



## 2018-19 Program Review – Instructional

### **Program Overview**

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Mission Statement: Laney's Communication Studies Department assists and engages students from culturally and socially diverse backgrounds understand and retain the importance of Communication skills theory and apply this knowledge to real life experiences.

We offer an Associates of Arts Transfer (A.A.T.) degree in Communications, which is transferable to the California State Universities (CSU) and University College (CU) systems.

Our Communications Department embraces the Mission Statement of the college with emphasis on student-centered learning experience in a diverse society.

List your Faculty and/or Staff

#### Comprehensive Instructional Program Review Committee:

Shirley Brownfox, Chair - Communications & Eleni Gastis, Co-Chair of Journalism

Faculty

Angela Cherry

Jennifer Zenovich

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.

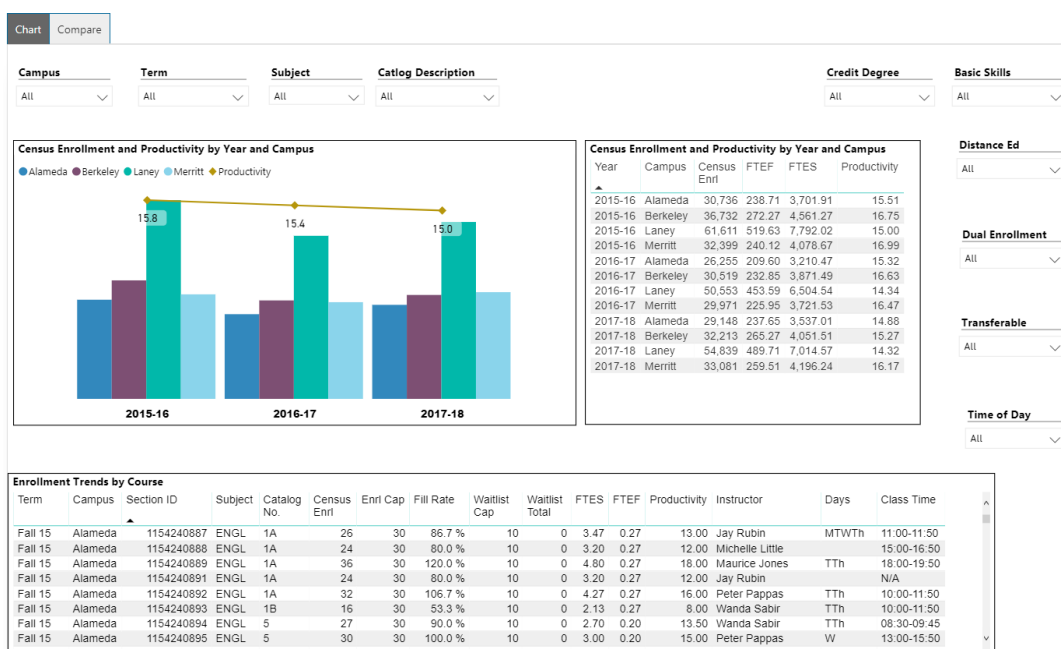
Laney College Communications Department is meeting some of its established goals. However, improvements are needed in the following areas:

1. An additional full-time faculty member is needed to respond to increased demands of student enrollment, increased goals, and administrative requirements of the Comm. Dept.
2. Laney College Communications Department is deficient in online capability. Faculty and funding resources are needed to develop stand-alone online courses. The previous Comprehensive Program Review Report presented in 2015 failed to recognize this deficiency.
3. Executive guidance is required to explore and develop on going contacts with County of Alameda District Attorney Nancy O'Malley's office to integrate the Alameda Speech Academy courses with Laney's Communications Department.

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

Faculty schedules face-to-face courses in a smart classroom environment, where lectures are presented in a Power-point presentation. This allows faculty to use Multi-media equipment when necessary. Faculty reviews classroom schedules before the first day of instructions-making sure the classroom is equipped as smart-class.

