

**Peralta Community College District  
Annual Program Update Template 2013-2014  
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

<b>I. Overview</b>			
BI Download:	10/3/2013 11:14	Dept. Chair:	Jennie Braman and Laura Ruberto
Subject/Discipline:	COMM	Dean:	Antonio Barreiro
Campus:	BCC		
Mission Statement	<p><b>The Department of Arts and Cultural Studies mission is to promote students' interdisciplinary perspective on culture, critical theory, and the visual and performing arts through a number of degrees, certificates, learning communities and transfer courses. The department is divided into distinct disciplines and programs all within the liberal and applied arts, including: Art History, Communication, Humanities (Film Studies, Religious Studies, Liberal Arts), Music, Philosophy, and Studio Art (Mural Art, Figure Drawing, Painting, etc.). Together these programs all support BCC's overall goals, missions, and ILOs.</b></p> <p><b>The mission of Communication at BCC is primarily to support transfer through its AA-T in Communication, through individual transfer-level courses, and through supporting other degrees, certificates, and learning community programs at BCC.</b></p>		

<b>II. Enrollment</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Census Enrollment F10	416	393	435	475	1719
Census Enrollment F11	494	349	467	494	1804
Census Enrollment F12	456	332	438	398	1624
Sections F10	9	11	10	11	41
Sections F11	10	9	11	12	42
Sections F12	10	9	11	10	40
<b>Total FTES F10</b>	<b>41.6</b>	<b>39.15</b>	<b>43.5</b>	<b>46.69</b>	<b>170.94</b>
<b>Total FTES F11</b>	<b>49.4</b>	<b>37.27</b>	<b>46.7</b>	<b>49.42</b>	<b>182.79</b>
<b>Total FTES F12</b>	<b>47.45</b>	<b>36.68</b>	<b>43.8</b>	<b>39.79</b>	<b>167.72</b>
<b>Total FTEF F10</b>	<b>1.8</b>	<b>2.24</b>	<b>2</b>	<b>2.21</b>	<b>8.25</b>
<b>Total FTEF F11</b>	<b>2</b>	<b>1.8</b>	<b>2.2</b>	<b>2.4</b>	<b>8.4</b>
<b>Total FTEF F12</b>	<b>2.22</b>	<b>1.8</b>	<b>2.2</b>	<b>2</b>	<b>8.22</b>
<b>FTES/FTEF F10</b>	<b>23.11</b>	<b>17.45</b>	<b>21.75</b>	<b>21.17</b>	<b>20.72</b>
<b>FTES/FTEF F11</b>	<b>24.7</b>	<b>20.71</b>	<b>21.23</b>	<b>20.61</b>	<b>21.761</b>
<b>FTES/FTEF F12</b>	<b>21.41</b>	<b>20.38</b>	<b>19.91</b>	<b>19.93</b>	<b>20.4039</b>

**III. Student Success**

	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Total Graded F10	400	370	409	450	1629
Total Graded F11	470	341	450	478	1739
Total Graded F12	430	323	424	384	1561
Success F10	298	261	315	295	1169
Success F11	379	259	333	282	1253
Success F12	303	243	326	268	1140
% Success F10	0.75	0.71	0.77	0.66	0.72
% Success F11	0.81	0.76	0.74	0.59	0.72
% Success F12	0.7	0.75	0.77	0.7	0.73
Withdraw F10	41	70	32	66	209
Withdraw F11	42	46	55	72	215
Withdraw F12	70	49	48	62	229
% Withdraw F10	0.1	0.19	0.08	0.15	0.13
% Withdraw F11	0.09	0.13	0.12	0.15	0.12
% Withdraw F12	0.16	0.15	0.11	0.16	0.15

<b>IV. Faculty</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Contract FTEF F10	0.93	0	0.9	2.01	3.84
Contract FTEF F11	0.97	0	0.85	1.8	3.62
Contract FTEF F12	0.93	1	0.9	1.8	4.63
TEMP FTEF F10	0.8	2.24	0.8	0.2	4.04
TEMP FTEF F11	1	1.8	1	0.6	4.4
TEMP FTEF F12	1.11	0.8	1	0.2	3.11
Extra Service FTEF F10	0.08	0	0.3	0	0.38
Extra Service FTEF F11	0.04	0	0.35	0	0.39
Extra Service FTEF F12	0.18	0	0.3	0	0.48
Total FTEF F10	1.8	2.24	2	2.21	8.25
Total FTEF F11	2	1.8	2.2	2.4	8.4
Total FTEF F12	2.22	1.8	2.2	2	8.22
% Contract/Total F10	0.51	0	0.45	0.91	0.4655
% Contract/Total F11	0.48	0	0.39	0.75	0.431
% Contract/Total F12	0.42	0.56	0.41	0.9	0.5633

**V. Qualitative Assessments**

<p><b>CTE and Vocational:</b> Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	
<p><b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p><b>The discipline of Communication is represented at Berkeley City College by a series of core communication courses structured as primarily transfer classes and as such focus not only on the major lines of inquiry within communication (rhetoric and speech) but also on strengthening general educational skills such as critical thinking, student writing, and student study skills. Communication 3, the basic communication course provides students with a basic overview of the discipline as well as basic public speaking skills. Communication courses at BCC are part of cohort programs at the college (i.e. PACE ). The majority of sections of Communication classes offered at the college are those classes required of students for transfer through IGETC, primarily Introduction to Speech and Interpersonal Communication, but also including Public Speaking, and Persuasion/Critical Thinking. Interpersonal Communication, Intercultural Communication, and Mass Media are elective classes. With our new contract faculty, we now offer 100% online and 50% online hybrid courses. We also just completed an AA-T degree in communication which will be in place by spring 2014.</b></p>

**VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)**

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

Program	Outcomes	Assessment Findings	Action Plan
Program 1:		Next 12-18 months	See below
Program 2:			

Program 3:			
Any general education components:	<b>All courses are transferable, GE courses</b>		
Any basic skills components:			
Describe assessment methods you are using:			
<p>Given BCC's <b>sole contract faculty in COM is only in her second year of employment at BCC and given that the faculty member in her brief time here has already revised most of the curriculum and developed a new AA-T degree, there simply has not been time to assess the fledging program nor to come up with a program assessment plan. Nevertheless, individual COM courses have been assessed using their SLOs and those COM courses that are part of other BCC degrees and programs have also been assessed.</b></p>			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			

<b>VII. Action Plans</b>			
<p>Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.</p>			
<b>Action Item</b>	<b>Steps/Timeline</b>	<b>Person(s) Responsible</b>	<b>Supporting Data Source (check all that apply)</b>
1. <b>advertise</b> the AA-T in communication, as well as the new courses in communication, and the new online/hybrid course offerings	Develop copy for website and hard copy, propose advertising plan 12-18 months	Dept. chair, dean, PIO, other chairs, website manager, and counseling	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. develop a plan to support the need for a <b>speech lab</b>	12-18 months, review data w/BI tool, research speech lab options at other institutions, review possible grant possibilities	Chair, faculty, and dean	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. Reduce COM 3/COM 45 enrollment to a max. of	12-18 months, review data and similar courses	Chair, faculty, and dean	<input type="checkbox"/> P.O. Assessment Action Plans

30 students, in order to provide enough time for all students to practice their public speaking skills.	at other institutions		<input checked="" type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. proper instructional technology in classrooms and offices for all faculty. Office space and basic teaching supplies for all faculty	Fill out requests from library and office of instruction,	Chair, librarian, dean, VP	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. create a program assessment plan	12-18 months	Faculty and dean	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. support faculty professional development both within BCC (by service outside the classroom/department) and outside BCC	On-going	Prof. development committee, Office of Instruction, Chair	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
7. support the need for evening and weekend student services and other support (counseling, library, computer, tutoring) as well as basic skills classes offered evenings and weekends	On-going	Office of Instruction, Office of Student Services	

**VIII. Narrative:** For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

**IX. College Strategic Plan Relevance**

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other



<p><b>X. Resource Needs:</b> Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.</p>	<p><b>Link to Action Plans (Refer to # of item in section VI)</b></p>	<p><b>Estimated Cost:</b> Please use Excel template to estimate costs.</p>
<p>Please describe and prioritize any <b>faculty, classified, and student assistant</b> needs.</p> <ul style="list-style-type: none"> <li>-student assistant in the speech lab (see below) (instructional technology)</li> <li>- Instructors should be encouraged to stay active in their fields and take advantage of any available funding (staff development, sabbatical ) to attend discipline-specific conferences or enroll in disciplinary professional associations, etc.</li> <li>-second full-time faculty projected for three years from now</li> <li>-student support services and basic skills classes offered/available nights and weekends</li> <li>- college-wide support services for program assessment</li> </ul>	<p>#2, #6, #7</p>	<p>Student assistant: \$7K</p> <p>Second full time faculty – 90K</p> <p>Other needs: variable costs</p>
<p>Please describe and prioritize any <b>equipment, material, and supply</b> needs.</p> <ul style="list-style-type: none"> <li>- voice recorders for students to check-out (instructional technology)</li> <li>- Increase Communication texts available in the BCC library.</li> <li>- college-wide subscriptions that benefit Communication students (JSTOR and turnitin.com)</li> <li>- All full and part-time faculty need to have access to new computers in the classrooms and offices, have access to phones, adequate office space, and basic office and teaching supplies (markers, paper, etc.) (campus computing, instructional technology, network infrastructure, and technology support)</li> </ul>	<p>#4</p>	<p>Voice recorders: \$2K</p> <p>Yearly instructional supplies: \$1500</p> <p>Other needs: variable costs</p>
<p>Please describe and prioritize any <b>facilities</b> needs.</p> <ul style="list-style-type: none"> <li>- a Dedicated Speaking Lab is needed- include computers and screens for power-point presentations as well as cameras within projectors so as to video the speeches.</li> <li>- All Communication courses should be offered in 2050 Center Street unless offsite locations have current technology easily accessible in the classroom.</li> </ul>	<p>#4</p>	<p>Other needs: variable/un known costs</p>

## Appendix I: BCC Institutional Learning Outcomes (ILOs)

### Berkeley City College Institutional Learning Outcomes

Berkeley City College's Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO's. In addition, students achieve these ILO's throughout their experiences at BCC, for example, with student services and student clubs.

#### Communication

Students show that they communicate well when they

- *Critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

#### Critical Thinking

Students demonstrate critical thinking skills when they

- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

#### Computational Skills (Quantitative Reasoning\*)

Students demonstrate computational skills when they

- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

#### Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

#### Global Awareness & Valuing Diversity (Intercultural Competency\*)

Students demonstrate global awareness and show that they value diversity when they

- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

#### Information Competency

Students demonstrate information competency when they

- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

#### Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

- *analyze their own actions and the perspectives of other persons; and*
- *work effectively with others in groups.*

\*Proposed changes as of November 2013

## Appendix II: Goals

### Berkeley City College Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

### Peralta Community College District Strategic Goals 2013 - 2014

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission