

College of Alameda



Communication Department Program Review

Fall 2016

The Comprehensive Instructional Program Review Report

1. College: College of Alameda

Discipline, Department or Program: Communication

Date: 10/13/16

Members of the Comprehensive Instructional Program Review Team: Jennifer Fowler

Members of the Validation Team:

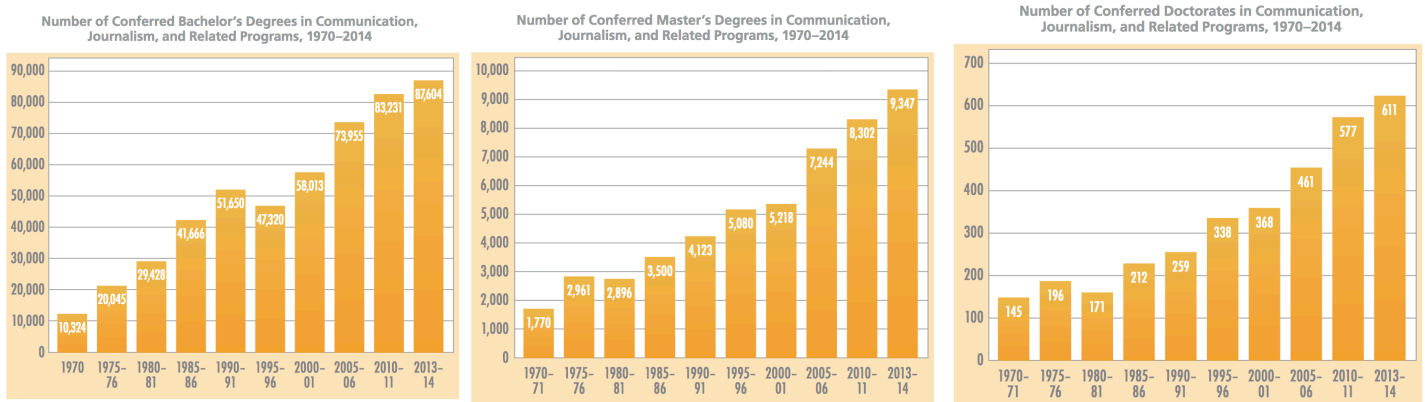
2. Narrative Description of the Discipline, Department or Program:

The mission of the Communication Department is to teach students how people use messages to generate meaning in different contexts, cultures, channels, and media. Our primary goal is to help students learn why people interact the way they do while improving their own verbal and written communication skills.

The Program Learning Outcomes from the College of Alameda Communication Department prepare students to:

- *Build greater competence in interpersonal, group, and public communication.*
- *Improve personal and professional relationships.*
- *Express ideas and viewpoints with greater clarity.*
- *Develop conflict management and leadership skills.*
- *Analyze and adapt to diverse audiences.*
- *Make effective communication choices in daily interactions.*

The Associate of Arts in Communication Transfer Degree (AA-T) is designed for students planning to transfer into the Communication major. According to [data compiled](#) by The National Center for Education Statistics (NCES), the number of conferred Bachelor's, Master's, and Doctorate degrees in Communication continue to rise year after year.



The Communication Department directly supports the College of Alameda's mission, which is:

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

The courses in our department empower students to enhance their communication and intercultural competence to achieve personal and professional goals.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

All but three courses have been updated or deactivated in the past three years. A list and details about when each course will be updated within the next three years appears below:

1) COMM 002B: The Fundamentals of Oral Interpretation of Literature

- *Plan to deactivate by the end of Spring 2017.*

2) COMM 12: Organizational Communication

- *Plan to update by the end of Spring 2017.*

3) COMM 19: Survey of Mass Media

- *Plan to update by the end of Spring 2017*

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

One of our current instructors with a mass media background expressed an interest in teaching COMM19: Survey of Mass Media. The instructor and Department Chair are collaborating to update the course outline. We hope to offer the course within the next year. We also taught COMM 4: The Dynamics of Group Discussion during Spring of 2015 for the first time in several years. We plan to offer the course on a regular basis in the future to broaden current course offerings. We also hope to build interest around COMM 002A: The Fundamentals of Oral Interpretation of Literature. We tried offering COMM 002A in the Fall of 2016 but it was cancelled due to low enrollment.