## Enrollment Trends



## Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Communications Department enrollment trends have continuously increased over the past 3 years, adding more students to our program. Our program is popular amongst students but it is critical that we hire another full-time faculty to tackle the on-going demands and needs of our students' requests.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

The department is meeting some of the needs of day and time for classes but requests Counseling department to add more day, and different times. For example, adding more Comm 1A (Introduction to Speech), Comm. 45 (Public Speaking), as online and hybrid classes. Counselor Cobb and I have met, and he suggested we consider opening a Comm 19 courses as well. Our dedicated Dean Chan has also suggested the department considers certifications for a short-term degree.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Our Communications courses are scheduled in a manner that meets student needs and their demands-- this is verifiable through our productivity and retention statistics; Communication courses are popular.

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

Previous and current faculty collaborations help us share new and innovative Communication concepts via either emails or meetings or during professional development days. Faculty also stay up-to-date with new Communication research and concepts when we order course textbooks.

How is technology used by the discipline, department?

Faculty schedules Communication classes in smart classrooms where they have access to electronic technology, such as electronic overhead projects, computer access. We use technology software to present classroom lectures (i.e.: power-point presentations).

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?

The Communications department adheres to campus policies and procedures as well. Collaboration with each other (faculty) through meetings and emails, by sharing concepts, rubrics and other needed information. Our Communications department also uses software programs, such as Turnitin, to ensure student course work integrity.

## **Curriculum**

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

The Communications department has already organized a curriculum and assessment plan in ensuring that the course programs are updated in the next three years. Department Chair meets with Curriculum and Assessment team each semester to determine the course program updates.

## **CurriQunet Meta**

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

The Communications department is considering hybrid and online courses designed via Canvas; the department is also planning to add more courses in Speech and Debate.

We are in contact with the CurriQunet-Meta coordinating team. The Communications department has had to switch from Taskstream to CurriQunet-Meta and in the process of adding all information into the new software program.

**Assessment – Instructional**

Student Learning Outcomes Assessment

Dept	Course #	SLO	next assessment	
			Term	Year
COMM	001A	Work effectively and collaboratively in groups	spr	2019
COMM	001A	Demonstrate communication theories of a variety of interpersonal situations including an awareness of the importance of culture.	spr	2019
COMM	001A	Construct and deliver a clear and well-organized verbal presentation using appropriate nonverbal communication	spr	2019
COMM	002A	Verbally interpret a diverse body of literature using the basic principles associated with interpreting literature	Fall	2019
COMM	002A	Discover and appreciate ways of interpreting various genres of literature through their own lived experiences	Fall	2019
COMM	002A	Reflect and analyze different essays, prose and poetry, and lyrics and show how the author's-writers backgrounds impacted their works	Fall	2019
COMM	019	Compare and contrast how the “media economy” behind various media events affects the content and the audiences; explain how media ownership affects gate keeping and the messages delivered.	Spring	2020
COMM	019	Identify stereotypes propagated by mass media in a specific time period, using a film, newspaper article, television show, or music recording from that era; discuss how these biases relate to the events and culture of that time period.	Spring	2020
COMM	019	Analyze a written article or specific broadcast, in order to distinguish fact from opinion; identify issues of bias and propaganda.	Spring	2020

COMM	020	Students will demonstrate in a variety of situations, different avenues available to make interpersonal communication more successful including diagnosing conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods.	Fall	2018
COMM	020	Verbally describe the ways that communication creates, develops and changes personal identities; explain the effect of communication on personal identities, including how intrapersonal communication affects interpersonal communication	Fall	2018
COMM	020	Students will identify their interpersonal communication strengths and areas in need of growth	Fall	2018
COMM	044	Students will distinguish between arguments of fact, policy, and value.	Spring	2020
COMM	044	Through written outlines or cards and verbal presentations, students will demonstrate their understanding of organized affirmative and negative case constructions and an understanding of affirmative and negative speaker responsibilities by engaging in debate.	Spring	2020
COMM	044	Students will be able to illustrate critical thinking skills by conducting oral and written evaluations of evidence and debates, including peer and self-critiques.	Spring	2020
COMM	045	Decrease anxiety while improving confidence in public speaking situations	Spring	2021
COMM	045	Perform a well organized informative oral presentation that demonstrates critical thinking skills	Spring	2021
COMM	045	Evaluate the effectiveness of speeches given by classmates and provide constructive feedback to those speakers.	Spring	2021
COMM	049	none at this time		

List your Student Learning Outcomes

Listed above...

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Communication Department PLOs have already been assessed, and PLOs next assessment is 2021.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Our department stays up-to-date with assessment planning and input of data information. The department has scheduled and planned assessment work in a timely manner.

