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**College of Alameda**

2022-23 Program Review - COMM

**Lead Author:**

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| Jennifer Fowler, Lead Faculty and Department Chair |

**Program Overview**

Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

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| Program 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. |

List your program faculty and/or staff

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| Jennifer Fowler (Full Time)  Ashlie Andrew (Part Time)  Brielle Plump (Part Time)  Pati Shojaee (Part Time)  Kwesi Wilson (Part Time)  Jennifer Zenovich (Part Time) |

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

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| The department utilizes classrooms on campus equipped with modern instructional technologies such as an interactive whiteboard, digital projector, and document camera. However, the department primarily relies upon online resources through the Canvas learning management system as many classes remain online. |

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

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| **Program Goal** | Continue SLO assessments and stay current every year. This will allow our department to meet accreditation standards. |
| Status: In-Progress or Complete? | Complete |
| Which college or district goal is aligned with your program goal? | College Goal: Data-Driven Decision Making  District Goal: Build Programs of Distinction |

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| **Program Goal** | Increase faculty access to technology and digital teaching tools. |
| Status: In-Progress or Complete? | Complete |
| Which college or district goal is aligned with your program goal? | College: Advance CoA teaching and learning  District: Build Programs of Distinction |

**Enrollment Trends**

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**[Enrollment Trends Dashboard link](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)**

Discuss enrollment trends over the past three years.

*For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline*

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| An analysis of enrollment trends over the past three years shows a steep decrease in enrollment, matching the massive enrollment decline at California Community Colleges over the past three years. The COVID-19 pandemic also caused unprecedented drops in college enrollment numbers nationwide. Enrollment decreases were further aggravated by statewide financial aid fraud and multitudes of phantom and fake students dating back as early as Spring Intersession in 2021. The term “enrollment trend” is probably not a useful term in this context, given the highly anomalous conditions in which data were collected over the past two years. |

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

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| Faculty use innovative technologies, lectures, games, video clips, workshops, and student projects to create a student-centered learning environment. One faculty member also underwent an CVC-OEI Online Course Design rubric review which focuses on increasing student success and engagement in online courses. |

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?

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| 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.  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 or trainings in online teaching pedagogy. |

**Curriculum**

Have all your course outlines of record in CurriQunet been reviewed within the past three years?

[](https://peralta.curricunet.com/)

**https://peralta.curricunet.com/**

* Yes ☐ No, please explain:

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| All course outlines of record in CurriQunet have been reviewed within the past three years. |

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

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| Colleges currently offering a Communication Studies ADT have a little over a year to provide a degree that reflects the new Transfer Model Curriculum (TMC) version. The Communication Department Chair is actively working with the college Articulation Officer to get the necessary changes approved by the college Curriculum Committee and to the state and entered into the Chancellor’s Office Curriculum Inventory (COCI). |

How is your program meeting the needs of students, and/or articulation with four-year institutions?

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| The Communication Department had a strong distance education program and success rates prior to the COVID-19 pandemic. As a result, the Department was agile in meeting the needs of students looking for more flexible modalities and options while navigating the challenges of the pandemic.  The Department has many courses that articulate with four-year institutions, and fulfills a vital role in the college’s general education offerings. |

**Student Learning Outcomes Assessment**

List your Student Learning Outcomes

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| Please access the Communication, Humanities, and Philosophy cluster SLOs via the link below:  [COMM/HUM/PHIL SLOs](https://peralta4-my.sharepoint.com/:w:/g/personal/jfowler_peralta_edu/EQU0cvDhhSdNig932WxRa2wBRbxZYI-Qyk2XxeVqsQg5iA?e=UDz7VQ) |

Please provide a high-level summary and your program’s interpretation of your SLO findings over the past year.

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| A high-level analysis of SLO findings reveals that students are adequately meeting SLOs in all courses, even as we primarily remain online due to low student demand for in-person courses.  It should be noted that students have basic needs challenges that are impacting learning more than ever before. This should be noted in any discussion at the college level about declining enrollment, student success rates, or assessment. |

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

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| The most important thing our department learned from assessment is that quality online course design drastically improves outcomes for students. |

Have you assessed your program learning outcomes (PLOs) within the past few years? How have your assessments informed improvements/changes to your program. If you have not assessed your PLOs, explain the plan to assess and the expected timeline.

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| We have not assessed our program learning outcomes due to challenges and competing priorities as a result of the COVID-19 pandemic. We are planning to create a timeline to do so this Spring semester during a department meeting. |

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

* **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
* **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
* **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
* **Diversity:** 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.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

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| The Communication Department SLOs and PLOs directly support and are mapped to the college ILOs. To be honest I am not sure when the last time the Institutional Learning Outcomes at the college were assessed and if they were, results have not been presented to the Department Chairs or Academic Senate so a clear report out of the results or call to participate are needed. |

**Course Completion**

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| College | Academic Year | Subject | Total Graded | Course Completion | Course Completion Rate |
| Alameda | 2022 | COMM | 752 | 523 | 70% |
| Alameda | 2021 | COMM | 909 | 684 | 75% |
| Alameda | 2020 | COMM | 1041 | 850 | 82% |
| Alameda | 2019 | COMM | 1228 | 977 | 80% |
| Alameda | 2018 | COMM | 1089 | 828 | 76% |

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

[**Course Completion Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

How does the course completion rate for your program or discipline compared to your college's Institution-Set Standard for course completion of **67%**?

