

College of Alameda

Annual Program Update  
*Supplemental/Revised* Template 2014-2015

<b>Overview</b>			
BI Download:	September 19, 2014	Dept. Chair:	Jennifer Murphy
Subject/Discipline:	Communication	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	<p>Communication is fundamental to all human endeavors. The Communication discipline examines how people use messages to generate meaning within and across all kinds of contexts, cultures, channels, and media.</p> <p>The program explores communication theory, oral and written communication fundamentals within a variety of contexts from intimate relationships, to public address, to investigate and understand contemporary and emergent media, along with the many ways communication shapes our identities, our realities and the essential principles and skills applicable to occupational, educational, and non-profit environments.</p> <p>As part of the Communication Department choices for students is to achieve an AA-T –an Associate in Arts Degree in Communication. The transfer designed course work addresses the requirements students need to meet their pursuit for the AA-T Transfer Curriculum Model for CSUs.</p>		

<b>Enrollment –</b>											
<b>Alameda COMM Spring Semesters</b>						<b>Alameda COMM Fall Semesters</b>					
TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD	TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Spring-14	13	597	61.65	2.60	23.71	Fall-14	12	479	48.03	2.40	20.01
Spring-13	17	636	66.04	3.40	19.42	Fall-13	13	561	58.03	2.60	22.32
Spring-12	9	464	42.00	1.80	23.33	Fall-12	10	456	47.45	2.22	21.41
Spring-11	9	419	40.63	1.80	22.57	Fall-11	10	494	49.40	2.00	24.70
Spring-10	10	487	50.00	2.00	25.00	Fall-10	9	416	41.60	1.80	23.11
Spring-09	10	424	43.51	2.00	21.75	Fall-09	12	543	56.74	2.40	23.64
Spring-08	12	406	43.67	2.39	18.25	Fall-08	9	350	36.01	1.79	20.11
Spring-07	13	366	39.42	2.61	15.08	Fall-07	12	379	41.57	2.38	17.49
Spring-06	10	409	44.68	2.00	22.34	Fall-06	11	354	38.74	2.00	19.37
Spring-05	9	314	35.06	1.80	19.48	Fall-05	10	363	39.84	2.00	19.92
						Fall-04	8	291	32.40	1.60	20.25

<b>Student Success–</b>
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Subject	Term	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAWAL	WITHDRAWAL RATE
COMM	2008 Fall	340	257	75.60%	37	11%
COMM	2009 Spring	399	312	78.20%	58	15%
COMM	2009 Fall	514	383	74.50%	74	14%
COMM	2010 Spring	453	342	75.50%	51	11%
COMM	2010 Fall	400	298	74.50%	41	10%
COMM	2011 Spring	405	323	79.80%	28	7%
COMM	2011 Fall	470	379	80.60%	42	9%
COMM	2012 Spring	429	328	76.50%	59	14%
COMM	2012 Fall	430	302	70.20%	70	16%
COMM	2013 Spring	634	497	78.40%	90	14%

Faculty –

SUB	SECT	CENSUS	FTEF TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
FA13	13	561	58.03	1	0	1.6	2.6
SP14	13	597	61.65	0.96	0.04	1.6	2.6

Qualitative Assessments

**CTE and Vocational:** Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

None currently. However, the program could expand to meet this need. Effective communication skills are vital to the development of the regional and national labor market.

**Transfer and Basic Skills:** Describe how your course offerings address transfer, basic skills, and program completion.

The department offers an AA and AA-T degree in Communication, including several courses that are UC and CSU transferable. COMM 20 – Interpersonal Communication Skills is an especially popular transfer course since it is required for competitive Nursing and Radiology programs across the country.

Course SLOs and Assessment	
	Fall 2014
Number of active courses in your discipline	12
Number with SLOs	12
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	10
% Assessed/SLOs	83%
Describe types of assessment methods you are using	
Essays, journals, research papers, oral presentations, quizzes, and exams.	
Describe results of your SLO assessment progress	
SLO assessments continue to ensure that students exit Communication courses with the skills necessary to succeed in their academic and professional career. In the future we would like to increase the amount assessed from 83% to 100%.	
Describe how assessment results and reflection on those results have led to improvements.	
The results have provided us with an opportunity to develop strategies to increase consistency across instructors. More frequent department meetings will be held to unify faculty and align them toward one common goal.	

Program Learning Outcomes and Assessment	
	Fall 2014
Number of degrees and certificates in your discipline	2; AA & AAT
Number with Program Learning Outcomes	2
Number assessed	2
% Assessed	100%
Describe assessment methods you are using	
The department chair conducts classroom observations of faculty and gathers feedback from students to ensure Program Learning Outcomes are met.	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.	
There is an opportunity to improve current assessment methods to get more specific data and increase the number of students earning degrees in our discipline. As the interim department chair during Carlotta Campbell's leave of absence, I will gather feedback from faculty and created a plan to improve program outcomes.	

## Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goals apply to your program.

Online course enrollment has grown steadily in the Communication department since the Spring of 2008 to increase student access, success, and equity. We want to continue to expand hybrid online course offerings due to their success.

The department would like to increase faculty-student collaboration with a debate or communication club under the guidance of a second full-time instructor (the department only has one full-time instructor that is currently on a Leave of Absence). A debate or communication club would support District Strategic Goal A.3 for Student Success by increasing student engagement in on-campus learning activities. It would also provide Philosophy students in our cluster the ability to apply what they are learning about logic and reasoning in their classes and strengthen our cluster overall.

## College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

## Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.

Fall semester productivity has thrived above 20 for seven consecutive years. Spring productivity reached its second highest level (23.71) in nine years during 2014.

Although this progress is impressive, the department needs another full-time faculty member to boost productivity rates above the low 20's where they have consistently remained over the past decade. Our only full-time faculty member in the department and the entire Communication, Philosophy, and Humanities cluster is currently on a Leave of Absence. The Communication department needs a second full-time faculty member to create new retention initiatives, expand the new Communication degree program, and increase course offerings.

Communication classes draw in an average of 500 students each semester. The large majority of these students are taught by 5 adjunct instructors since there is only one full-time instructor. A second full-time faculty member would create the continuity of appearance and stability the department needs to fulfill the strategic goals and institutional objectives of the college. It would also help develop the Philosophy and Humanities departments in the cluster that are entirely comprised of adjuncts and typically offer only 2-3 classes each semester.

## Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

It is vital that a second full-time instructor be hired immediately. Classes go unassigned and remain labeled as "Staff" in the schedule of classes each semester because we do not have enough instructors to meet demand. Students are hesitant to sign up for classes without an assigned instructor which usually leads to these courses being under enrolled and canceled. All of 5 adjunct instructors are currently maxed out at 3 classes, thus minimizing our ability to grow.

Please describe and prioritize any **equipment, material, and supply** needs.

Basic needs remain for office supplies and educational DVD's, books, and resources.

Please describe and prioritize any **facilities** needs.

Continued access to smart classrooms to support online classes and student speech presentation needs.

## 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!

## District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

**Strategic Focus for 2014-2015:** 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.

<p><b>Strategic Goals &amp; 2014-2015 Institutional Objectives</b></p>	
<p><b>A: Advance Student Access, Equity, and Success</b></p>	<p><b>A.1 Student Access:</b> 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><b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> 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><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p><b>B: Engage and Leverage Partners</b></p>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p><b>C: Build Programs of Distinction</b></p>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>