- Please list your degrees and/or certificates.

Associate of Arts in Communication Studies Transfer Degree (AA-T).

- Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

COMM 1A: Introduction to Speech and COMM 20: Interpersonal Communication Skills are the only courses that offer hybrid sections where 50% or more of the course can be completed online. These are

the only two courses we are offering online. Therefore, the vast majority of the classes in our degree program have to be completed in a brick and mortar class on-campus.

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

At-a-Glance - Status Report		COLLEGE OF ALAMEDA			
COURSE ASSESSMENT					
Legend: In Progress (Not Shared) Shared (Not Reviewed) Reviewed					
Organizational Area	2015-2016 Assessment Cycle				
	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report	
College of Alameda AMS					
Full Course Listing					
COMM 1A Introduction to Speech			No Access	No Access	
COMM 20 Interpersonal Communication Skills			No Access	No Access	
COMM 4 Dynamics of Group Discussion			No Access	No Access	
COMM 44 Argumentation			No Access	No Access	
COMM 45 Public Speaking			No Access	No Access	
COMM 5 Persuasion and Critical Thinking			No Access	No Access	
COMM 6 Intercultural Communication			No Access	No Access	
SUMMARY:	0 In Progress 7 Shared 0 Reviewed 7 Total	0 In Progress 7 Shared 0 Reviewed 7 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

All instructors are required to include SLOs for each course on their syllabi. Our Department PLOs are published in the college catalog. We have plans to update our department website within the next year to include our SLOs and PLOs.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1. Offer a wider breadth of courses.

Just a few short years ago, the department was only offering the same 3 courses every semester. In order to more accurately capture our PLOs, we started offering more courses across the discipline.

Improvement 2. Hired a full-time instructor.

Communication was a department of adjunct instructors for almost two years. Now that a full-time instructor has been hired, there is leadership within the department to train and guide faculty to experiment with new teaching methods to improve SLOs.

Improvement 3. Increase in the use of teaching technologies in the classroom.

We communicated our scheduling needs to the office of instruction and increased the number of sections offered in smart classrooms. A larger number of students are now exposed to presentation technology and able to use these tools during oral presentations in COMM 1A: Introduction to Speech and COMM 45: Public Speaking in particular.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1. Increase the number of multi-section courses.

COMM 1A: Introduction to Speech, COMM 20: Interpersonal Communication Skills, and COMM 45: Public Speaking have been the only multi-section courses offered for a significant period of time. During the assessment process, it was noted that a larger sample size is needed in order to more accurately assess our under enrolled courses that only have one section (such as COMM 4: The Dynamics of Group Discussion, COMM 5: Persuasion and Critical Thinking, and COMM 44: Argumentation). Increasing the number of sections for these courses would also allow us to offer a wider range of courses to meet the diverse needs of our dynamic student population.

Plan 2. Increase the number of students completing the Associate of Arts in Communication Studies Transfer Degree (AA-T).

As stated in Plan 1, our assessment findings determined many of our courses need further growth and development to strengthen our outcomes and results. This would also help us better meet our PLOs and increase the number of students earning their Associate of Arts in Communication Studies Transfer Degree (AA-T), which ultimately supports the missions and ILOs of the college.

Plan 3. Secure funds for a department owned digital projector.

It makes it difficult for communication students to meet SLOs and get the most out of course content when they do not have access to the latest presentation tools and technology. While it was noted in Improvement 3 above that we have gotten more faculty into smart classrooms, there are still faculty and

students each semester that cannot benefit from these tools because all the rooms are scheduled during peak times.

