

Q21. Welcome to COA's new, online portal for completing your **Annual Program Update (APU)**. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will be saved, should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions about the portal during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. For questions about your program or the process, please contact your instructional dean or service area or administrative unit vice president. Thank you!

Q1. Please select the discipline, department or program:

COMM

Q102. Please select the Program Type:

- Instructional
- Student Services
- Administrative Services

Q2. Please provide the name of the person(s) completing this Program Review:

Jennifer Fowler

Q103. The mission of College of Alameda 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.

Q3. Please provide the mission statement for your 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.

Q104. Please specify the **date** of your program's last Comprehensive Program Review (month and year):

October 2016

Q105. Cut and paste the program goals and administrative unit outcomes (AUOs) from your program's most recent Program Review or AUO documents into the left-hand column. Then complete the remaining columns of the table below. Program Review Archives, PCCD and COA Strategic Goals can be found on [your program's APU home](#) page.

	PCCD goal advanced upon completion (#)	COA goal advanced upon completion (#)	Progress on goal or AUO attainment (specify: the date completed, revised, or ongoing)	Explanation or Comments (describe any revisions or impediments)

Assessment

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

E.1

5, 7, 8

Ongoing

We are keeping current each year.

Curriculum (if applicable)

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

E.1

3, 5

Ongoing

We offered COMM 5 in a hybrid format for the first time this Fall in 2017. We also are offering COMM 19 for the first time in several years.

Instruction (if applicable)

Increase faculty access to technology and digital teaching tools.

E.4

3, 5

Ongoing

Our cluster made a big step last Spring in 2017 by securing a shared digital projector for our faculty. This ensures that faculty not assigned to teach in a smart classroom still have access to modern technology and digital teaching tools.

Student Services and Student Equity

Professional Development, Institutional and Professional Engagement, and Partnerships

Continue our partnership with the League of Women Voters of Alameda to hold our annual high school scholarship speech program.

A.5, B.2

2, 6

Ongoing

We are currently in the process of planning our 3rd annual high school scholarship speech program for Spring 2018.

Other Program Improvement Objectives or AU Outcomes

Other Program Improvement Objectives or AU Outcomes

Q106. Please review and reflect upon the data for your program (see [Data Dashboards](#) on the left of the COA Program Review home page). Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus on the most recent year and/or the years since your last comprehensive program review.

Q107. Using the [Enrollment Data Dashboard](#), review any changes in the student demographics of your students. Particularly consider changing number (or percentage) of student by age, gender, ethnicity, and special populations (foster youth, veterans, low income, students with disabilities). Comment on any changes.

The biggest change in our department is the drop in low income students. We went from 351 low income students in Fall of 2015 to only 50 in Spring of 2017. The college also had a sharp drop in low income students last Spring, so it could be due to changes in the economy.

Q108. Using the [Enrollment Data Dashboard](#), review and comment about any changes in enrollment by course.

There was an increase in COMM 1A, 5, 20, and 45 for students in the 35-45 age demographic. We have expanded course offerings over the last year to include more online courses, which may have contributed to more working adults having more flexibility to enroll in our classes.

Q109. Using the [Productivity Data Dashboard](#), review and comment on any changes in the productivity of your program and courses.

The Communication Department saw a three year high in productivity during the Fall 2016 semester of 22.1, which is 7 points above the college average for that semester. However productivity dipped back down to 17.0 in Spring 2017. While this is characteristic of Spring semesters in general which tend to have slightly lower enrollment, we think that offering less classes (thus less options and availability for students to choose from) may have been a factor. Administration has encouraged instructors to "schedule low" and not offer too many sections up front, so we were simply following that directive.

Q110. For Student Services units, consider and comment on any changes in the number of student contacts and the success rates of the students served.

N/A

Q111. Using the [Course Completion](#) and [Retention Data Dashboards](#), review and comment on any changes in the completion and retention rates of your program's courses.

Our course completion rate increased to 76% in 2016 from 72% in 2015. Our retention rates also increased 2% from the previous year to 74%. This illustrates that faculty are making changes in their curriculum and teaching strategies following conversations around SLO assessment and that our new equipment and technology in the department may play a role.

Q112. Using the [Course Completion](#) and [Retention Data Dashboards](#), review and comment on any changes in the completion and retention rates of your program's **Distance Education or Hybrid** classes versus **face-to-face** (or lecture) classes. Use the DE filter. Set it to "NULL" to review only face-to-face classes.

