Welcome to Program Review

Welcome Cora Leighton, Please choose your department and activity

Please choose Department

COMM - Instruction

Are you completing Program Review or Annual Program Update (APU)?

Program Review

Program Overview

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

Program Total Faculty and/or Staff

Full Time

Cora Leighton

| Add Faculty and/or Staff |

Part Time

Deborah Farris
Evelyn Pine
Mariella Thaning
Pati Shojaee
Jennifer Zenovich

| Add Faculty and/or Staff |

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.

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

All courses utilize smart classrooms, including computers and projectors.

Enrollment Trends

College Level - Program and Department comparison

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.

Enrollment dipped in 2016-2017, but rebounded significantly in 2017-2018. Our productivity has dipped, but is in keeping with the college trend and the goals for the district.

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

We offer classes at all times of the day, and enrollment is consistent during the day and in the evening.

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

Yes. Because enrollment in day, evening and online courses is consistent, we can assume that the needs of students are being met.

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

Instructors participate in various TLC projects to improve teaching. Lead faculty has proposed a sabbatical project related to online teaching and best practices to support equity and success.

How is technology used by the discipline, department?

Computers and media are used in all 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?

Instructors are evaluated in online courses. Course outlines and DE addendums have been updated to maintain consistent contact hours. Lead faculty has proposed a sabbatical project related to online teaching and best practices to support equity and success.

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

Improve equity and success in DE courses

Description

We would like to improve our success rates in online courses by creating a database of best practices for online communication courses and equity.

To be completed By

5/22/2020

Responsible Person

Cora Leighton

Resource Request

Professional Development

Individual/personal PD needed

Description/Justification

Sabbatical project on online courses and equity success

Estimated Cost

0

Improvement Action

Action Item

Communication Workshop

Description

Create a communication workshop modeled after the writing workshop in order to help students with communication anxiety; as well as tutoring for speech writing and delivery.

To be completed By

5/21/2021

Responsible Person

All faculty

Resource Request

Personnel

Full-time Faculty

% Time

100

Description/Justification

Hire a second full-time communication faculty to help address the following: Increasing enrollment with new requirements for transfer; help develop the communication workshop; develop online curriculum

Estimated Annual Salary Costs

85000

Estimated Annual Benefits Costs

15000

Total Costs

100000

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

Name
Semester and Year
To be deactivated on

Last updated date
To be updated on

| COMM 005 - Persuasion and Critical Thinking | January, 13 2017 13:03:39 |

Fall

2018 - 19

| COMM 020 - Interpersonal Communication Skills | November, 09 2016 10:34:30 |

Fall

2018 - 19

| COMM 004 - The Dynamics of Group Discussion | January, 13 2017 12:43:32 |

Fall

2018 - 19

| COMM 045 - Public Speaking | March, 23 2018 16:27:03 |

Fall

2018 - 19

| COMM 010 - Gender and Communication | August, 01 2016 14:34:56 |

Fall

2018 - 19

COMM 003 - Introduction to Human Communication

May, 02 2017 13:56:15

Fall

2018 - 19

COMM 006 - Intercultural Communication

October, 19 2018 12:42:49

Fall

2018 - 19

COMM 019 - Survey of Mass Media

October, 19 2018 12:44:18

Fall

2018 - 19

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.

All courses were updated in the Fall 2018 .

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

Improvement Action

Improvement Action

Action Item

Description

To be completed By

Responsible Person

Resource Request

Library

Library Collections

Description/Justification

Kanopy Streaming service

Estimated Cost

10000

Instruction - Assessment

Student Learning Outcomes Assessment

Course Last date Assessed	Student Learning Outcomes (SLO) Planned Assessment Date
COMM 005 - Persuasion and Critical Thinking	Identify their background beliefs, surroundings, worldview, and biases that block sound reasoning in oral...
	12/21/2018
COMM 005 - Persuasion and Critical Thinking	Distinguish among opinion, assumptions and fact.
	12/21/2018
COMM 005 - Persuasion and Critical Thinking	React critically to media of all forms.
	12/21/2018
COMM 005 - Persuasion and Critical Thinking	Identify a problem or argument, isolate facts related to the argument, generate multiple solutions to the ...
	12/21/2018
COMM 020 - Interpersonal Communication Skills	Analyze the impact of nonverbal and verbal communication in everyday life.
	5/31/2019
COMM 020 - Interpersonal Communication Skills	Apply communication skills in order to improve communication in the home, at work, and in social interac...
	5/31/2019
COMM 020 - Interpersonal Communication Skills	Identify and exhibit effective verbal (oral) and nonverbal communication skills throughindividual and grou...
	5/31/2019
COMM 004 - The Dynamics of Group Discussion	Describe the theories of group decision making, problem solving and conflict resolution.ILO: Self-awaren...
	12/27/2019
COMM 004 - The Dynamics of Group Discussion	Analyze the roles and responsibilities of individual group members.ILO: Self-awareness and interpersonal...
	12/27/2019
COMM 004 - The Dynamics of Group Discussion	Appraise styles of leadership.ILO: Self-awareness and interpersonal skills, Communication.

