVPI
  - Academic Senate Vice President
  - College Council
  - APM
  - Tri-chairs the College Budget Advisory Committee
  - Co-lead the faculty mentoring program with Sal Breiter
  - COMM 70 OER Author

Commented [BG11]: Yes, we do it for the money. But I wonder if we could strengthen this by adding something about how us doing overloads makes up for the inconsistency in PT faculty? Like a "hey, we actually did try to hire more PT faculty to spread out things and look at where that got us".

Commented [SA12R11]: I agree we can add that here. Not sure if you have ideas how to word it.

Commented [BG13R11]: Hmm.. alternatively, we can just leave out "While full time faculty continue to teach overloads" and just begin with "Full time faculty are tasked with. . ."

Commented [BG14]: Wonder if it helps to be precise here to indicate the level of activity. Senate is a pretty large commitment.

I don't know if the OER project counts as 'shared governance', but it is a large scale initiative that most of the department is involved in.

Commented [SA15R14]: I can include specifics if everyone lets me know what specifically they are doing.

Commented [BG16R14]: Off the top of my head:

Brandon: FA negotiations  
 Stephanie: Pride & Social Justice Cohort  
 Russell: FYE, Umoja Cohorts  
 Shagun: OERI, Academic Senate, Campus ZTC Initiatives  
 Nick: Equity Action Council still a thing?  
 Alex: Tenure Review Committee member  
 Anu: Even on return to faculty, doing work supporting various district level initiatives.

A few of us have served on hiring committees as well over the last few years. I was on the FT librarian one which stretched longer than we thought. Shagun's been on some administrative hiring committees.

Other folks free free to add if I missed anything.

Commented [17R14]: I'll reach out to the group. There are a few other things that I do, so I want to make sure nothing gets overlooked.

- Anu Khanna:
  - Previous Interim Vice Chancellor of Organizational Effectiveness and Engagement
  - Regularly engages in work supporting various district level initiatives
- Alex Kramer:
  - At Large Member for Several Tenure Committees
  - COMM 8 OER Author
  - COMM 9 OER Author

Currently, the department is managing a workload originally intended for a larger team, which is unsustainable. With responsibilities spread across numerous initiatives, faculty have limited capacity to dedicate adequate time and attention to student support and success.

**8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.**

The department’s foremost priority has consistently been to equitably serve our disproportionately impacted students. We conduct annual analyses of aggregated data to identify opportunities for enhancing student support, which has contributed to sustained high student success rates.

However, this unwavering commitment to student equity has placed considerable strain on our faculty. While prioritizing the well-being of our students, faculty have often neglected their own fundamental needs, resulting in widespread burnout. In striving to uphold equity for our students, we have inadvertently created inequitable conditions for our faculty due to the unsustainable workload demands.

Disproportionately impacted students rely heavily on consistent, personalized support to navigate academic challenges and achieve success. Full-time faculty play a critical role in providing this level of engagement through regular office hours, timely feedback, mentoring, and participation in equity-focused initiatives.

When there are insufficient full-time faculty, the department’s capacity to offer this essential support diminishes. Part-time faculty, who often have limited availability and less institutional integration, cannot fully substitute this level of engagement. As a result, disproportionately impacted students may experience reduced access to academic guidance, fewer mentorship opportunities, and delayed responses to their needs. This will exacerbate existing inequities and hinder their academic progress and overall success.

We cannot effectively support our students without first ensuring the well-being and capacity of our faculty; if burnout persists, students will inevitably bear the consequences. Additionally, high turnover among part-time faculty contributes to instability within the department, limiting

Commented [BG18]: Very well-worded.

Commented [SK19R18]: Agreed.

students' access to consistent mentorship and support, including letters of recommendation. When instructors are overextended, students experience the impact firsthand, as time previously dedicated to timely grade reporting and communication is diverted to other essential responsibilities undertaken by full-time faculty.

In summary, the department is experiencing increased student enrollment alongside a reduction in full-time faculty to adequately support them. Given the current political climate and the high cost of living, our students' needs are increasing while our faculties' capacity is decreasing. This decrease is due to understaffing resulting in prolonged burnout within the department. The sustained success and long-term viability of our department depend on the hiring of a replacement full-time faculty.

**9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.**

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome (SLO, AUO, SSLO)	COMM 15: SLO 2 - Apply a range of group communication models and theories to effectively solve problems and make decisions in a group setting
Method of Assessment of Learning Outcome (please elaborate)	<p>Students work in small groups and select one current policy, law, or system that negatively impacts a specific group of people. From there, they create a persuasive speech that discusses the following main points:</p> <ol style="list-style-type: none"> <li>1. Each group begins by providing the history of the policy, law, or system.</li> <li>2. From there, they explain how it impacts the specific group of people.</li> <li>3. They are then tasked with creating a new policy, law, or system that will help the group of people.</li> <li>4. The group then describes what the world would look like with their policy, law, or system in place.</li> <li>5. Lastly, they tell the audience how they can take action.</li> </ol>
Summary of Assessment Results	<ul style="list-style-type: none"> <li>• Number of students exceeding expectations: 5</li> <li>• Number of students meeting expectations: 19</li> <li>• Number of students approaching expectations: 2</li> <li>• Number of students who do not meet this outcome: 0</li> <li>• N/A Not Applicable (withdrew, absent, ...): 0</li> </ul>

Reflection on Results	Since students work in groups for this assignment, there is overall a higher success rate. Although students apply a range of group communication models and theories to effectively solve problems and make decisions in groups while engaging in this assignment, the students are not explicit about which models and theories they are utilizing. They learn about various models and theories throughout the course, and they are expected to demonstrate them in this assignment. The students do a nice job demonstrating these models and theories, but it is important for them to also be able to explicitly name which models and theories they are displaying.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	In the future, I would like to create a final reflection essay for this class. Students will choose 3 different models or theories that we explored in our class, and then state which assignments explored the specific models and theories they chose to write about for the reflection. I hope this will help students better remember the specific names of the theories and models we use in class.

**Please email this form to your dean/manager.**

10. Dean Manager Comments:

*The Communication Studies Department continues to demonstrate a strong commitment to equity and student success, particularly through its partnerships with multiple learning communities and its attention to the needs of disproportionately impacted students. The department's progress in aligning curriculum with CCN and CalGETC requirements (while maintaining high enrollment and success rates) is commendable, especially given limited full-time staffing.*

*At the same time, the review clearly illustrates the strain created by the unfilled full-time faculty line and the significant responsibilities placed on current faculty. The department's instructional scale, equity-focused initiatives, and high-impact transfer courses require stable leadership and consistent faculty presence. I support the department's request for restoring a full-time faculty position and appreciate its sustained efforts to serve students through thoughtful curriculum design, OER expansion, and wide-ranging institutional contributions.*

11. Vice President/Associate Vice President Comments:

The Communication Studies Department continues to demonstrate strong instructional leadership, equity-centered practice, and sustained enrollment growth, even while operating with reduced full-time faculty capacity. The department's success in improving outcomes for disproportionately impacted students through Umoja, FYE, IMPACT AAPI, PRIDE, and Social Justice cohorts reflects a deep commitment to inclusive teaching and student support. Significant progress on Common Course Numbering and CalGETC alignment ensures

continued transfer access for thousands of students annually. However, the loss of a full-time faculty line has placed unsustainable strain on the department and limits long-term curriculum development and equity initiatives.