Our online course completion and retention rates went up last year as well. We have been encouraging instructors to engage in more student outreach (i.e. emails, increasing "instructor presence" in the online classroom) so that students don't feel lost, anonymous, or disconnected in their online courses.

Q113. Review and reflect on other program specific data or unplanned events that reflect significant changes in the program.

Last year was the first full year where we had a full-time instructor in the department after the previous full time instructor took a two year medical leave and ultimately retired. The consistency of a full-time faculty member has certainly helped build the program.

Q114. Using the [Equity Data Dashboards](#), please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here?

- Yes
- No

Q115. If differences exist, please detail the differences and describe the activities your program is making to address the differences. How will your program evaluate the effectiveness of these activities?

Foster Youth seem to be disproportionately impacted at the largest rate. At the next department meeting, our faculty will discuss strategies for how to better support this population and reach out to group on campus that can provide us insight on what we can do as well.

Q116. What curricular, pedagogical or other changes has your department made since the most recent program review?

We've expanded course offerings so students have a choice of more classes to take. We are trying our best to offer classes that aren't offered frequently at the other PCCD schools.

Q117. Were these changes based on assessment of student learning outcomes at the course or program level?

- Yes
- No

Q118. Please identify the assessment used.

This question cannot be displayed to the respondent.

Q119. Please describe the basis for the change if assessment was not used (choose all that apply).

Title 5 requirements

Certification requirements

Other

For this particular change, the change was made due to student demand rather than something assessment revealed.

Q120. Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs).

[COMM Summary Assessment.pdf](#)

168KB

application/pdf

Q121. Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

Our department has made great strides in keeping up with assessment over the last two years. Prior to that data had not been updated or entered for a few years. We plan to continue following our SLO plan and schedule for assessments in the upcoming academic year. Each of our courses will be split between Fall and Spring semester, and one SLO from each course will be assessed.

Q124. What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

We discuss program level outcomes in department meetings, during faculty evaluations, and one-on-one meetings with faculty. Evidence of dialogue for department meetings can be found in our minutes.

Q123. Describe your plans for improvement projects based upon the assessment results.

Assessment results are showing that students are meeting and in many cases exceeding the SLO targets for the course. Instructors will continue experimenting with new teaching methods, strategies, and activities to maintain current improvements or continue exceeding them.

Q125. Attach evidence of these assessment results (the assessment report from [Taskstream](#), departmental meeting notes, or the assessment spreadsheet showing these results).

[Assessment Results.pdf](#)

1.4MB

application/pdf

Q126. Is your program one of the below?

- CTE program
- Counseling Department
- Library Services
- Student Services or Administrative Unit
- None of the Above

Q128. For CTE Programs: Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

The question answer displayed to the respondent

Q129. Is your CTE program working with a Deputy Sector Navigator?

The question answer displayed to the respondent

Q130. Briefly describe your CTE programs' work with the Deputy Sector Navigator?

The question answer displayed to the respondent

Q131. Is your CTE program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant(s).

The question answer displayed to the respondent

Q132. For Counseling: What has the counseling department done to improve course completion and retention rates? What is planned for the future?

The question answer displayed to the respondent

Q134. What is the counseling department planning to do to improve course completion and retention rates in the future?

The question answer displayed to the respondent

Q133. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

The question answer displayed to the respondent

Q135. For Library Services: Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update.

The question answer displayed to the respondent

Q136. Please fill in the information below re Library Services:

The question answer displayed to the respondent

Q137. For Student Services or Administrative Units: Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit.

The question answer displayed to the respondent

Q138. How has this information informed unit planning and goal setting?

The question answer displayed to the respondent

Q139. Briefly describe any changes that have impacted the work of your unit.

The question answer displayed to the respondent

Q146. Please find the Prior-Year Resource Utilization Self-Evaluation Template in your [Program Review home page](#), review your expenditures for 2016-17 and complete the form. Upload it here when you are finished.

Other:

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Q142. Facilities: How will this facilities request contribute to student success? Indicate whether and how facilities maintenance and repair affected your program in the past year with your request.

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
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Request 1:

Student Speech Lab in the new Liberal Arts Building to be built.

Yes				2, 3, 5	A, B, C
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Request 2:

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Other:

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Q145. Professional Development or Other Requests: How will the professional development (PD) activity contribute to student success? What PD opportunities and contributions will your program make to the college in the future?

