College of Alameda

Humanities Department Program Review

Fall 2016

The Comprehensive Instructional Program Review Report

1. **College: College of Alameda**

   Discipline, Department or Program: Humanities

   Date: 10/13/16

   Members of the Comprehensive Instructional Program Review Team: Jennifer Fowler, Matthew Goldstein

   Members of the Validation Team:

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

The Humanities is an interdisciplinary field that involves the study of local and global forms in the creative arts and sciences. The main objective of studying humanities at College of Alameda is to explore the aesthetics of everyday life from a variety of disciplinary perspectives. As a form of general education, the humanities encourages students to examine emerging forms of play, creativity, and innovation so that they learn to become more deeply engaged in their own lives and with the world-at-large. Through fun lectures, games, discussions, workshops, and multisensory projects, COA courses in the humanities explore such exciting topics as performance, the visual arts, language, literature, film, media, popular culture, folklore, storytelling, humor, games, religion, music, dance, food ways, fashion, tourism, and technology.

The Humanities will prepare you: (1) to transfer to any discipline of your choice at a college or university, and (2) to learn valuable life skills such as creative thinking, cultural competence, social activism, community building, and conflict resolution. An AA degree in the humanities can be applied to a range of careers in education, the arts, the sciences, business, medicine, nursing, law, psychology, sociology, anthropology, theology, social work, tourism, and grass roots and nonprofit organizations.

These are the Program Learning Outcomes:
- *Explore the aesthetics of everyday life.*
- *Analyze and interpret selected works of creative expression (such as visual, verbal, and kinesthetic arts) in relation to various historical and cultural contexts.*
- *Explain the meaning of Humanities as a holistic range of disciplines that use different approaches to study forms of art and performance from around the world.*
- *Examine diverse forms of play, creativity, and innovation around the world.*
- *Integrate knowledge across disciplines to increase self-awareness and cultural competence.*

The Associate of Arts in Humanities degree is awarded upon satisfactory completion of the major course requirements and the General Education requirements for the Associate in Arts Degree.

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 of our courses have not been updated within the last three years A full-time faculty member did not join the department until Fall 2015. Previously, the department only consisted of one adjunct faculty member thus making it difficult to get such a large workload completed. Full-time professor Matthew Goldstein is going on sabbatical next Spring 2017. The work he plans to do during his sabbatical involves significant updates to the program and curriculum.

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

  Our main focus for curriculum improvement is to update the course outlines of record as referenced above. Once the outlines are current, we can move forward with enhancements to the program.

- Please list your degrees and/or certificates.

  Associate of Arts in Humanities Degree (AA).

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

  No.

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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.

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				
HUMAN 1 Introduction to Humanities	◎	◎	No Access	No Access
HUMAN 2 Human Values	◎	◎	No Access	No Access
HUMAN 13A Myth, Symbols and Folklore	◎	◎	No Access	No Access
HUMAN 15 Popular Culture	◎	◎	No Access	No Access
SUMMARY:	0 In Progress 4 Shared 0 Reviewed **4 Total**	0 In Progress 4 Shared 0 Reviewed **4 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 include SLOs for each course on their syllabi. Department PLOs are published in the college catalog.

- 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. *Getting caught up on assessment.*

  Prior to last year, we didn't have clear assessment results because there was no full-time professor in the department or cluster to lead the assessment process. The entire cluster was comprised of adjuncts. A full-time Humanities professor joined the department in Fall of 2015 to spearhead the process. He is also the SLO coordinator for Division II so his leadership has been instrumental for the Humanities Department and college as a whole. As a result, getting caught up on assessment is the most significant change we have made this year.

  Improvement 2. *Please see above. Improvement 1 is our top priority in order to get accurate assessment results.*

  Improvement 3. *Please see above. Improvement 1 is our top priority in order to get accurate assessment results.*

- 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. *Keep current with our assessment cycle.*

We created an assessment cycle and plan for when each SLO in every Humanities course will be evaluated over the next three years.

Plan 2. *Improve syllabus design and assessment methods.*

Matthew Goldstein's sabbatical project during Spring 2017 will involve a complete update of the curriculum and program. This will allow the department to improve syllabus design and assessment methods to meet student needs.

