



Welcome to Program Review

College of Alameda - 2019

COMM - Instruction

Program Review

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

Mission Statement

Communication focuses on how people use messages to generate and interpret meaning in different contexts, cultures, channels, and media. Communication skills are among the top qualities employers look for in job candidates. 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. The Communication Department directly supports this mission by helping students learn why people interact the way they do while improving their own verbal, nonverbal, and written communication skills.

Program Learning Outcomes

Upon completion of this program a student will be able to:

- Build greater competence in interpersonal, small group, and public communication.
- Express ideas and viewpoints with greater clarity.
- Develop conflict management and leadership skills.

Program Total Faculty and/or Staff

Full Time

Jennifer Fowler

Part Time

Ralph Marinaro
Ashlie Andrew
Jimmy Cato
Kwesi Wilson
Shirley Brownfox
Brielle Plump
Zeraka Mitchell

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

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

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Strengthen Data-driven / informed decision making

District Goal

Build Programs of Distinction

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

Status

Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

We created COMM35A Forensics Activity to support our yearly speech tournament on campus. We have also consistently offered COMM19 and 6 for the last two years which we did not previously offer.

College Goal

Advance CoA teaching and learning

District Goal

Build Programs of Distinction

Increase faculty access to technology and digital teaching tools.

Status

Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

New projectors and technology were installed in many classrooms last year. Faculty are also using Zoom and other Canvas LTI's and teaching tools in courses.

College Goal

Advance CoA teaching and learning

District Goal

Build Programs of Distinction

Describe your current utilization of facilities, including labs and other space

The Communication Department utilizes "smart classrooms" on campus equipped with an interactive whiteboard, digital projector, and document camera.

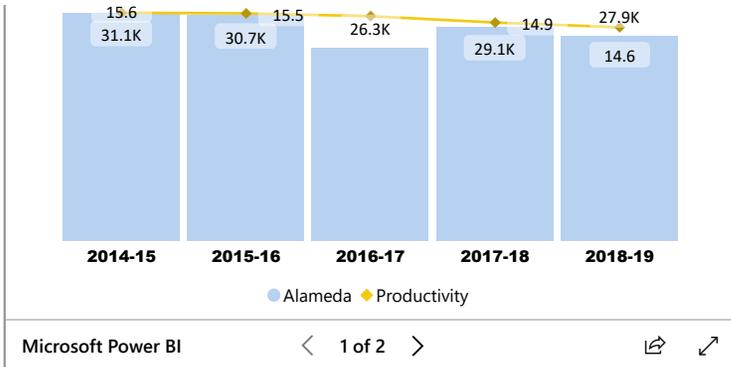
Enrollment Trends

College Level - Program and Department comparison

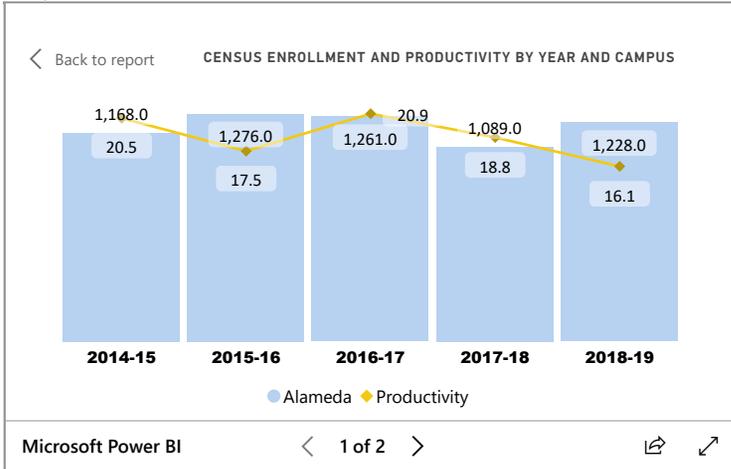


Chart





Compare



Using the Enrollment Trends dashboard filter to your college and subject area. Reflect on the enrollment trends over the past three years. How does the enrollment trend for your program compare to the overall college trend? What factors could be attributing to this trend?

Enrollment trends in Communication significantly exceed the college's enrollment trends. From Fall 2016 - Spring 2019, College of Alameda's three year productivity average was 14.8. Communication's was 18.9. Although our productivity has gone down from 20.94 in 2016-2017 to 16.98 in 2018-2019, this reflects the college, district, and region's overall decrease in Community College enrollment.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Communication faculty are on the cutting edge of technology. Communication consistently teaches 3 online/hybrid courses every semester utilizing the latest tools in Canvas, such as Zoom. Instructors use elements of service learning, including a study abroad program to Ghana to engage students.

