

Peralta Community College District

UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

I. OVERVIEW

| | | | |
|---|--|------------------------|---------------------|
| | | Date Submitted: | November 7, 2009 |
| Discipline | Arts - Communication | Dean: | Dr. Stacey Thompson |
| Department Chair | David Morales | | |
| Mission/History <i>Brief, one paragraph</i> | Through providing education in the Communication discipline, we plan to increase student success in interpersonal and group interactions, as well as in analysis of mass media. Through the practice of public speaking, effective listening, and discussion of the cultural implications of verbal, nonverbal, and mass communication in a diverse world, students will become better citizens of a global population. Additionally, they will have the communication training to improve their potential in their careers, transfer to four-year colleges, relationships with others, and everyday interactions. | | |

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

| Annual Baseline Data | | | | | |
|----------------------|-------------|--------------|-----------------|-----------|--|
| Year | Annual FTES | %FTES growth | FTEF in program | FTES/FTEF | Comments |
| 2008/09 | 79.13 | -12% | 4.48 | 17.66 | Although our student numbers decreased from 2007-08 to 2008-09, the Communication dept. maintained high productivity for the year. |
| 2007/08 | 90.31 | -1.3% | 4.95 | 18.24 | |
| 2006/07 | 91.57 | n/a | 5.17 | 17.71 | |
| 2005/06 | n/a | n/a | n/a | n/a | |

| COMMUNICATION | Fall | | | | | CODE | Comments |
|---|------|------|-------|-------|-------|------|---|
| | 2004 | 2005 | 2006 | 2007 | 2008 | | |
| Quantitative Assessments | | | | | | | |
| 1. Enrollment (duplicated) | n/a | n/a | 444 | 431 | 387 | | The fall numbers are a bit deceptive, in that we had significantly higher student population for Spring 09 and additional full classes (5) in Summer '09. |
| 2. Sections (master sections) | n/a | n/a | 13 | 12 | 12.5 | | We ran 17 additional sections in Spring and Summer '09 |
| 3. FTEF | n/a | n/a | 2.58 | 2.38 | 2.39 | | |
| 4. FTES | n/a | n/a | 48.57 | 46.54 | 38.47 | | |
| 5. FTES/FTEF | n/a | n/a | 18.83 | 19.55 | 16.43 | | Our productivity was much higher in the SP '09 and SU '09 semesters. It is currently 19.9 in F09. It may be that we have a higher number of students from the pre-nursing and child-development cohorts enrolled in the spring. As Comm 20 is a requirement for these students, they represent a major portion of our student population. |
| 7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.) | | | | | | | |

| Qualitative Assessments | Narrative |
|--|---|
| 8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs). | Although communication is not a vocational program, there are many research studies that indicate employers consider interpersonal, group, and oral communication skills vital for their employees. Also, the majority of medical and nursing schools now require interpersonal skills training and testing, in addition to clinical and written exams. |
| 9. College strategic plan relevance | |

Check all that apply

- New program under development – Peralta District approved the new Communication Major at Merritt College in Spring 2008. Papers are now being finalized and submitted to the State California Community College in order to get official state approval of this program. Also, the Communication Training Lab is set to open in the newly renovated “D” building in 2012. With the innovation of these two new programs, we expect to see an increase in student enrollment beginning in Fall 2010 (when the state will have likely provided an official approval for the communication major). We expect enrollment in individual courses to continue to increase, when we begin using the new Communication Training Lab – as the center will allow us to provide hands-on training, more fee-based or contract courses, and more targeted job skills training, such as interviewing skills.
- Program that is integral to the college’s overall strategy - Comm is essential to Merritt’s strategy in preparing students to be professionally and personally qualified through completion their educational goals. Interpersonal, oral, group, and intercultural communication are also central to providing students with the skills they need to be informed citizens of the United States and the world.
- Program that is essential for transfer – Comm 4, 20 and 45 provide oral communication transfer credits essential for CSU, UC, and most 4-year college transfer requirements. Also, every course offered as part of the communication major is transferable within the IGETC system.
- Program that serves a community niche – The Communication department recently partnered with several community organizations that serve people with developmental disabilities, in order to provide classes that help to prepare these community members for a program called supported employment. The pilot program ran in Fall '09 and has been very well received, with students asking for additional training classes.
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. – As with many programs at Merritt College, we have seen a drop in students who have been dropped by financial aid, work-study, or EOPS programs.

Other _____

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

10.ACTION PLAN -- Include overall plans/goals and specific action steps.

The communication department has two new programs that, if marketed to current and potential students, we anticipate will increase enrollment in our classes. The new communication major, estimated approval by the state community college system in early 2010 and the Communication Lab, opening in 2012, will attract students looking both to transfer to 4-year colleges with a communication major and improve job skills.

