The Comprehensive Instructional Program Review Report

1. **College: Laney College**

   Discipline, Department or Program: Communications

   Date: 9/28/15

   Members of the Comprehensive Instructional Program Review Team:
      Dr. Angela Cherry Smith, Cat Brewer

   Members of the Validation Team:
   _____

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

The mission of the Communication Studies Department is to examine human communication in culturally and socially diverse contexts so that students may learn to communicate more effectively and be sensitive to multiple perspectives.

We offer an AAT degree, which is transferrable to the CSUs and UCs

Our department whole-heartedly embraces the mission statement of the college including the commitment to student learning in adiverse society.
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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. ***Yes***

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)? ***We are reviewing the possibility of creating a hybrid class for Public Speaking and Intro to Communication.***

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate? ***We offer an AAT, which cannot be completed through distance education.***

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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.

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) *We include our department SLOs in our syllabi and review at the beginning of the semester with each of our classes. SLOs are published in syllabi and 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. *We have spent more time in helping our students decrease their anxiety over all courses as it relates to public speaking. (Comm1A, Comm44 & Comm45/2012 – 2015)*

  Improvement 2. *We have used assessment results to help improve our student's ability to think critically when listening to arguments and speeches, and to listen more mindfully and with a critical ear. (Comm1A, Comm2A, Comm20, Comm44 & Comm45/2012 – 2015)*

  Improvement 3. *Comm20 (in 2014) and Comm2A (in 2015) were recently approved to be part of our AAT degree*

- 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. *Based on the assessment process, over the next three years, we plan to help our students decrease their level of anxiety when speaking to a large audience.*

  Plan 2. *Based on the assessment process, over the next three years, through different class exercises and best practices discussed by our department, we plan to help our students learn how to listen more effectively in order to increase their critical thinking skills while evaluating messages delivered orally by a speaker.*

  ==Plan 3.==

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes. *Not applicable*

- Describe assessment results for courses with multiple sections. Are there similar results in each section. *Yes, most courses show similar results with assessments. We noticed the language on one assessment was misunderstood by a majority of ESOL students in two different sections and the department was able to amend the language for future assessments so that the language is more clear.*

- Describe your discipline, department or program participation in assessment of <u>institutional level</u> outcomes (ILOs). *We discuss ILO assessments in our department meetings.*
  Both Dr. Angela Cherry and Cat Brewer have presented on panels for ILO assessments.

- 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. *Our course outcomes are mapped and in alignment with the ILOs that relate to our department. See attached*

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. *Our department uses Cooperative Learning activities and various modes of technology in the classroom*

- How has new technology been used by the discipline, department or program to improve student learning? *We've consistently used Smart classrooms technology to show films and demonstrate the correct way to use PowerPoint/GooglePresentations in public speaking contexts.*

- 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? *We have regular department meetings once per month to collaborate with best practices and brainstorm different assignments, activities and how to deal with the pressing needs of our students.*

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

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  - There have been increases in the last few years in our enrollment. However, when compared to the overall college enrollment, our department does not a reflect a significant decrease in enrollment. In addition, our enrollment has been steady and at times slightly higher the college's productivity rate.

COMM Enrollment

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	134	436	390	151	439	470	142	404	421

- o An explanation of student demand (or lack thereof) for specific courses.
We believe since the creation of our department's AAT degree, there has been an increase in our department's overall enrollment and productivity. Our courses are required for transfer, thus ensuring high enrollment

- o Productivity for the discipline, department, or program compared to the college productivity rate.
Compared to the college's productivity rate, our department shows significantly higher enrollment trends.