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCD goal (letter)
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Request 1:

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Request 2:

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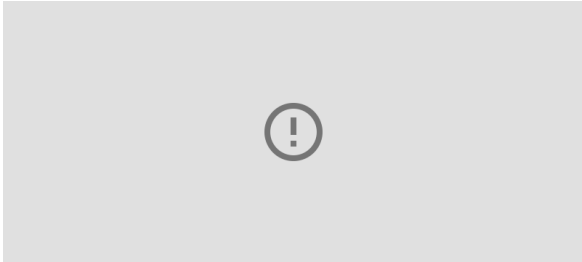
Other:

Q144. Congratulations. You have completed your Annual Program Update for 2017-18. If you have completed each question in each section, you may close this tab. Your answers will be saved and submitted. Thank you!

Location Data

Location: [\(37.773498535156, -122.27880096436\)](#)

Source: GeoIP Estimation



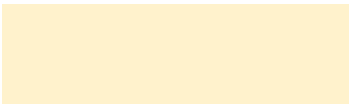
Prior Year Resource Utilization Self-Evaluation Form

Directions: Please review your 2016-17 resource allocations and expenditures provided in the **Expenses 2016-17** tab below. Enter them below and evaluate your use of those funds by completing the table below. Please keep your responses to less than 100 words. If there is additional information, please email it to Interim Dean Engel kengel@peralta.edu. Thank you.

College: COA
Line, Department or Program: Speech/Communication
Contact Person: Jennifer Fowler
Date: 10/4/2017

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain
General Fund							
Instructional Equipment	5000	2932	2068	The equipment purchased allowed our	N/A	students have been able to be exposed and	I overestimated the cost of some of our
Instructional Supplies	600	1480	-880	The supplies allow faculty and our department to	N/A	At it's basic core faculty need classroom	for some reason the spreadsheet said we
Fund 10			0				
Measure A			0				
Strong Workforce			0				
Perkins			0				
Equity			0				
Basic Skills			0				
Work-Study			0				
Other			0				

TOTAL			0				
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**With which of the
College's 10 college goals
do these expenditures
best align? (See tab
below)**

2, 3, 5










2, 3, 5



At-a-Glance - Status Report

COURSE ASSESSMENT

Legend:  In Progress (Not Shared)  Shared (Not Reviewed)  Reviewed

Organizational Area	2016-2017 Assessment Cycle	
	Assessment Plan	Assessment Findings
College of Alameda AMS		
Division II		
Full Course Listing		
COMM 1A Introduction to Speech		
COMM 20 Interpersonal Communication Skills		
COMM 4 Dynamics of Group Discussion		
COMM 44 Argumentation		
COMM 45 Public Speaking		<i>Not Started</i>

COMM 5 Persuasion and Critical Thinking	✔	✔
COMM 6 Intercultural Communication	✔	✔
SUMMARY:	0 In Progress 7 Shared 0 Reviewed 7 Total	0 In Progress 6 Shared 0 Reviewed 6 Total

Assessment Findings

Finding per Measure

COMM1A Introduction to Speech Outcome

Outcomes

Outcome: 2.1 Specializations

Demonstrate an understanding of the specializations comprising the communication discipline.


▼ **Measure:** COMM 1A Introduction to Speech SLO Rubric

Direct - Student Artifact

Details/Description:	Students are assigned a written assignment in the course where they are asked to write about specializations within the discipline.
Criteria for Successful Performance:	Upon the completion of this assignment 70 percent of all students shall demonstrate outstanding, proficient, or basic performance as measured by the attached rubric.
How will you collect this information?:	Instructor will assign the paper in the course and collect from students.

Contact Person: Instructor on record for the course will deliver the final assignment grades to Department Chair, who will tabulate the results.

Supporting Attachments:

 COMM 1A Reflection Essay Rubric (Word Document (Open XML))

Findings for COMM 1A Introduction to Speech SLO Rubric

Summary of Findings: This outcome was assessed in three sections of COMM1A during the Fall 2016 semester. There was a total of 90 students enrolled in the three sections of the course assessed during the Fall 2016 semester. There were 12 students that did not attempt the assignment, thus only 78 actual attempts.

Results: Successful Performance Target Met?: Exceeded

Actual Performance Data: During the Fall 2016 semester, 96% of students that submitted the assignment demonstrated outstanding, proficient, and basic performance as measured by the assignment rubric.