Collaboration

Everyone in the department working together as a team.

#### Leadership Roles

Chair leads the department and collaborate with Communication faculty and also work as a team member.

#### Planning Process

#### Dept meetings for Collaboration

The department will plan more meetings with faculty and the assessment team in coordinating, and training faculty.

#### Data Analysis

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

For one assessment: Student speakers needing improvement in Non-verbal cues used during presentation. In Communication 1A, Introduction to Speech, we noticed that beginning student speakers should use more non-verbal cues in successful delivery skills during presentation. The results from assessment were making sure lectures include more and more of non-verbal cue activities so students will retain the concepts and use them during a speech.



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

N/A

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

Yes; collaboration with assessment teams, attending collegiate meetings about ILOs.

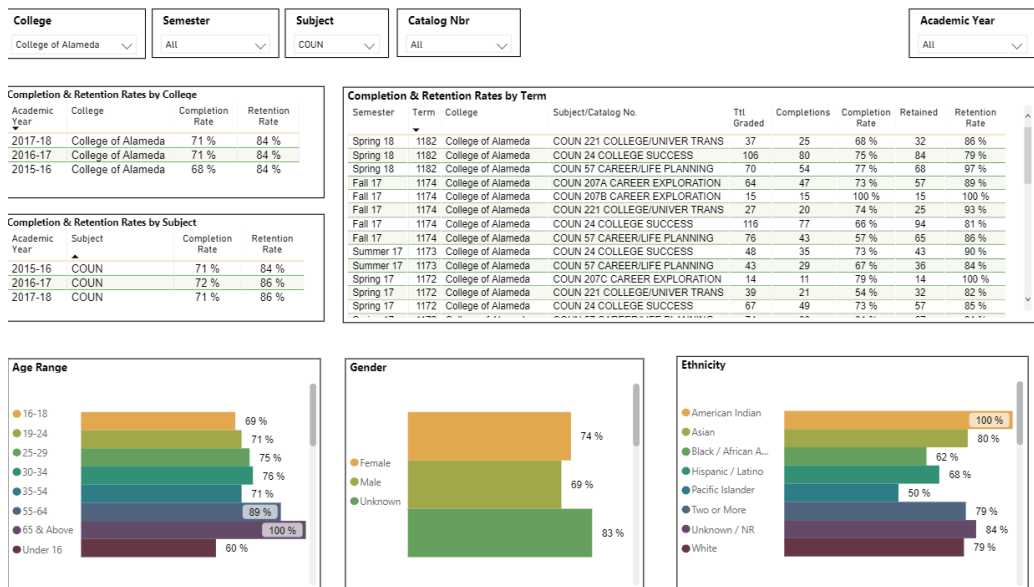
What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Continued support from the following departments:  
~ support from Dean Chan's office  
~ support and working closely with the Assessment and Curricu-Net coordinators

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Mission Statement: Laney's Communication Studies Department assists and engages students from culturally and socially diverse backgrounds understand and retain the importance of Communication skills theory and apply this knowledge to real life experiences. Our Communications Department embraces the Mission Statement of the college with emphasis on student-centered learning experience in a diverse society.

## Course Completion



## Course Completion Power BI Dashboard

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

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

The Communications Department enrolls a variety of students of different age ranges. Our completion rates are within set standards.

Ethnicity

The Communications Department enrolls a variety of students of different ethnicities. Our department completion rates are within the set-guidelines.

Gender

Foster Youth Status


Disability Status

Please check online submission as well.
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Low Income Status

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Veteran Status

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

Face-to-Face

The department has observed over the past three years that students are visual and audio-tutorial do very well with face-to-face Communication courses and our department completion rates are within the set-standard guidelines.
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Hybrid

N/A
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100% Online

N/A

Dual Enrollment

N/A

Day time

The department would like to add early morning courses in the area of Comm 19, Comm 2A, and Comm 20.

Evening

The department considers adding a Communication 44 or a Communication 2A course in the evening, more course variety for our students.

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

Our Communications department completion rates for our program are with range of the college's institutional set standards.

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

N/A

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?