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| The Communication Department has strong course completion rates that consistently exceed the college’s Institution-Set Standard for course completion. The average completion rate for the last three years was 75%, which exceeds the college standard by 8%. |

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

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| There are no significant differences in course completion rates between face-to-face and hybrid courses we offer. It should be noted we have not been able to offer a single face-to-face course since the start of the COVID-19 pandemic due to low student enrollment and class cancellations. |

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

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| The Communication Department has not offered dual enrollment courses for a few years now. We tried it back in 2017, but the faculty member teaching it had concerns about the disconnect between the Peralta Community College District and Oakland Unified School District as it related to faculty roles, procedures, etc. We might consider doing it again in the future if the issues we experienced are remedied. |

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| College | Academic Year | Subject | Total Graded | Total Retained | Course Retention Rate |
| Alameda | 2021-2022 | COMM | 752 | 607 | 81% |
| Alameda | 2020-2021 | COMM | 909 | 796 | 88% |
| Alameda | 2019-2020 | COMM | 1041 | 934 | 90% |
| Alameda | 2018-2019 | COMM | 1228 | 1096 | 89% |
| Alameda | 2017-2018 | COMM | 1089 | 938 | 86% |

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

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| The Communication Department’s 3-year course retention rate is 86% and exceeds the college’s 3-year average. We are proud to have a strong retention rate that exceeded the college average during the pandemic which proved to be a difficult time for students. |

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.

Note: The table reflected use 2021-22 course data to calculate DI.

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| **College** | **Subject** | **Target Population** | **Census Enrollment** | **Success Rate** | **PPG Index** | **MOE** | **DI Identified** |
| Alameda | COMM | All Students | 752 | 69.5 |  |  |  |
| Alameda | COMM | Asian | 217 | 80.6 | 11.1 | -6.1 | FALSE |
| Alameda | COMM | Black / African American | 154 | 57.1 | -12.4 | -7.3 | TRUE |
| Alameda | COMM | Decline to State / Unknown | 24 | 66.7 | -2.9 | -18.4 | FALSE |
| Alameda | COMM | DSPS/SAS | 77 | 62.3 | -7.2 | -10.3 | FALSE |
| Alameda | COMM | Female | 373 | 67.3 | -2.3 | -4.7 | FALSE |
| Alameda | COMM | First Generation | 418 | 66.0 | -3.5 | -4.4 | FALSE |
| Alameda | COMM | Foster Youth | 7 | 57.1 | -12.4 | -34.1 | FALSE |
| Alameda | COMM | Hispanic / Latino | 166 | 69.9 | 0.3 | -7.0 | FALSE |
| Alameda | COMM | Male | 355 | 72.1 | 2.6 | -4.8 | FALSE |
| Alameda | COMM | Two or More | 60 | 61.7 | -7.9 | -11.6 | FALSE |
| Alameda | COMM | Unknown / NR | 11 | 63.6 | -5.9 | -27.2 | FALSE |
| Alameda | COMM | White | 140 | 69.3 | -0.3 | -7.6 | FALSE |

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

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| We plan to align more Communication courses to the CVC-OEI Course Design rubric. Although the California Community Colleges Chancellor’s Office does not have data yet on POCR aligned courses, Chaffey College’s Institutional Research Office started tracking promising outcomes for disproportionate impacted groups. A summary of the data appears below:  The Chaffey College Office of Institutional Research compared success rates in online courses pre- and post-POCR alignment, controlling for instructor and course. Regardless of ethnicity, gender, or age, success rates in online courses were higher for all student groups post-POCR  alignment in comparison to pre-POCR alignment, with one exception (students aged 35 to  39). The greatest improvements were among Black, Asian, male, and 25–29-year-old students. Success rates increased by 32% for Black students and 24% for students ages 25 to 29 years old. |

**Degrees & Certificates Conferred**

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

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| The Communication Department updated courses and responded to the college and nationwide downward enrollment trend by offering more flexible online course options. This resulted in us being able to weather the storm during the turbulent pandemic era enrollment period. |

For more information on awards: [**Degrees & Certificates Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

Increasing the number of students who complete a certificate or degree is a shared goal across CoA’s Ed Master Plan Goals, PCCD Goals, the Chancellor’s Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

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| Community outreach and cross-discipline cooperation—as well as continued upgrades and refreshes to curriculum—will help boost the number of degrees awarded. |

**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.

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| Part-time instructors participate in flex days, division meetings, department meetings, and districtwide training.  There is one full-time instructor in the department. Jennifer Fowler has participated in the  following committees:   * Academic Senate Vice President * District Academic Senate Vice President * CoA Distance Education Committee * District Distance Education Committee * Department Chair Committee * Peer Online Course Review Coordinator * Two full-time faculty hiring committees * Guided Pathways Meetings |

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

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| The Communication Department sustains partnerships with the local high schools, Girls Inc. of the Island City, and the League of Women Voters of Alameda. |

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

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| Adjunct faculty participate in the updating of course outlines, provide input for  APUs/Program Reviews, and make decisions regarding how department supply funds are spent. |

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff |  |  |
| Personnel: Student Worker |  |  |
| Personnel: Part Time Faculty |  |  |
| Personnel: Full Time Faculty |  |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed |  |  |
| Professional Development: Personal/Individual PD needed | Attendance at the Online Teaching Conference | $1500 |
| Supplies: Software |  |  |
| Supplies: Books, Magazines, and/or Periodicals |  |  |
| Supplies: Instructional Supplies | Classroom Materials | $2500 |
| Supplies: Non-Instructional Supplies | Office Supplies and Misc. | $1500 |
| Supplies: Library Collections |  |  |
| Technology & Equipment | Department iPad | $700 |
| Library: Library materials/collections |  |  |
| Facilities: Classrooms/Labs |  |  |
| Facilities: Offices |  |  |
| Other |  |  |