The communication dept. plans to create and distribute a brochure highlighting first the major and then (when it is completed) the Communication Lab.

Our new classes for students with cognitive disabilities have been very well-received by this community. With some publicity through articles in local newspapers and continued networking with local agencies who serve this population along with high school counselors working with students with cognitive disabilities, we can also work towards increasing enrollment in this newly developed curriculum.

Additional Planned Educational Activities

| | |
|--|--|
| 11. Health/safety/legal issues: | Continued need for a landline telephone within each classroom. This is a major safety issue, as cell phone coverage on campus is spotty and if there were a medical or other type emergency, our options are not adequate for getting immediate help. We need to get some sort of cover or ramp put over the door stop to A200, as it is a large bump that is difficult to ride over for students using wheelchairs. |
|--|--|

| Student Learning Outcomes (SLOs) 2008/09 | | |
|--|--|------------------|
| 12. Have you completed Student Learning Outcomes (SLO's) for all your courses? | YES <u> X </u> | NO <u> </u> |
| 12a. If you answered no to question 12 then, what percentage have you completed? 100% | | |
| 13. What are you assessing this year? Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan. | <u> </u> course outcomes <u> </u> program outcomes <u> </u> institutional learning outcomes | |

| BUDGET | | | | |
|-----------------------|-----------------|----------------|-----------------|----------------------------------|
| 14. Budget Categories | Allocated 08/09 | Expended 08/09 | Requested 09/10 | Comments |
| Fund 1 | | | \$250 | Marketing brochure for new major |
| Fund 14 | | | | |
| Fund 17 | \$1,550.00 | \$595.11 | \$500 | General supplies |
| Measure A | \$2,827.00 | \$300.00 | \$2500 | Two (2) TV/DVD mounted |
| VTEA | | | | |
| Total | | | \$3250 | |

| 15. Additional Revenue (grants, private sales, and donations etc) | Awarded/Generated 08/09 | %Expended 08/09 | Comments |
|---|-------------------------|-----------------|----------|
| | | | |
| | | | |

PERSONNEL NEEDS

| Personnel | CD Enrl F2008 | Tot FTES F2008 | Contract FTEF F2008 | Ext Srv FTEF F2008 | Tmp FTEF F2008 | Total FTEF F2008 | Contract % | FTES/FTEF |
|-----------|---------------|----------------|---------------------|--------------------|----------------|------------------|------------|-----------|
| | 387 | 39.27 | 1.80 | 0.20 | .39 | 2.39 | 75% | 16.43 |

| FT/PT ratio | Current | If filled | If not filled | # FTE (faculty assigned) |
|-------------|---------|-----------|---------------|--------------------------|
| 4.61 | | | | |

*Faculty Staff Requests 2010-2011:
We now have two full-time faculty in the communication discipline. We do not have a need for any new FT faculty at this point.*

| FACULTY DIVERSITY | | | |
|-------------------|---------------|--------------|-------|
| Ethnicity | # of Contract | # of Adjunct | Total |
| | | | |

| | | | |
|------------------|---|---|---|
| Asian | | | |
| African American | 1 | | 1 |
| Filipino | | | |
| Hispanic/Latino | | | |
| Native American | | | |
| Other | | | |
| White | 1 | 2 | 3 |
| Unknown | | | |
| Total | 2 | 2 | 4 |

| Gender | # of Contract | # of Adjunct | Total |
|--------------|---------------|--------------|----------|
| Male | 1 | | 1 |
| Female | 1 | 2 | 3 |
| Not Supplied | | | |
| Total | | | 4 |

III. RESOURCE NEEDS

| |
|---|
| Equipment/Material/Supply/ Classified/Student Assistant Needs: |
| The communication department has a continued need for a student assistant at 20-hours per week. When the Communication Lab opens in 2012, we will have increased need for work-study or student assistants to help run the lab. |
| Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding: |
| Immediately, we are missing two televisions with DVD/VCR players ordered in previous years. When the Communication Lab is built in the "D" building 2011-2012, we will need \$12000 in equipment, including: video camera, tripod, desk, two office chairs, television, laptop computer, LCD projector, screen, and smart board |

IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

| Student Demographics: Ethnicity | | | |
|---------------------------------|--------------------------|-----------|--------------------|
| Ethnicity | Baseline Fall 2004-07 | Fall 2008 | College Average |
| Asian | 14% | 13% (50) | 16% |
| African American | 43% | 40% (160) | 36% |
| Filipino | 3% | 4% (16) | 3% |
| Hispanic/Latino | 19% | 15% (58) | 14% |
| Native American | 1% | 2% (6) | 1% |
| Other | 2% | 2% (7) | 2% |

| | | | |
|---------|-----|----------|-----|
| White | 13% | 12% (46) | 21% |
| Unknown | 5% | 13% (53) | 6% |