I requested a projector be purchased last Fall 2015 from our instructional supplies budget, but my request was denied on the grounds that a projector constitutes “equipment,” not supplies. We need a department projector as a backup option when smart classrooms are not available.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

There is no significant difference in assessment results between distance education courses and face-to-face classes.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

Results are similar in each section when multiple sections are offered.








- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

The Department PLOs are mapped to the ILOs.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

The Communication Department SLOs and PLOs directly support the college ILOs. The SLOs in each course and PLOs precisely align with three ILOs illustrated in the Goal Alignment Summary below:

At-a-Glance - Participating Area Alignment					
Show Outcomes Aligned with Institutional Learning Outcomes (College of Alameda AMS)					
Participating Area: Communication (COMM) AA Summary: 3 of 5 items addressed. Selected Set: Institutional Learning Outcomes					
Legend: Mapped Measure Added					
Communication Program Learning Outcomes					
	Problem Solving Solve problems and make decisions.	Communication and Technology Technology and written and oral communication.	Creativity, reflection Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	Awareness and Diversity. Respectful interpersonal communications.	Civic Responsibility personal, civic, social and environmental responsibility.
	Problem Solving and Decision Making Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.	Technology and Communication Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	Reflection, Participation, Creativity Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	Interpersonal Skills Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.	Civic Responsibility Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.
Outcome	Build greater competence in interpersonal, group, and public communication.				
Improve personal and professional relationships.					

Express ideas and viewpoints with greater clarity.					
Develop conflict management and leadership skills.					
Analyze and adapt to diverse audiences.					
Make effective communication choices in daily interactions.					
	Problem Solving and Decision Making	Technology and Communication	Reflection, Participation, Creativity	Interpersonal Skills	Civic Responsibility
	Problem Solving Solve problems and make decisions.	Communication and Technology Technology and written and oral communication.	Creativity, reflection Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	Awareness and Diversity. Respectful interpersonal communications.	Civic Responsibility personal, civic, social and environmental responsibility.

- *Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.*
- *Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.*
- *Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.*

One of the primary functions of the Communication Department is to teach students how to solve communication problems through respectful written, oral, and interpersonal communication. This function is at the core of the ILOs above.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

Students are more involved in the learning process when faculty help them make a connection between what they are learning and how it applies to the real world. Faculty use role-plays, music, games, small group discussion, individual and group presentations, peer feedback, hands-on activities, and journaling to create a student centered learning environment.

- How has new technology been used by the discipline, department or program to improve student learning?

Faculty in any discipline should incorporate technology in their classroom, but Communication faculty have the added responsibility to model effective presentation skills with technology. Faculty in our department use video clips, images, memes, gifs, and other technologies on Moodle and in lecture presentations to engage students in the learning process. Faculty use Skype to hold additional office hours beyond what is required and technologies like YouTube and Jing to create personalized video content for classes. Lecture PowerPoints are always made available in digital format on Moodle, along with other learning resources for the course. Students are also encouraged to use their smart phones or tables during class for educational activities as appropriate.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid, and Distance Education courses?

Standards of academic integrity are clearly defined in each syllabus. Plagiarism is not tolerated in face-to-face, hybrid, or online courses. Some faculty use Turnitin to screen student work. Special consideration is also taken to create assignments that require students to reflect on their experiences with communication instead of define terms that can be Googled, which makes it significantly more difficult to plagiarize.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

Exams administered to distance education classes are the same exams used in face-to-face courses. The large majority of the assignments and essays are also the same in both formats. The only difference is that learning is primary self-directed in the online environment using digital learning tools provided by the instructor instead of a verbal instructor led face-to-face lecture.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years

TERM	SUB	SECT	ENRL CENSUS	FTES TOTL	FTEF TOTL	PROD (FTES/FTEF)	PROD CHANGE	AVG STUD/SECT
Fall 13	COMM	13	561	54.74	2.6	22.32	-	43
Fall 14	COMM	12	511	48.33	2.4	21.35	-4.54%	43
Fall 15	COMM	12	500	50	2.4	20.83	-2.50%	42

TERM	SUB	SECT	ENRL CENSUS	FTES TOTL	FTEF TOTL	PROD (FTES/FTEF)	PROD CHANGE	AVG STUD/SECT
Spring 13	COMM	17	636	66.04	3.4	19.42	-	37
Spring 14	COMM	13	597	61.65	2.6	23.71	18.09%	46
Spring 15	COMM	13	531	55.2	2.6	21.23	-11.68%	41
Spring 16	COMM	18	591	58.67	3.37	17.39	-22.08%	33

- An explanation of student demand (or lack thereof) for specific courses.