How is technology used by the discipline, department?

See above.

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?

Some of the methods used to maintain integrity and consistency of academic standards may include, but are not limited to:

- The option to use plagiarism detection software such as Turnitin.
- Curriculum centered around sound use of evidence, avoiding fallacies, and proper source citation.
- On-campus faculty supervised assessments when possible.
- Leveraging library instruction, tools, and databases.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
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Resource Request

Technology and Equipment	New	
Description/Justification		Estimated Cost
Subscription to Proctorio learning integrity platform.		16000

Instruction - Assessment

Student Learning Outcomes Assessment

List your Student Learning Outcomes. SLOs are specific, measurable statements of what students will know, be able to do, or be able to demonstrate when they complete a course. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

Course	Student Learning Outcomes (SLO)	Last date Assessed	Planned Assessment Date	Attachments
COMM 045 - Public Speaking	Compose different types of speeches, including informative and persuasive speeches.	5/17/2019		
COMM 045 - Public Speaking	Use elements of effective public speaking to organize, research, and present messages to diverse audiences.	5/11/2018		
COMM 045 - Public Speaking	Evaluate the effectiveness of their own communication and ethical responsibilities.	5/12/2017		
COMM 019 - Survey of Mass Media	Identify the fundamental types and purposes of mass communication.	5/17/2019		

COMM 019 - Survey of Mass Media	Analyze the ways in which media shapes society.	5/11/2018
COMM 006 - Intercultural Communication	Evaluate the factors that formulate cultural biases and perceptions.	5/11/2018
COMM 006 - Intercultural Communication	Identify barriers to effective intercultural communication.	5/12/2017
COMM 006 - Intercultural Communication	Analyze how culture shapes identity, worldview, and communication.	5/17/2019
COMM 001A - Introduction to Speech	Apply the basic concepts of the field of communication.	5/17/2019
COMM 001A - Introduction to Speech	Demonstrate an understanding of the specializations comprising the communication discipline.	5/11/2018
COMM 001A - Introduction to Speech	Critique human communication theories and events.	5/12/2017
COMM 004 - The Dynamics of Group Discussion	Discuss examples of how technology can be used to facilitate small group communication processes.	5/17/2019
COMM 004 - The Dynamics of Group Discussion	Use problem solving strategies and effective listening skills to manage conflict in groups.	5/11/2018
COMM 004 - The Dynamics of Group Discussion	Assess small group communication and its social, cultural, and psychological significance.	5/12/2017

COMM 005 - Persuasion and Critical Thinking	Evaluate the structure of oral and written persuasive messages, including the quality of evidence used to support conclusions and fallacies used in reasoning.	5/17/2019
COMM 005 - Persuasion and Critical Thinking	Present persuasive messages using ethos, pathos, and logos.	5/11/2018
COMM 005 - Persuasion and Critical Thinking	Examine classical and contemporary theories on persuasion.	5/12/2017
COMM 020 - Interpersonal Communication Skills	Demonstrate an understanding of communication competence.	5/17/2019
COMM 020 - Interpersonal Communication Skills	Examine basic theories and principles of interpersonal communication.	5/11/2018
COMM 020 - Interpersonal Communication Skills	Evaluate interactions for successful interpersonal communication.	5/12/2017

How has your department worked together on assessment? Provide examples on collaboration, leadership, planning exercises, and data analysis. What aspects of assessment work went especially well in your department and what improvements are most needed?

Department Chair collaborates with part-time instructors to gather assessment data and reflect on results. No improvements are identified for the process at this time.

What were the most important things your department learned from assessment? If implementation of your action plans resulted in better student learning and/or changes in curriculum, detail the results

Students should be assessed throughout the course, not just at the end. Instructors have started incorporating feedback surveys in the beginning, middle, and end of courses to get timely feedback on learning performance.

Give us an update on your Program Learning Outcomes (PLOs). A complete program assessment means all PLOs have been assessed for that program. Attach any evidence, i.e. reports from Task Stream or Curricunet Meta.

We have not assessed PLO's yet. We will engage in conversation about what that might look like in the future.