2015-2016 Assessment Cycle
Assessment Findings

Finding per Measure

HUMAN 2: Human Values

Outcome

3

Analyze and interpret specific moral and ethical dilemmas in relation to various historical and cultural contexts.

▼ **Measure:** Group Oral Presentation with Research Paper
Indirect - Focus Group

Details/Description: By midterm of the semester students will be able to stand and deliver their findings in a group setting, to their peers in the Human Values class. Each group member will be responsible for a portion of the ethical issues they have selected as their topic. Group will provide their findings and the various data regarding it in a research paper. Student in the audience will have opportunities to question group members.

Criteria for Successful Performance: Discuss human values rationally and in an informed way.

How will you collect this information?: Student research papers will be collected by me on a set due date. Group oral presentations require outlines of selected artworks supporting their ethical issue, to will be turned in to me on the day of the group presentation. There will be a final exam covering the reading from the text. Students will take the a written exam and turn in their score sheets to me, once they are finished.

Contact Person: Professor August Flowers
Supporting Attachments:
📎 ethical paper (Word Document (Open XML))

Findings for Group Oral Presentation with Research Paper

Summary of Findings: An overwhelming majority of students in all sections demonstrated competence in this area.

Still, synthesizing the findings of the two sections of Humanities 2 presented some challenges, inasmuch as slightly different SLOs were used by the two instructors teaching the course (delays in the implementation of Curricunet Meta meant no consistent outcome set to draw from--the "Outcome Outline" is currently empty on the beta version of Curricunet Meta.)

Going forward, instructors will coordinate to ensure that the same SLOs are being used for multiple sections of the same course. When Curricunet Meta is fully functional, such integration will be possible.

Results: Successful Performance Target Met?: Met

Actual Performance Data: Some 75% of students achieved the outcome for the two sections of Humanities 2.

Use of Results/Plan of Action: Efforts will be made to bring the percentage of those meeting the criterion closer to 100, including greater emphasis on writing and presentation skills.

Substantiating Evidence:
📎 ethical problem grade (PNG (Image))

Overall Recommendations

Honing writing and presentation skills might be stressed more energetically as part of the overall pedagogical approach to Humanities 2. To the extent that ideas need concrete expression, it's consistent with the aims of the class to emphasize articulation as well as fundamental understanding. Working with the curriculum committee to ensure that a new set of master SLOs are in place and available through Curricunet Meta--which is not yet fully operational--is essential.

Overall Reflection

Taking a more collaborative and coordinated approach to syllabus design and assessment methods will no doubt help instructors and students alike.

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Plan 3. *At this time, curriculum improvement is our number one priority since the courses outlines of record have not been updated in quite some time. Please see Plan 2 above.*

- Describe how assessment results for Distance Education <u>courses</u> and/or <u>programs</u> 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. No outlier results or sections were identified.

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

  The Department PLOs are mapped to the ILOs. Full-time Humanities Professor Matthew Goldstein is also a member of the Planning, Research and Institutional Effectiveness Committee (PRIEC), which assesses ILOs on a regular basis.

- 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 Humanities Department SLOs and PLOs directly support the college ILOs. The SLOs in each course and PLOs align with four ILOs in particular:

  - *Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.*
  - *Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.*
  - *Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.*
  - *Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.*

Show Outcomes Aligned with Institutional Learning Outcomes (College of Alameda AMS)

Participating Area: Humanities (HUMAN) AA
Summary: 4 of 5 items addressed.
Selected Set: Institutional Learning Outcomes

Legend: 🔵 Mapped 📏 Measure Added

Humanities 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					
1 Explore the aesthetics and ethics of everyday life.			🔵📏		
2 Examine diverse forms of play, creativity, and innovation around the world.			🔵	🔵	🔵
3 Integrate knowledge across disciplines to increase self-awareness and cultural competence.	🔵		🔵	🔵	

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5. Instruction:

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

  Faculty use innovative lectures, games, video clips, workshops, and student projects to create a student centered learning environment.

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

  More distance learning courses have been offered over the last two years to meet student demand. Interactive discussion forums, quizzes, exams, video clips, web links, images, and other digital tools are used within Moodle.

- How does the discipline, department, or program to 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 defined in each syllabus and the college catalog. Plagiarism is not tolerated in face-to-face, hybrid, or online courses. Students that plagiarize will be held accountable to the academic integrity standards outlined in the college catalog.

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

  Distance education instructors provide students with quality grade feedback and electronic interaction (email, video chats, discussion forums, announcements, etc.) just as a face-to-face instructor would. Some faculty have also taken professional development courses in online teaching pedagogy.

- 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	HUMAN	6	275	26.4	1.2	22.92	-	46
Fall 14	HUMAN	4	166	16.4	0.8	20.75	-10.46%	42
Fall 15	HUMAN	7	240	24.1	1.4	17.21	-20.57%	34

TERM	SUB	SECT	ENRL CENSUS	FTES TOTL	FTEF TOTL	PROD (FTES/FTEF)	PROD CHANGE	AVG STUD/SECT
Spring 13	HUMAN	6	247	24.83	1.2	20.69	-	41
Spring 14	HUMAN	6	207	20.7	1.2	17.25	-19.94%	35
Spring 15	HUMAN	3	98	9.8	0.6	16.33	-5.63%	33
Spring 16	HUMAN	6	199	19.9	1.2	16.58	1.51%	33

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

    Students respond well to our hybrid and online course offerings.

  - 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*

    - *Humanities Department productivity rate:*

      - *Academic Year 2013-2014: 20.08*
      - *Academic Year 2014-2015: 18.54*
      - *Academic Year 2015-2016: 16.89*

    The numbers above illustrate that the productivity in the Humanities Department exceed the college productivity rate each year.

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

One full-time instructor and a new part-time instructor joined the department within the last year, thus expanding our department's reach and number of sections offered.

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

    Many of our face-to-face courses are taught during peak times on campus (between 8:30am and 11:15am), which positively contributes to our productivity.

- Recommendations and priorities.

    We recommend that faculty keep current with various cultural traditions and creative trends to make sure students find our courses relevant to their changing needs.

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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	HUMAN	1	INTRO TO HUMANITIES	130	67	51.5%	38	29.2%
F13	Alameda	HUMAN	13A	MYTH/SYMBOL/FOLKLORE	51	29	56.9%	11	21.6%
F13	Alameda	HUMAN	2	HUMAN VALUES	48	19	39.6%	20	41.7%
F13	Alameda	HUMAN	60	INTRO TO LGBTQ STUDIES	48	27	56.3%	18	37.5%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S14	Alameda	HUMAN	1	INTRO TO HUMANITIES	122	51	41.8%	48	39.3%
S14	Alameda	HUMAN	13A	MYTH/SYMBOL/FOLKLORE	38	24	63.2%	7	18.4%
S14	Alameda	HUMAN	2	HUMAN VALUES	25	14	56.0%	9	36.0%
S14	Alameda	HUMAN	60	INTRO TO LGBTQ STUDIES	21	13	61.9%	5	23.8%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F14	Alameda	HUMAN	1	INTRO TO HUMANITIES	86	28	32.6%	38	44.2%
F14	Alameda	HUMAN	13A	MYTH/SYMBOL/FOLKLORE	37	13	35.1%	16	43.2%
F14	Alameda	HUMAN	2	HUMAN VALUES	43	13	30.2%	18	41.9%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S15	Alameda	HUMAN	1	INTRO TO HUMANITIES	77	39	50.6%	29	37.7%
S15	Alameda	HUMAN	13A	MYTH/SYMBOL/FOLKLORE	21	9	42.9%	5	23.8%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	HUMAN	1	INTRO TO HUMANITIES	79	40	50.6%	26	32.9%
F15	Alameda	HUMAN	13A	MYTH/SYMBOL/FOLKLORE	72	43	59.7%	17	23.6%
F15	Alameda	HUMAN	15	POPULAR CULTURE	35	22	62.9%	12	34.3%
F15	Alameda	HUMAN	2	HUMAN VALUES	52	16	30.8%	19	36.5%

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S16	Alameda	HUMAN	1	INTRO TO HUMANITIES	81	47	58.0%	19	23.5%
S16	Alameda	HUMAN	13A	MYTH/SYMBOL/FOLKLORE	38	19	50.0%	18	47.4%
S16	Alameda	HUMAN	2	HUMAN VALUES	77	48	62.3%	13	16.9%

Discussion:

Improvement can be made college wide for course completion rates. Once the Humanities curriculum is updated, success rates should be positively impacted. Beyond our Department, we need more robust counseling, online tutoring, and greater access to student support resources to improve completion rates as a whole.

- 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 Humanities 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 is no significant difference in course completion rates between face to face and hybrid courses.

- 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). 73.14%

Year 2 (2014-2015). 67.88%

Year 3 (2015-2016). 79.42%

Discussion:

The Humanities Department's retention percentage over the last three years averages at 73.48%. This exceeds this college retention standard by a 26% margin.

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

  A full-time instructor joined the department in the Fall 2015, which has improved the reach of the department, completion rates, and retention rates. However there is still more work to be done. Our primary plan is to update course outlines and curriculum to reflect the constantly changing needs of our students so course material remains relevant.

- 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 are expanding the number of courses we offer to improve the number of degrees and certificates awarded. HUM 1, 2, and 13A are the primary courses offered every semester. We are trying to work in other courses from semester to semester so it is easier for students to access to the full breadth of courses to complete their degree on our campus.

  Number of Humanities Degrees and Certificates Awarded:
  - *2014: 1 AA Degree, 0 Certificates*
  - *2015: 0 AA Degrees, 0 Certificates*
  - *2016: 1 AA Degree, 0 Certificates*

  Matthew Goldstein will start working on an AA-T degree in Humanities during Spring 2017 that we hope to launch within the next 3 years.

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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.

Spring`16 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
HUMAN	6	199	199	18.60	1.30	19.90	0.55	0.05	0.60	1.20	16.58

Full-time faculty headcount _____1_____

Part-time faculty headcount _____2_____

Total FTEF faculty for the discipline, department, or program _____1.20_____

Full-time/part-time faculty ratio _____1 full-time instructor to 2 part-time instructors_____

Classified staff headcount _____0_____

- Describe your current utilization of facilities and equipment.

  Faculty utilize smart classrooms when available. However they are not always available during peak enrollment days and times when needed.

- 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.

  A full-time Philosophy professor is a must for our cluster that consists of Communication, Humanities, and Philosophy. There are currently only two adjunct professors in the Philosophy Department. There has not been a full-time Philosophy for over 5 years. It is a disservice students that full-time leadership is absent from this important part of our cluster.

- 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.

  Smart classrooms need to be available to all students and instructors. During peak times some faculty and students are not able to have access to them.

  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.

- 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.

  Echoing the sentiments above, we need access to smart classrooms for all professors and students that want one. This is imperative if we are to remain competitive with other local colleges and universities.

- # 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. Matthew Goldstein has participated in the following committees:
  - *Academic Senate*
  - *PRIEC*
  - *The Distance Education Subcommittee (District)*

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

  Full-time professor Matthew Goldstein is in the process of developing an AA-T degree in Humanities which involves discussion and partnerships with local colleges and universities.

- 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 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 in the use of classroom technology, Moodle, and teaching pedagogy.

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).

    o *Update the curriculum and course outlines of record.*
    o *Continue to expand course offerings in the department so students have access to a wider breadth of classes.*

- 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: *Collaborate with local colleges and universities to update our curriculum.*

- 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: 10/6/16

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					
Technology	More Smart Classrooms	1	$5000	12	COA ILO: #2 District Goal: A.3 Student Success
Equipment	Digital Projector for COMM, HUM, & PHIL Cluster	1	$500	12	COA ILO: #2 District Goal: A.3 Student Success
Supplies					
Facilities					
Professional Development					
Other (specify)					

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: 10/6/16

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Update the curriculum and course outlines of record.	1, 2, 3, 4, 5	A, B, C
2. Continue to expand course offerings in the department so students have access to a wider breadth of classes.	1, 2, 3, 4, 5	A, 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
☐ 1. The narrative information is complete and all elements of the program review are addressed.	
☐ 2. The analysis of data is thorough.	
☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted. ☐ 2. Conditionally Accepted. ☐ 3. Not Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction. 2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair. 3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team

_____   _____   _____
Print Name   Signature   Date

Validation Team

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date

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. **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. **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. **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. **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. **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. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.