Enrollment in night classes has declined for our department over the last few years. With the increasing popularity of online courses, students working during the day may be resorting to distance education instead of night classes in pursuit of more flexible educational opportunities.

- Productivity for the discipline, department, or program compared to the college productivity rate.

- College productivity rate:

- Academic Year 2013-2014: 16.87
- Academic Year 2014-2015: 16.13
- Academic Year 2015-2016: 15.73

The Communication Department has exceeded the college productivity rate every year by a notable margin. For example during the 2015-2016 academic year, the productivity for the Communication Department was 3.38 points higher than the college productivity rate.

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

Many of our courses also transferable and meet a variety of student needs, which contributes to productivity. Additionally, faculty consistently score high on student evaluations indicating a high level of student interest and engagement in the department.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Night classes are consistently cancelled due to low enrollment. Classes on MW or TR at 8:30am and 10:00am seem to meet student demand most because those are the most productive classes. Online classes are also consistently full with waitlists.

- Recommendations and priorities.

We are partnering Oakland Unified School District to offer classes to high school students, which have been very successful. I also recommend expanding online course offerings and encouraging instructors that typically teach at night to consider morning or afternoon classes since they tend to be classes that are more popular with students.

6. Student Success:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard: 66%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F13	Alameda	COMM	1A	INTRO TO SPEECH	170	109	64.1%	42	24.7%
F13	Alameda	COMM	20	INTERPERS.COMM SKLS	104	79	76.0%	15	14.4%
F13	Alameda	COMM	2A	FUND/ORAL INTERP/LIT	31	28	90.3%	2	6.5%
F13	Alameda	COMM	45	PUBLIC SPEAKING	219	182	83.1%	29	13.2%
F13	Alameda	COMM	5	PERSUATION/CRIT THNK	43	33	76.7%	9	20.9%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S14	Alameda	COMM	1A	INTRO TO SPEECH	128	99	77.3%	21	16.4%
S14	Alameda	COMM	20	INTERPERS.COMM SKLS	122	97	79.5%	13	10.7%
S14	Alameda	COMM	44	ARGUMENTATION	37	26	70.3%	4	10.8%
S14	Alameda	COMM	45	PUBLIC SPEAKING	269	237	88.1%	25	9.3%
S14	Alameda	COMM	5	PERSUATION/CRIT THNK	39	35	89.7%	4	10.3%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F14	Alameda	COMM	1A	INTRO TO SPEECH	174	98	56.3%	62	35.6%
F14	Alameda	COMM	20	INTERPERS.COMM SKLS	155	115	74.2%	22	14.2%
F14	Alameda	COMM	45	PUBLIC SPEAKING	156	120	76.9%	32	20.5%
F14	Alameda	COMM	5	PERSUATION/CRIT THNK	20	5	25.0%	13	65.0%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S15	Alameda	COMM	1A	INTRO TO SPEECH	77	57	74.0%	14	18.2%
S15	Alameda	COMM	20	INTERPERS.COMM SKLS	192	140	72.9%	26	13.5%
S15	Alameda	COMM	45	PUBLIC SPEAKING	235	180	76.6%	36	15.3%
S15	Alameda	COMM	5	PERSUATION/CRIT THNK	21	12	57.1%	9	42.9%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	COMM	1A	INTRO TO SPEECH	187	127	67.9%	18	9.6%
F15	Alameda	COMM	20	INTERPERS.COMM SKLS	109	81	74.3%	18	16.5%
F15	Alameda	COMM	44	ARGUMENTATION	21	17	81.0%	4	19.0%
F15	Alameda	COMM	45	PUBLIC SPEAKING	232	198	85.3%	15	6.5%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S16	Alameda	COMM	1A	INTRO TO SPEECH	230	155	67.4%	19	8.3%
S16	Alameda	COMM	20	INTERPERS.COMM SKLS	109	61	56.0%	25	22.9%
S16	Alameda	COMM	4	GROUP DISCUSSION	25	18	72.0%	5	20.0%
S16	Alameda	COMM	44	ARGUMENTATION	15	11	73.3%	4	26.7%
S16	Alameda	COMM	45	PUBLIC SPEAKING	169	135	79.9%	17	10.1%
S16	Alameda	COMM	49	I/S - SPEECH	8	8	100.0%	0	0.0%
S16	Alameda	COMM	5	PERSUATION/CRIT THNK	11	8	72.7%	0	0.0%
S16	Alameda	COMM	6	INTERCULTURAL COMM	20	16	80.0%	2	10.0%

