# College of Alameda

## Annual Program Update

*Supplemental/Revised* **Template 2015-2016**

## I.    Overview

| | | | |
|---|---|---|---|
| BI Download: | October 2015 | Dept. Chair: | Jennifer Fowler |
| Subject/Discipline: | Communication | Dean: | Myron Jordan |
| Campus: | College of Alameda | | |
| Mission Statement | Communication is fundamental to all human endeavors.  The Communication discipline examines how people use messages to generate meaning within and across all kinds of contexts, cultures, channels, and media.<br><br>The program explores communication theory, oral and written communication fundamentals within a variety of contexts from intimate relationships to public address. It seeks to investigate and understand contemporary media, along with the many ways communication shapes the essential skills applicable to occupational, educational, and non-profit environments.<br><br>The Communication Department offers an AA-T Associate of Arts Degree in Communication. | | |

## II.    Enrollment –

| Course | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |
|---|---|---|---|---|---|---|---|---|---|
| COMM 1A - INTRO TO SPEECH | | 132 | 93 | 35 | 170 | 128 | 26 | 174 | 78 |
| COMM 20 - INTERPERS.COMM SKLS | 69 | 78 | 148 | 70 | 104 | 122 | 67 | 156 | 193 |
| COMM 2A - FUND/ORAL INTERP/LIT | | | 22 | | 31 | | | | |
| COMM 4 - GROUP DISCUSSION | | 46 | 37 | | | | | | |
| COMM 44 - ARGUMENTATION | | | 31 | | | 37 | | | |
| COMM 45 - PUBLIC SPEAKING | 40 | 155 | 263 | 47 | 213 | 271 | 46 | 161 | 239 |
| COMM 5 - PERSUATION/CRIT THNK | | 45 | 42 | | 43 | 39 | | 20 | 21 |
| **Grand Total** | **109** | **456** | **636** | **152** | **561** | **597** | **139** | **511** | **531** |

## III.    Student Success–

| Success% | Term ▼ | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |
| Total | 80.19% | 70.70% | 78.39% | 87.33% | 77.32% | 83.89% | 84.06% | 67.06% | 74.38% |

*IV.* **Faculty** –

**Fall`14  Alameda**

| SUB | SECT | CENSUS | ENRL | FTES RESD | FTES NONR | FTES TOTL | FTEF CONT | FTEF EXSV | FTEF TEMP | FTEF TOTL | PROD |
|-----|------|--------|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------|
| COMM | 12 | 511 | 507 | 48.33 | 2.91 | 51.23 | 0.00 | 0.00 | 2.40 | 2.40 | 21.35 |

**Spring`15  Alameda**

| SUB | SECT | CENSUS | ENRL | FTES RESD | FTES NONR | FTES TOTL | FTEF CONT | FTEF EXSV | FTEF TEMP | FTEF TOTL | PROD |
|-----|------|--------|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------|
| COMM | 13 | 531 | 528 | 52.30 | 2.90 | 55.20 | 0.00 | 0.00 | 2.60 | 2.60 | 21.23 |

## V.  Qualitative Assessments

| | |
|---|---|
| **CTE and Vocational**:  Community and labor market relevance.  Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | The program is looking to expand to meet this need. Effective communication skills are vital to the development of the regional and national labor market. |
| **Transfer and Basic Skills:**  Describe how your course offerings address transfer, basic skills, and program completion. | The department offers an AA and AA-T degree in Communication, including several courses that are UC and CSU transferable. Nine of our classes fulfill different areas of the CSU General Education/Breadth Requirements (COMM 1A, 2A, 2B, 4, 5, 6, 19, 20, and 45). COMM 20 – Interpersonal Communication Skills is an especially popular transfer course since it is required for competitive Nursing and Radiology programs across the country. |

## VI. Course SLOs and Assessment

| | Fall 2015 |
|---|---|
| Number of active courses in your discipline | 11 |
| Number with SLOs | 10 |
| % SLOs/Active Courses | 91% |
| Number of courses with SLOs that have been assessed | Only four courses have SLO's that have been assessed because we have only been teaching the same four classes consistently on a regular basis over the past few years. The department is offering more courses on the schedule in Spring 2016 that have not been offered in 3+ years. Once those courses are held, they will be assessed. |
| % Assessed/SLOs | 50% (based on the courses that have consistently been offered over the last 3 years). |

Describe types of assessment methods you are using

The COMM Department uses student essays and reflective papers to assess SLO's.

Describe results of your SLO assessment progress

All of the SLO's assessed have been met with 70%+ students meeting each outcome.

Describe how assessment results and reflection on those results have led to improvements.

Assessment results indicate COMM students are meeting the required outcomes set by the department. While most of our classes are in the 80% range, there is room for improvement to get closer to 100%. We are currently planning on new assignments, teaching strategies, and technologies to help increase our numbers closer to 100%. We are also offering more classes this Spring 2016 than we have previously offered before to increase the breadth of our course offerings.