N/A

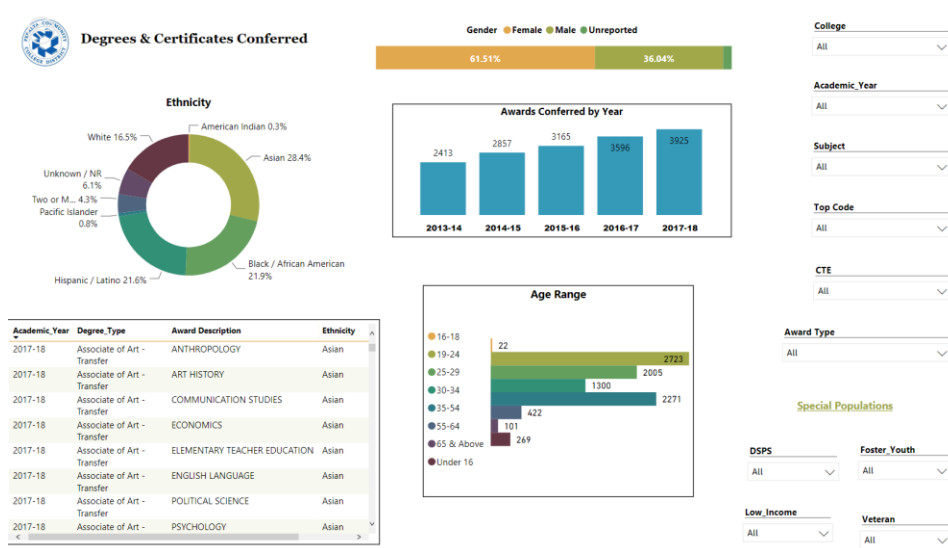
Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Our Department is within the course retention rates compare to the standard rates for the District.

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

Our department is popular with students, and our retention rates are within set-standard guidelines.

## Degrees & Certificates Conferred



## Degrees & Certificates Power BI dashboard

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.

The Communication Department degrees and certificates are increasing gradually but the department is considering more outreach to students to increase degree and certification programs.

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

Absolutely...

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

The department wants to consider adding a certificate program.

## **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.

Shirley Brownfox, Department Chair, participates in institutional engagement by:  
Being a member of the Presidents' Council; District Foundation Student-Awards Team; Co-Founder of Speech and Debate event at College of Alameda; working closely with District Attorney Nancy O'Malley's Speech Academy; Enrollment out-reach faculty team, and Faculty Evaluation Team.  
Faculty, Angela Cherry: Please see Comprehensive Instructional Review report for 2015.

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

Professional Development Day  
Faculty meetings, and attend faculty based professional events  
Re-certify our Speech and Debate Club

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

The Communication department works closely with its faculty members in collaborating, discussing and sharing needed departmental information as well, including training, too.

**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.

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Estimated Annual Salary Costs</b>	<b>Estimated Annual Benefits Costs</b>	<b>Total Estimated Cost</b>
<b>Personnel: Classified Staff</b>				
<b>Personnel: Student Worker</b>				
<b>Personnel: Part Time Faculty</b>				
<b>Personnel: Full Time Faculty</b>	The addition of another full-time faculty or 2; covers department and student demands made on our program.	\$55 - \$85K		

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Professional Development: Department wide PD needed</b>		
<b>Professional Development: Personal/Individual PD needed</b>		



**Prioritized Resource Requests Summary - Continued**

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Supplies: Software</b>		
<b>Supplies: Books, Magazines, and/or Periodicals</b>		
<b>Supplies: Instructional Supplies</b>		
<b>Supplies: Non-Instructional Supplies</b>		
<b>Supplies: Library Collections</b>		

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Technology &amp; Equipment: New</b>	Computer cart with lap top and speakers and electronic projector--for emergencies when faculty are in need of a smart classroom and they are not available in semester.	\$3K
<b>Technology &amp; Equipment: Replacement</b>		

**Prioritized Resource Requests Summary - Continued**

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Facilities: Classrooms</b>		
<b>Facilities: Offices</b>		
<b>Facilities: Labs</b>		
<b>Facilities: Other</b>		

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Library: Library materials</b>		
<b>Library: Library collections</b>		

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
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<b>OTHER</b>		
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Respectfully submitted by: Shirley Brownfox- Department Chair of Communications 1/17/19

**Second submission of the 2018-19 -- Program Review -- Institutional**