Use of Results/Plan of Action: Students in COMM1A are illustrating they are meeting the performance objective by an overwhelming degree. This includes both online and face to face sections. There is not a significant difference in the degree to which performance objectives are met in online versus face to face classes which illustrates consistency with both learning modalities.

Overall Recommendations

A full time Communication instructor was hired in Spring of 2016. Prior to that a full time instructor had not been present in the department for a couple years. This has brought much needed consistency for students and other instructors in the department.

Overall Reflection

Last year's SLO was only assessed in one section of COMM1A. This year we were able to assess three sections. The full time instructor has helped increase the number of sections taught, which in turn gives us more accurate assessment data and a larger population of data to draw from.

Last Modified: 12/21/2016 03:43:10 PM PDT

Assessment Findings

Finding per Measure

COMM 4 The Dynamics of Group Presentations Outcome Set

Outcome

Outcome: 3.1 Significance

Assess small group communication and its social, cultural, and psychological significance.

▼ Measure: Group Dynamics on Screen Essay

Direct - Student Artifact

Details/Description:

Students are assigned an essay in the course where they are asked to choose a TV show or movie featuring a group (social) and identify and assess their dynamics using a variety of course concepts - including the intra/interpersonal relationships (psychological), member demographics (cultural), etc.


Criteria for Successful Performance:

Upon the completion of this assignment the average class grade shall be a (70%) or higher as measured by the assignment rubric.

How will you collect this information?: Instructor will issue the assignment in the course and collect from students.

Contact Person: Instructor on record for the course will deliver the final assignment grades to Department Chair, who will tabulate the results.

Supporting Attachments:

 Group Dynamics on Screen Essay Rubric (Word Document (Open XML))

Findings for Group Dynamics on Screen Essay

Summary of Findings: This outcome was assessed in one section of COMM4 during the Spring 2017 semester.

Results: Successful Performance Target Met?: Exceeded

Actual Performance Data: During the Spring 2017 semester, the average grade on the assignment was a 21.54 out of 25, which is an 86%.

Use of Results/Plan of Action: The assignment allows students to pick their own TV show or movie to write about, so I think students are really able to relate to the material on a personal level.

Overall Recommendations

It seems as if students are succeeding in the course in a face-to-face format, so my recommendation is to see if we can expand course offerings and offer it in a hybrid format. We plan to offer it as a hybrid for the first time next Fall.

Overall Reflection

There is only one instructor that we have that currently teaches this course, and she has done an outstanding job with it. I do think much of the success of the students is due to this particular instructor, seeing as this course is a course that is hard to find a good match for in terms of instructor.

Last Modified: 10/04/2017 01:52:08 PM PDT

2016-2017 Assessment Cycle

Assessment Findings

Finding per Measure

COMM 6 Intercultural Communication

Outcome

Outcome: 1.1 The Prevalence of Culture

Analyze how culture shapes identity, worldview, and communication.

No measures specified

Outcome: 2.1 Intercultural Competence

Identify barriers to effective intercultural communication.

▼ **Measure:** COMM 6 Intercultural Communication SLO Rubric

Direct - Student Artifact

Details/Description:	Students are asked to complete an assignment that analyzes barriers to effective intercultural communication. This was their midterm essay assignment.
Criteria for Successful Performance:	Upon the completion of the assignment the average grade on the assignment should be a C (70%) or higher.
How will you collect this information?:	Instructor will assign a grade for students after the assignments are submitted.
Contact Person:	Instructor on record for the course will record assignment grades in the grade book. A copy will be provided to the Department Chair.

Findings for COMM 6 Intercultural Communication SLO Rubric

Summary of Findings:	This outcome was assessed in two sections of COMM 6 during the Fall 2016. There were 61 students total enrolled in both sections of the course during the Fall 2016 semester.
Results:	Successful Performance Target Met?: Not Met
Actual Performance Data:	During the Fall 2016 semester, 66% of the students scored a C (70% or higher) on the assignment as measured by the assignment rubric.
Use of Results/Plan of Action:	While we are only 4% off our target, improvements can be made. Both of these sections were taught at Oakland High Schools so college preparedness and readiness is a factor that must be considered. New teaching strategies and clearly assignment directions/rubrics can help high school students be more

academically prepared for college level course work.

Outcome: 3.1 Self-Monitoring

Evaluate the factors that formulate cultural biases and perceptions.