## VII. Program Learning Outcomes and Assessment

| | Fall 2015 |
|---|---|
| Number of degrees and certificates in your discipline | 1 |
| Number with Program Learning Outcomes | 1 |
| Number assessed | 0 |
| % Assessed | 0 |

Describe assessment methods you are using

The data from our course level SLO assessment suggest that we are also meeting our Program Learning Outcomes, which are intimately intertwined with our SLO's.

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

Our department is currently in the process of interviewing for a full-time tenure track instructor. Once a full time instructor is in place, PLO's will be able to be effectively assessed.

**VIII. Prioritized Resource Requests Summary**

College: ___College of Alameda_____

Discipline, Department or Program:  _Communication_____

Contact Person:  ___Jennifer Fowler, Department Chair_____

Date:  ___11/9/2015_____

| Resource Category | Description | Priority Ranking (1 – 5, etc.) | Estimated Cost | Justification (page # in the program review narrative report) | District-College Goal & Institutional Learning Outcome |
|---|---|---|---|---|---|
| Human Resources: Faculty | We need a second full-time communication instructor if we want to grow our department in the future. Although we are currently in the process of hiring a full-time instructor right now, a second full-time instructor will be necessary in the future to meet the future goals of the program. We enroll over 500 students every semester and constantly have full classes during Winter and Summer sessions. During Fall 2015, all of our sections except one were full on the first day of classes with waitlists. Our productivity is strong (above 21) every semester even though we are entirely made up of adjunct instructors. A second full-time instructor that specializes in oral interpretation of literature and debate would us expand course offerings to offer all the courses in the AA-T degree program we have. | 1 | $85,000 | N/A. Our program review is scheduled for the 2016-2017 academic year. | E.4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes. |
| Human Resources: Classified | | | | | |
| Human Resources: Student Workers | We would like to hire a student worker to help develop a student learning community. My goal is to create a speech center on campus where students from all disciplines can get help preparing for job interviews and oral presentations in their classes. A student worker | 3 | $10.00/hour or commensurate student worker wage. | N/A. Our program review is scheduled for the 2016-2017 academic year. | E.4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance |

| | | | | | |
|---|---|---|---|---|---|
| | would be crucial in developing such a speech center and helping to provide peers in the learning community with communication skill feedback. | | | | student learning outcomes. |
| **Technology** | **More smart classrooms for the college. Some of our faculty requesting smart classrooms do not get them. We are told to reschedule our classes to times where more smart classrooms are available, however that is not supporting a student centered learning environment where we are offering classes that accommodate student needs. If students are to learn how to use technology to deliver effective presentations in the 20<sup>th</sup> century and be competitive in the workforce, we need the technology to train them to do so.** | **2** | **$10,000** | **N/A. Our program review is scheduled for the 2016-2017 academic year.** | **E.4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.** |
| **Equipment** | | | | | |
| **Supplies** | | | | | |
| **Facilities** | | | | | |
| **Professional Development** | | | | | |
| **Other (specify)** | | | | | |

**IX. Alignment of Goals Template**

College: ____College of Alameda_____

Discipline, Department or Program: _____Communication_____

Contact Person: _____Jennifer Fowler, Department Chair_____

Date: ____11/9/2015_____

| Discipline, Department or Program Goal | Institutional Learning Outcome | PCCD-College Goal and Institutional Objective |
|---|---|---|
| 1. Build greater competence in interpersonal, group, and public communication. | Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions. | A: Advance Student Access, Equity, and Success |
| 2. Improve personal and professional relationships. | Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity. | A: Advance Student Access, Equity, and Success |
| 3. Express ideas and viewpoints with greater clarity. | Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments. | A: Advance Student Access, Equity, and Success |
| 4. Develop conflict management and leadership skills. | Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement. | A: Advance Student Access, Equity, and Success |
| 5. Analyze and adapt to diverse audiences. | Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions. | A: Advance Student Access, Equity, and Success |
| 6. Make effective communication choices in daily interactions. | Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement. | A: Advance Student Access, Equity, and Success |
| 7. | | |
| 8. | | |

**College of Alameda**

## MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

## VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

## VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

### Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

# District-College Strategic Goals & Institutional Objectives

**Strategic Focus:** Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

| Strategic Goals | |
|---|---|
| **A: Advance Student Access, Equity, and Success** | **A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.<br>**A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.<br>**A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.<br>**A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus. |
| **B: Engage and Leverage Partners** | **B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships.<br>**B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses. |
| **C: Build Programs of Distinction** | **C.1 Student Success:** Develop a District-wide first year experience/student success program.<br>**C.2 Student Success:** Develop an innovative student success program at each college. |
| **D: Strengthen Accountability, Innovation and Collaboration** | **D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.<br>**D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure. |