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Not applicable.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

Yes

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

ILOs are mapped on course outlines of record and considered in developing SLOs and PLOs.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Ongoing compensation for adjunct instructors to play a larger role in assessment.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

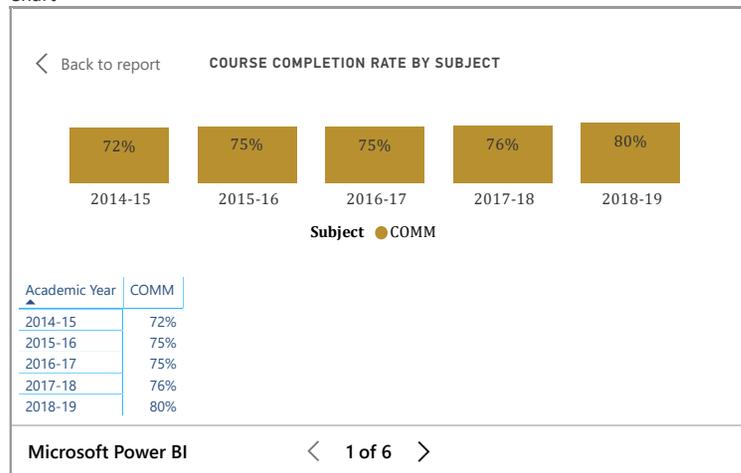
No Actions/Requests

Improvement Actions

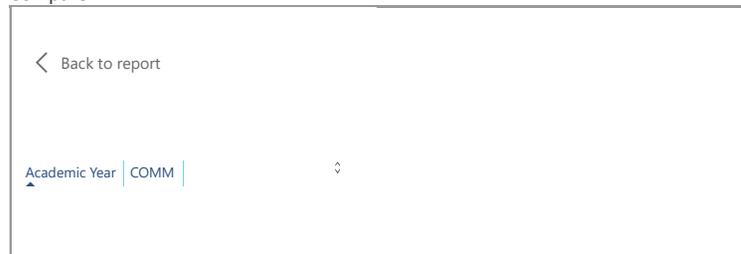
Course Completion

College Level - Program and Department comparison

Chart



Compare



Microsoft Power BI
< 4 of 6 >

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Name	2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)	2018 - 19 Completion Rate (%)
COMM 19 SURVEY OF MASS MEDIA		51	65
COMM 1A INTRO TO SPEECH	71	79	83
COMM 20 INTERPERS.COMM SKLS	75	77	79
COMM 4 GROUP DISCUSSION	57	59	66
COMM 44 ARGUMENTATION	63		
COMM 45 PUBLIC SPEAKING	81	77	78
COMM 49 I/S - SPEECH	100	100	100
COMM 5 PERSUATION/CRIT THINK	70	88	80
COMM 6 INTERCULTURAL COMM	63	44	80

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age	<input type="radio"/> Yes <input checked="" type="radio"/> No	The 65 and above group is at 71% or below. Exit surveys from these students or students in general at the college level may help determine why this age group is most affected.
Ethnicity	<input type="radio"/> Yes <input checked="" type="radio"/> No	Students identifying as Black/African American had a 64% completion rate. This is below any other ethnic/racial groups. The department may benefit from connecting our students with resources on campus like Umoja that support student success.
Gender	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Foster Youth Status	<input type="radio"/> Yes <input checked="" type="radio"/> No	Foster youth students had a 69% completion rate. Although faculty do not know which students are foster youth unless the student discloses that information, better connections can be made between our department and various groups on campus supporting foster youth. Perhaps training and development for faculty.
Disability Status	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Low Income Status	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Veteran Status	<input type="radio"/> Yes <input checked="" type="radio"/> No	Veteran Students had a 70% completion rate. Connections can be made with the Veteran's resource center on campus.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Select Course	COMM 001A - Introduction to Speech		
	2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)	2018 - 19 Completion Rate (%)
Face-to-Face			
Hybrid			
100% Online			

Dual Enrollment

Day time

Evening

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

The college's institution-set standard for course completion is 66%. The Communication Department's completion rate over the last three years averaged at 77%, which is considerably above the college's set standard.

How do the department's Hybrid course completion rates compare to the college course completion standard?

The data dashboard does not separate online versus hybrid courses. See answer below for a discussion on course completion rates in 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? How do you assess the overall effectiveness of Distance Education/hybrid course?

The online course completion rate for Communication is 77%, which is beyond average. Faculty make adjustments to online courses based on assessment results and feedback from students.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

The three year retention average in Communication is 87%. We were not able to locate the Institution-Set Standard. However based on the data provided above, the three year retention average for the college as a whole was 77%. Communication is significantly above the college's retention rate.

What has the discipline, department, or program done to improve course completion and retention rates?