Discussion:

Overall, the Communication Department has strong course completion rates. Over the past three years, 26 out of 31 sections exceeded the course completion rates for the college, some courses by as much as 20%.

There is always room for improvement. There were talks about the college implementing an early alert system for at-risk students. This initiative would certainly help the department improve our course completion rates in the sections that did not meet the college standard.

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

College course completion standard: N/A

The Communication Department does not offer 100% online distance education courses.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

There are no significant differences in course completion rates between face-to-face and hybrid courses we offer.

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard: 47%

Discipline, department, or program retention rates

Year 1 (2013-2014). 84.76%

Year 2 (2014-2015). 86.53%

Year 3 (2015-2016). 79.42%

Discussion:

The Communication Department’s retention percentage over the last three years averages at 83.57%. This exceeds this college retention standard by a 36% margin.

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

A tenure track instructor was hired to provide the department with full-time leadership. Over the next three years the full-time instructor plans to grow the department by offering more courses and sustaining the partnerships created with the local high schools, Girls Inc. of the Island City, and the League of Women Voters of Alameda.

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

We created a Communication Department Facebook page to assist in outreach to raise awareness about our classes and degree program. We hope the page will increase the department's visibility and help with retention, which will increase the number of degrees and certificates awarded.

Number of Communication Degrees and Certificates Awarded:

- 2014: 7 AA Degrees, 0 Certificates
- 2015: 7 AA Degrees, 0 Certificates
- 2016: 5 AA Degrees, 0 Certificates

Over the next three years we will continue to participate in campus and community events to recruit students and build a community around our Communication majors.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Fall '16 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
COMM	14	602	600	54.20	6.00	60.20	0.93	0.07	1.80	2.80	21.50 <input type="checkbox"/>

Full-time faculty headcount _____ 1 _____

Part-time faculty headcount _____ 5 _____

Total FTEF faculty for the discipline, department, or program _____ 2.80 _____

Full-time/part-time faculty ratio _____ 1 full-time instructor to 5 part-time instructors _____

Classified staff headcount _____ 0 _____

- Describe your current utilization of facilities and equipment.

Our faculty utilize smart classrooms when available. However they are not always available during peak times when faculty need them.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

We just hired a full-time Communication instructor earlier this year. We eventually want to add a second instructor once the department is expanded further. The department also needs student worker(s) to help with the administration and tasks associated with our yearly high school scholarship speech program.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

It is vital that the COMM/HUM/PHIL cluster have its own dedicated projector when faculty are not scheduled in a smart classroom. We tried purchasing one with our instructional supply budget last year, but the request was denied on the basis that the purchase was over \$200 and that a project was equipment and not supplies. We are doing our students a disservice when they do not have access to use and practice with the latest presentation technology. Students that know how to use presentation technology effectively are more marketable in the workforce. When students do not have access to these tools, it is also difficult for them to meet SLOs, PLOs and ILOs that reference the use and importance of technology.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

The department needs a space on campus for a dedicated speech lab. The speech lab would be a space to provide COA students with individualized communication coaching for class presentations, extra curricular speaking engagements, or job interviews. The lab would also be available to faculty or members of the local community seeking presentation and communication skills training.