No measures specified

Overall Recommendations

The students that got an F on the assignment (28% of the students) didn't attempt to submit the assignment at all, so that significantly dragged down our rates. While students are responsible for submitting their college level course work, more encouragement and action can be taken to help these students remain engaged and on track.

Overall Reflection

While we are disappointed to see this SLO not met, we are eager to try to offer this course at the college level here at COA to see if that makes a difference in the achievement of outcomes. We are still working on building enrollment in a few other courses before attempting to offer COMM 6 at COA again for the first time in several years. The other courses we are trying to build enrollment in have more transfer opportunities for students at the CSU and UC level, which is why we are starting with those.

Last Modified: 12/30/2016 12:57:13 PM PDT

2016-2017 Assessment Cycle

Assessment Findings

Finding per Measure

COMM 20 Interpersonal Communication Outcome Set

Outcome

Outcome: 2.1 Theory and Principles

Examine basic theories and principles of interpersonal communication.

▼ **Measure:** COMM 20 Interpersonal Communication SLO Rubric

Direct - Student Artifact

Details/Description:

Students are assigned an essay question on the final exam where they apply one of the theories or principles from the course to an interpersonal relationship in their life.

Criteria for Successful Performance:

Upon the completion of this essay question 70 percent of all students shall score a 70% or higher.

How will you collect this information?:

Instructor will include the essay question on the final exam and collect from students.

Contact Person: Instructor on record for the course will deliver the final assignment grades to Department Chair, who will tabulate the results.

Findings for COMM 20 Interpersonal Communication SLO Rubric

Summary of Findings: This outcome was assessed in three sections of COMM 20 during the Fall 2016 semester. There were 69 students total enrolled in all three sections of the course during the Fall 2016 semester.

Results: Successful Performance Target Met?: Exceeded

Actual Performance Data: During the Spring 2016 semester, 79% of the students scored a C (70% or higher) on the essay question on the final exam.

Use of Results/Plan of Action: We are exceeding our SLO goals and plan to continue offering interactive activities, lectures, and assignments to help students engage with the material on a personal level.

Overall Recommendations

Continue spending adequate time during lectures and creating class activities to reinforce the meaning behind the communication theories and principles.

Overall Reflection

We are pleased to see such successful results with this class in particular, seeing as it is required not only for GE's but nursing programs and other medical professions. As a department we are proud to help students transfer into these programs with the adequate interpersonal skills they will need to help their patients thrive.

Last Modified: 12/30/2016 01:17:33 PM PDT

COMM 44 Argumentation

2016-2017 Assessment Cycle

Assessment Findings

Finding per Measure

Argumentation

Outcome

Outcome: 2.1 Argument Development

Develop an argument using different methods of reasoning, advocacy, and argumentation techniques.

▼ **Measure:** COMM 44 Argumentation SLO

Direct - Other

Details/Description:	Students are assigned an in-class activity are asked to develop arguments and demonstrate argumentation techniques.
Criteria for Successful Performance:	Upon the completion of this assignment 70 percent of all students shall demonstrate earn a grade of C or higher.
How will you collect this information?:	Instructor will conduct the assignment during class and award a grade.
Contact Person:	Instructor on record for the course will deliver the final assignment

grades to Department Chair, who will tabulate the results.

Findings for COMM 44 Argumentation SLO

Summary of Findings:	This outcome was assessed in one section of COMM44 during the Fall of 2016. There were 27 students enrolled in the course during the Fall 2016 semester.
Results:	Successful Performance Target Met?: Exceeded
Actual Performance Data:	During the Fall 2016 semester, 81% of students scored a grade of C or higher on the assignment rubric.
Use of Results/Plan of Action:	The SLO we assessed last year also had a success rate of 81%. This illustrates there is consistency not only from year to year, but SLO to SLO.

Substantiating Evidence:

 Argumentation Activity Rubric (Microsoft Word)

Overall Recommendations

We are exceeding our performance target by 11%, however more can always be done to improve learning outcomes. The instructor plans to tailor new lessons, current examples, and uses of technology in the classroom to keep up with the ever changing demographic of our dynamic student population.

Overall Reflection

Typically Argumentation is one of our under enrolled classes since it's primarily needed for the COMM AA-T program, which we are working on building. 2016 has seen an increase in student enrollment for COMM44 so far. The instructor provides a positive learning environment for students which has helped increase the popularity of the course, subject matter, and enrollments.

Last Modified: 12/21/2016 03:19:14 PM PDT