	12/27/2019
COMM 004 - The Dynamics of Group Discussion	Demonstrate effective methods of interacting with culturally diverse individuals and groupsILO: Self-awar...
	12/27/2019
COMM 045 - Public Speaking	Critique a human communication event using a contemporary model of the communication process.
	5/31/2019
COMM 045 - Public Speaking	Explain the difference between hearing and listening, and use critical listening to analyze spoken messa...
	5/31/2019
COMM 045 - Public Speaking	Explain concepts of global communication and apply those principles in analyzing communication situati...
	5/31/2019
COMM 045 - Public Speaking	Plan, develop, and deliver, from the initial stage of outlining through rehearsal, presentation, and review, ...
	5/31/2019
COMM 010 - Gender and Communication	Describe the theories of gender development and communication (Communication, Self Awareness and...
	5/31/2019
COMM 010 - Gender and Communication	Identify the ways race, class, ethnicity, sexuality, and gender intersect in individuals and groups (Commu...
	5/31/2019
COMM 010 - Gender and Communication	Explain how institutions intersect with gender globally (Communication, Self Awareness and Interperson...
	5/31/2019
COMM 003 - Introduction to Human Communication	Identify similarities and differences in the fields of Interpersonal Communication, Small Group Communic...
	12/21/2018
COMM 003 - Introduction to Human Communication	Identify the basic history, assumptions, principles, processes, variables, methods, and specializations of ...
	12/21/2018
COMM 003 - Introduction to Human Communication	Research, organize, and deliver an effective public address
	12/21/2018
COMM 006 - Intercultural Communication	Evaluate critically the impact of nonverbal and verbal techniques on Intercultural Communication
	12/21/2018
COMM 006 - Intercultural Communication	Apply effective Intercultural Communication strategies in professional environments and diverse commu...
	12/21/2018
COMM 006 - Intercultural Communication	Create well organized, well researched, and well delivered speeches or papers.
	12/21/2018
COMM 019 - Survey of Mass Media	Analyze how the media economy behind various media events affects culture, content and audiences

	12/21/2018
COMM 019 - Survey of Mass Media	Describe the evolution of mass media technologies and their relationship to government policies.
	12/21/2018
COMM 019 - Survey of Mass Media	Identify and discuss stereotypes propagated by mass media in a specific time period and how these bia...
	12/21/2018

Any obstacles experienced during assessment? What worked well? (mainly based on evidence in the report, attach other evidence as necessary)

There were no obstacles to assessment and all was scheduled on time

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)

100%   ACS Assessment Schedule.xlsx

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?

Collaboration

Part-time and full-time faculty collaborated to create an assessment plan and then carried out said plan as scheduled

Leadership Roles

Full-time faculty processed assessment

Planning Process

a FIG in 2015 helped create a plan

Dept meetings for Collaboration

Each semester

Data Analysis

Lead faculty

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.

We are focused on assessing online courses separately from face-to-face courses as we move forward, so we can understand the unique needs of different modalities

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.

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.

Communication has been an integral part of ILO assessment. We have submitted assignments for each round of Institutional Level Outcome assessment. Our classes consistently outperform other courses in the ILO assessment. In particular, out Critical Thinking students performed well in the critical thinking assessment under the category of â€œmaking concessions.â€ Due to this, our instructors have been sharing assignments and teaching strategies in order to create a set of best practices for the college.

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?

None

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.

Choose your Action

Improvement Actions

Course Completion

College Level - Program and Department comparison

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 (%)	2015 - 16 Completion Rate (%) 2017 - 18 Completion Rate (%)
COMM 10 GENDER/COMMUNICATION	
62	74
COMM 19 SURVEY OF MASS MEDIA	89
70	69
COMM 20 INTERPERS.COMM SKLS	82
80	82
COMM 3 INTRO/HUMAN COMMUNICATION	76
71	78
COMM 45 PUBLIC SPEAKING	81
76	75
COMM 5 PERSUATION/CRIT THNK	77
78	76
COMM 6 INTERCULTURAL COMM	74
75	74
COMM 3	76
71	78
COMM 5	77
78	76
COMM 6	74

75	74

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

○ Yes
○ No

ages 55-65 have a lower completion rate, probably due to the statistically low number of students in this...