The room would not need to be large. A small sized conference room would suit our needs.

- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Many of our part-time instructors regularly participate in flex days and our semiannual department meetings.

There is one full time instructor in the department. Jennifer Fowler that has participated in the following committees:

- *Department Chair*
- *Technology Committee*
- *Academic Senate*
- *Community Change and Urban Leadership Initiative*

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Jennifer Fowler and Shirley Brownfox partnered with the League of Women Voters of Alameda and Girls Inc. of the Island City to host the first inaugural civics debate scholarship program. Students enrolled in the program were coached by Jennifer Fowler and Shirley Brownfox for several months. The winning debates won \$1500 in scholarships and earned one-unit of Communication credit for their participation in the program.

Jennifer Fowler also participated in the Fall 2016 Workshop Series hosted by the COA Student Activities & Campus Life department. She conducted a workshop for students on how to deliver more engaging and effective oral presentations.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty are included in semiannual flex days, monthly division meetings, and semiannual department meetings. Adjunct faculty participate in the selection of department goals in our department meetings. Adjunct faculty also participate in the updating of course outlines, provide input for APUs/Program Reviews, and make decisions regarding how department supply funds are spent.

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

Instructors need ongoing training to address the ever-changing, diverse composition of our student population and learning needs. Some of the trainings needing include, but are not limited to: supporting veteran students, LGBTQ students, students struggling with emotional, physical, or cognitive challenges, etc.

10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- *Continue to expand course offerings in the department so students can complete the majority of their degree at our campus.*
- *Continue the annual high school speech scholarship tournament and community partnerships established*
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale: *Expand the number of courses offered. This will allow our department to increase our reach and number of degrees awarded.*

- **Goal 2. Assessment:**

Activities and Rationale: *Continue SLO assessments and stay current every year. This will allow our department to meet accreditation standards.*

- **Goal 3. Instruction:**

Activities and Rationale: *Increase faculty access to technology and digital teaching tools. This will allow our classes to be competitive with other colleges and increase student enrollment.*

- **Goal 4. Student Success:**

Activities and Rationale: *Increase course completion rates. This will increase student equity and student enrollment for the college.*

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale: *Continue our partnership with the League of Women Voters of Alameda to hold our annual high school scholarship speech program. This will help us serve our community and support students in local Alameda schools.*

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review Prioritized Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: Communication

Contact Person: Jennifer Fowler, Department Chair

Date: 10/13/16

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					
Human Resources: Classified					
Human Resources: Student Workers	Student workers to assist with the annual high school scholarship speech program.	2	\$500	12	COA ILO: #5 District Goal: B.2 Partnerships & A.3 Student Success
Technology					
Equipment	Digital Projector for COMM, HUM, & PHIL Cluster	1	\$500	5, 6, 13	COA ILO: #2 District Goal: A.3 Student Success
Supplies					
Facilities	Speech Lab	3	\$5000	13	COA ILO: #2 District Goal: B.2 Partnerships & A.3 Student Success
Professional Development					
Other					

Appendix B

PCCD Program Review Alignment of Goals Template

College: College of Alameda

Discipline, Department or Program: Communication

Contact Person: Jennifer Fowler, Department Chair

Date: 10/13/16

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
Continue to expand course offerings in the department so that students can complete the majority of their degree on one campus.	1, 2, 3, 4, 5	A, C
Continue the annual high school speech scholarship tournament.	1, 2, 3, 4, 5	A, B, C

Appendix C

Program Review Validation Form and Signature Page

College: College of Alameda

Discipline, Department or Program: Communication

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

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	
<p>A: Advance Student Access, Equity, and Success</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>