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| Table X: Student Access by Gender Communication | | | |
|--|-------------------------------------|-------------------------|-----------------|
| Gender | Communication Baseline Fall 2003-07 | Communication Fall 2008 | College Average |
| Male | 27% | 28% (111) | 31% |
| Female | 72% | 68% (270) | 69% |
| Not Supplied | 1% | 4% (15) | 0% |

| Analysis |
|--|
| In line with college average as our classes target general education students. |

| Student Retention Rate: Ethnicity <i>Students who receive a grade and do not drop or withdraw</i> | | |
|---|-----------------------------------|-------------------------|
| Ethnicity | Baseline Data available for 06-07 | Communication Fall 2008 |
| Asian | 85% | 85% (48) |
| African American | 78% | 76% (173) |
| Filipino | 91% | 88% (17) |
| Hispanic/Latino | 83% | 78% (59) |
| Native American | 60% | 0% (1) |
| Other | 73% | 75% (8) |
| White | 85% | 85% (47) |
| Unknown | 86% | 87% (31) |
| Comm Average | 81% | 80% (384) |

College Average 72%

| Student Retention Rate by Gender Communication | | |
|---|---|----------------------------|
| Gender | Communication Baseline Data available for 06-07 | Communication Fall 2008 |
| Male | 77% | 82% (107) |
| Female | 82% | 79% (265) |
| Not Supplied | 100% | 75% (12) |
| College Average | 81% | 80% (384) |

| Analysis |
|---|
| 1. If your disciplines retention rate is beneath the colleges rate, then why? |
| 2. If your retention rate is below the college rate, then what are you doing to increase retention? |
| 3. If your retention rate is above the college's rate do you have any best practices to share? We work hard at creating a welcoming classroom climate right at the beginning of the semester. We also teach the concept of "self-fulfilling prophecy," which basically says that if you tell yourself at the beginning of the semester: "I am going to get an 'A' in this class," you have just made it more likely to get an 'A.' Jayi Thompson also has an instructional assistant that has learning center hours and specifically helps MAP students, with the goal of increasing retention and success rates. |

| Student Course Completion Rate (SCCR): Ethnicity <i>Students who receive a grade A,B,C or Credit</i> | | |
|--|---|--------------------------|
| Ethnicity | Communication Baseline Data available 06-07 | Communication Fall 08 |
| Asian | 77% | 77% (48) |
| African American | 57% | 53% (173) |
| Filipino | 83% | 88% (17) |
| Hispanic/Latino | 72% | 69% (59) |
| Native American | 50% | 0% (1) |

| | | |
|---------------------------------|-----|-----------|
| Other | 67% | 75% (8) |
| White | 83% | 79% (47) |
| Unknown | 81% | 77% (31) |
| Comm Average | 68% | 66% (384) |
| College SCCR Average 60% | | |

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Student Successful Course Completion Rate (SCCR): Gender

| Gender | Baseline Data available 06-07 | Communication Fall 08 |
|--------------|----------------------------------|--------------------------|
| Male | 63% | 66% (107) |
| Female | 70% | 66% (265) |
| Not Supplied | 100% | 58% (12) |

| Analysis |
|---|
| 1. If your disciplines successful course completion rate (SCCR) is beneath the colleges rate, then why? |
| 2. If your sccr is below the college rate, then what are you doing to increase it? |
| 3. If your sccr is above the college's rate do you have any best practices to share? We teach students the importance of communicating immediately to the instructor when they are having trouble in class, either due to issues of learning, understanding, or personal needs that come up in the course of the semester. If we know about these issues early-on, we can generally work with the student to increase their potential to successfully complete the course. Jayi Thompson also has an instructional assistant that has learning center hours and specifically helps MAP students, with the goal of increasing retention and success rates. |

**Student Program/Discipline GPA : Ethnicity
Communication**

| Ethnicity | Communication Baseline Fall 04-07 | Communication Fall 08 |
|------------------|---|--------------------------|
| Asian | 3.39 | 3.21 |
| African American | 2.56 | 2.21 |
| Filipino | 3.50 | 3.36 |
| Hispanic/Latino | 2.99 | 2.78 |
| Native American | 3.80 | 3.00 |

| | | |
|--------------------|------|------|
| Other | 3.37 | 3.60 |
| White | 3.71 | 3.63 |
| Unknown | 3.44 | 2.89 |
| Overall GPA | 3.06 | |

| Student GPA: Gender | | |
|----------------------------|------------------------|---------|
| Gender | Baseline Fall 04-07 | Fall 08 |
| Male | 2.92 | 2.64 |
| Female | 3.06 | 2.82 |
| Not Supplied | 3.40 | 3.08 |
| Overall GPA | 3.06 | |