Ethnicity

○ Yes
○ No

Pacif Islander, American Indian and Black students have a lower completion rate. We are proposing a sab...

Gender

○ Yes
○ No

If yes, Please describe the difference

Foster Youth Status

○ Yes
○ No

rates are wildly varying.

Disability Status

○ Yes
○ No

If yes, Please describe the difference

Low Income Status

○ Yes
○ No

If yes, Please describe the difference

Veteran Status

○ Yes
○ No

If yes, Please describe the difference

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

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

Completion rates are in keeping with the college goal of 70%

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

They are in keeping with the college standard

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?

There are minor differences between face to face and distance education success rates. In order to raise the success rates for distance education courses to the level of both the discipline average and the institutional goal, we will focus on further assessment and consistency across courses. As of now, assessment of online courses is the same as face-to-face courses which does not allow us to address these differences. A new assessment model must be formulated.

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?

Communication retention rates remain higher than the average for the college.

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

Our program has been active in researching specific resources and services for students with high communication anxiety. Because our courses all require some sort of speaking, it is vital to address this issue early and regularly. Second, we have been active in developing and using an early alert system as well as working with counselors and disability services to be sure that our students have access to services.
To improve over the next three years, we will design and implement a comprehensive program for students with high communication anxiety. These services will include a public speaking lab, workshop and tutors.

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

Improvement Action

Improvement Action

Action Item

Improve course completion

Description

Improve course completion with particular focus on Public speaking courses (COMM 3, 4, 20 and 45), as related to high anxiety speakers/.

To be completed By

5/21/2021

Responsible Person

All faculty

Resource Request

Facilities

Description/Justification

Communication Lab with camera equipped projector

Labs

Estimated Cost

100000

Degrees and Certificates

College Level - Program and Department comparison

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.

We have designed an AA-T in communication that went into effect in spring 2015. We have added a lot of online classes, and have steadily increased degree completion in the last 3 years

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?

Continue to work with Faculty Advising
Work with Guided Pathways
Work across the district to standardize the COMM degrees and course offerings each semester.

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.

Choose your Action

Improvement Actions

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.

Lead faculty is currently department chair; chair of chairs; and a faculty advising lead. She also participates in learning communities.

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

lead faculty: Tutoring work group; faculty advising; learning communities

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

part-time instructors are present at all flex day department meetings and are given new course offerings each semester.

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.

Choose your Action

Improvement Actions

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
Anticipated Completion Date
Actions

Description

Instruction

Enrollment Trends
Improve equity and success in DE courses

We would like to improve our success rates in online courses by creating a database of best practices for online communication courses and equity.

5/22/2020

Completed Date

Annual Progress Update Date

Communication Workshop

Create a communication workshop modeled after the writing workshop in order to help students with communication anxiety; as well as tutoring for speech writing and delivery.

5/21/2021

Completed Date

Annual Progress Update Date

Curriculum

Course Completion
Improve course completion

Improve course completion with particular focus on Public speaking courses (COMM 3, 4, 20 and 45), as related to high anxiety speakers/.

5/21/2021

	Completed Date
	Annual Progress Update Date

Engagement

New and Continuing Goals

Discipline, Department or Program Goal   College Goal
PCCD Goal

Resource Request Summary

Total Cost: $210000
Total Resource Request: 4

Instruction

Personnel

Type	% Time
Description/Justification	Estimated Annual Salary Costs
Total Costs	Estimated Annual Benefits Costs
Full-time Faculty	100
Hire a second full-time communication faculty to help address the following: Increasing enrollment with new requirements for transfer; help develop the communication workshop; develop online curriculum	85000
100000	15000
	Sub-Total: $100000

Professional Development

Type	% Time
Description/Justification	Estimated Cost
Individual/personal PD needed	100
Sabbatical project on online courses and equity success	0
	Sub-Total: $0

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

Type	Description/Justification
Estimated Cost	
Labs	Communication Lab with camera equipped projector
100000	
	Sub-Total: $100000

Library

Type	Description/Justification
Estimated Cost	
Library Collections	Kanopy Streaming service

10000

Other

No Resources found for this category

Engagement

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

No Resources found for this category