Some instructors have experimented with giving students exit surveys in each course, especially online classes in Canvas. This gives the department a method of getting feedback from students in between faculty evaluation periods.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
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Resource Request

Professional Development	Department-wide PD needed
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Description/Justification

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

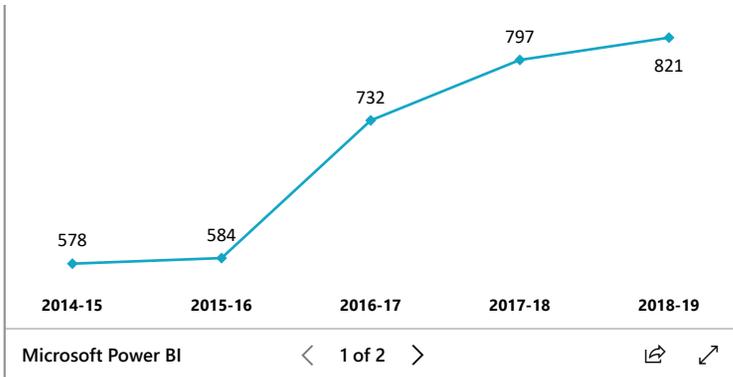
Estimated Cost

Degrees and Certificates

College Level - Program and Department comparison

Chart





Compare



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.

In the 2016-2017 academic year there were 14 degrees awarded, in 2017-2018 there were 10 degrees awarded, and in 2018-2019 there were 12 degrees awarded. The department has made a more conscious effort to offer at least one or two courses in each of the required areas for the COMM major so it is easier for students to complete their entire degree at College of Alameda. Previously, the COMM department was only offering three or four courses across the entire department total so students had to enroll in classes at the other Peralta colleges too fulfill the requirements of their degree.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Much of the work our Department has started with Guided Pathways will help us increase the number of degrees awarded. Not that we have a two-year schedule planned out, it will help us plan scheduling better for our department to ensure students can get the courses they need during the semesters they need them.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

No Actions/Requests

Engagement

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.

Among the committees faculty members have served on include:

- College of Alameda Academic Senate
- District Academic Senate
- College of Alameda Distance Education Committee
- District Distance Education Committee
- Canvas Trainer
- Program Review Taskforce
- College and District Hiring Committees
- Guided Pathways Cohort 2
- Club Advisor for the American Association of University Women

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

Our Department works closely with the League of Women's Voters of Alameda to sponsor a high school speech tournament on campus every year. Next year we plan to loop College of Alameda Communication Department students in as judges. We also collaborate with the American Association of University Women to sponsor guest speakers and events on campus.

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

They are invited to department meetings, SLO assessment, flex day, and to participate in departmental decision making such as scheduling.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
New Printer/Scanner for Department	Our Department ordered a brand-new color printer/scanner and ink cartridges with equipment money three years ago, but the printer never arrived. As a result, the money disappeared. We would like to request that the printer and ink cartridges we previously ordered be re-ordered. This request has appeared in our program review/APU for the last three years.	1/1/2020	

Resource Request

Technology and Equipment	New	
Description/Justification Printer/Scanner		Estimated Cost 600

Engagement

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.

Among the committees faculty members have served on include:

- College of Alameda Academic Senate
- District Academic Senate
- College of Alameda Distance Education Committee
- District Distance Education Committee
- Canvas Trainer
- Program Review Taskforce
- College and District Hiring Committees
- Guided Pathways Cohort 2
- Club Advisor for the American Association of University Women

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

Our Department works closely with the League of Women's Voters of Alameda to sponsor a high school speech tournament on campus every year. Next year we plan to loop College of Alameda Communication Department students in as judges. We also collaborate with the American Association of University Women to sponsor guest speakers and events on campus.

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

They are invited to department meetings, SLO assessment, flex day, and to participate in departmental decision making such as scheduling.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item	Description	To be completed By	Responsible Person
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Resource Request

Technology and Equipment

New

Description/Justification

Printer/Scanner. Our Department ordered a brand-new color printer/scanner and ink cartridges with equipment money three years ago, but the printer never arrived. As a result, the money disappeared. We would like to request that the printer and ink cartridges we previously ordered be re-ordered. This request has appeared in our program review/APU for the last three years.

Estimated Cost

600

Action Plan Summary and New Program Goals

Total Improvement Plans: 4

Total Resource Request: 4

Review, add or modify the following actions plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The action plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

Section / Head	Description
Instruction	
Enrollment Trends	1/1/2020 Annual Progress Update Date
Curriculum	Completed Date Annual Progress Update Date
Course Completion	

Completed Date

Annual Progress Update Date

Engagement

Engagement

Completed Date

Annual Progress Update Date

New and Continuing Goals

Discipline, Department or Program Goal

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

College Goal

Strengthen Data-driven / informed decision making

PCCD Goal

Build Programs of Distinction

Sign and Submit

Please provide the list of members who participated in completing this program review.

Jennifer Fowler

Please enter the name of the person submitting this program review.

Jennifer Fowler