COMM Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	22.88	19.91	19.85	19.72	20.23	21.77	18.31	18.77	19.45

Laney College Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

- o Salient factors, if known, affecting the enrollment and productivity trends you mention above.
Our courses are required for transfer, thus ensuring high enrollment

- Are courses scheduled in a manner that meets student needs and demands? How do you know?
  - o *Our courses are scheduled in a manner that meets some student needs and demands. Our classes are consistently at capacity and we often have to turn students away because of the lack of additional FT instructors in our department. We have also received a request from Coach Beam to offer additional classes in the mornings and early afternoons to accommodate athlete's schedules. In addition, in the past, we have offered classes outside of the scheduling block, which have also consistently been full. However, as of this semester we are no longer allowed to schedule classes outside the block. Because these classes outside of the block were full, it shows a need by the students for classes offered once per week outside of 6 – 8:50pm.*

- Recommendations and priorities.
We would like to hire at least one to two full time instructors in our department to better meet the demands of student enrollment

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?

COMM Student Success

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	87.12%	77.12%	73.74%	84.42%	75.40%	76.62%	79.72%	79.13%	77.99%

Laney College Completion Standard

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Department/discipline course completion rates

Success	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
COMM 1A - INTRO TO SPEECH	86.59%	78.89%	76.26%	81.25%	78.97%	79.20%	73.85%	79.12%	79.29%
COMM 20 - INTERPERS.COMM SKLS	NA	43.59%	NA	NA	72.50%	NA	NA	86.05%	NA
COMM 2A - FUND/ORAL INTERP/LIT	NA	66.67%	52.78%	NA	57.50%	59.09%	NA	77.14%	82.35%
COMM 44 - ARGUMENTATION	NA	NA	53.49%	NA	NA	88.57%	NA	NA	70.59%
COMM 45 - PUBLIC SPEAKING	88.00%	86.00%	83.19%	87.84%	76.19%	75.29%	84.62%	77.63%	77.02%
Grand Total	**87.12%**	**77.12%**	**73.74%**	**84.42%**	**75.40%**	**76.62%**	**79.72%**	**79.13%**	**77.99%**

Discussion:

- 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?
  - *No COMM DE courses from Summer 2012 to Spring 2015.*

Laney College DE Student Success

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	70.05%	57.60%	50.86%	57.64%	51.30%	54.86%	62.58%	54.77%	51.44%

==Discussion:==

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?
  - *No COMM Hybrid courses from Summer 2012 to Spring 2015.*

Laney College Hybrid Student Success

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%	61.76%

Discussion:
  - *Non-applicable*

- 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?
  - *Non-applicable*

- 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?

COMM Retention

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	88.64%	88.68%	82.83%	90.26%	80.36%	87.47%	87.41%	83.25%	85.48%

Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring

Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

Discussion: ***Our numbers reflect success in our retention rates in all our offered courses***

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
  - o ***We have steadily assessed our SLOs in our courses and plan to learn from the outcomes. We will continue to assess and make adjustments in our pedagogies to assist our student's learning. For example, we learned that as a department, we need to spend more time helping our students decrease their anxiety when it comes to presenting speeches in front of large audiences***.

- Which 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?
  - o ==?????????????????????????==

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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.

  Full-time faculty headcount: ***1***

  Part-time faculty headcount: ***3***

  Total FTEF faculty for the discipline, department, or program: ***1***

  Full-time/part-time faculty ratio ***1:3***

  Classified staff headcount: ***0***

- Describe your current utilization of facilities and equipment.
  - ▪ ***Each instructor in our department utilizes smart classrooms. When smart classrooms are unavailable, projectors, TVs, DVD/VCR players are often requested, or the use of a room in F170.***

- 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.
  - ▪ ***Our key staffing need for the next three years require hiring at least 1 – 2 additional FT faculty because our enrollment numbers are consistently high even when overall college enrollment is low. To illustrate, see Section 5/Instruction for COMM enrollment, COMM productivity rate as compared to Laney College Productivity Rate; Section 6/Student Success for COMM Student Success, and Department/discipline course completion rates.***

In addition, our maximum enrollment has fluctuated between 35 – 45 students per class. This is significantly higher than neighboring community college districts whose maximum enrollment is between 26 – 28. If our maximum capacity was reduced to 30, we could then hire another FT instructor and better meet the needs of our students because our courses are required for transfer and graduation.

- 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.
  - *Due to consistent enrollment in our classes, we would appreciate all our instructors having access to current/updated technology in Smart classrooms in order to be able to accommodate the needs of all learning styles*

- 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.
  - *Because of the nature of our communication courses that often require our students to make oral presentations, we need to hold our classes in rooms that are not impacted by a lot of noise outside the classroom (i.e. classrooms that do not share a curtained partition, but rather solid walls.). We also need to have classrooms equipped with stand-alone podiums or at the very least, table-top podiums.*

- # Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

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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.
  - *Our FT Department Chair, Angela Cherry Smith participates in the following committees, activities, etc: Faculty Senate, PAAAA (Peralta Association of African American Affairs), Tenure Review Committees, PTK (Phi Theta Kappa) advisor, Department Chair meetings, Equity Committee, UBAKA – Advisory Team member for African American Student Organization. Angela Cherry Smith also presented at Professional Development Day*
  - *Although, not a FT faculty member, Catherine Brewer presented at Professional Development Day in regards to ILOs*

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
  - *PT faculty member Catherine Brewer serves, for the past eleven years, as the Executive Director of Leadership Oakland – a program of the Oakland Metropolitan Chamber of Commerce.*

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
  - *Our department meets monthly during the Spring and Fall semesters to discuss best teaching practices and to strategize ways to maintain our high student enrollment.*

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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.
  - *During each department meeting we designate time to discuss classroom technologies, online resources, instructional methods and cultural sensitivity. We also share with each other different ways to approach material and student relationships with faculty.*

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

  - *Non-applicable*

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10. Disciple, 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).
- 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: *We plan to continue to assess our SLOs and make adjustments to the curriculum as necessary in order to more effectively teach our students about communication.*

- **Goal 2. Assessment:**

  Activities and Rationale*: We plan to continue to assess one SLO for each course taught per semester and analyze the assessment data to better shape the curriculum in our courses.*

- **Goal 3. Instruction:**

  Activities and Rationale: *Based on information derived from our monthly department meetings, we will continue to support one another and review with each other the best teaching practices in order to implement them in our classes*.

- **Goal 4. Student Success:**

  Activities and Rationale: *We plan to analyze the data from our assessment results in order to more effectively engage and retain our students in order to help them earn their AAT degree in Communication, transfer to a four year, and/or succeed in the workforce.*

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities and Rationale: *If our budget allows, we can begin to create and promote outreach in the community as well as on campus by creating a Speech and Debate club as well as prepare students for leadership opportunities on campus as well as in the community.*

- 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 for Additional (New) Resources

College: Laney

Discipline, Department or Program: Communication Studies

Contact Person: Dr. Angela Cherry Smith and Cat Brewer

Date: 11-2-15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Full time faculty	1	$55 - $75k	
Human Resources: Classified		8		
Human Resources: Student Workers		7		
Technology		4		
Equipment	Stand-alone podiums in each classroom	2	$2k	
Supplies		5		
Facilities	Smart classrooms	3		
Professional Development		6		
Other (specify)				

Appendix B

**PCCD Program Review
Alignment of Goals Template**

College: Laney

Discipline, Department or Program: Communication Studies

Contact Person: Dr. Angela Cherry Smith and Cat Brewer

Date: 11-2-15

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Full time faculty		
2. Communication Studies lab		
3. Tutors		
4. Speech & Debate Club		
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: Laney

Discipline, Department or Program: Communication Studies

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
[X] 1. The narrative information is complete and all elements of the program review are addressed.	
[X] 2. The analysis of data is thorough.	
[X] 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
[X] 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
[X] 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.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	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. Not Accepted.	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 Chair

_____   _____   _____
Print Name   Signature   Date

Discipline, Department or Program Chair

Dr. Angela Cherry Smith   _____   **11-2-15**
Print Name   Signature   Date

Cat Brewer   _____   **11-2-15**
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date