

# Instructional Units Program Review Year Five Update - Speech/Communications Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

## Instructional Units Program Review Year Five Update

### 1. Program Update : Version by McGrath, Cindy on 11/19/2021 01:43

**1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)**

New Degrees: N/A

New Curriculum: N/A

Staffing Changes: N/A outside of a few new adjunct hires. We are still applying every year for another FT faculty position but at the time of this submission have not been awarded one.

In response to the COVID-19 pandemic we are now offering SPCH courses that are fully online in both the asynchronous format and in the synchronous format. This is something we had not predicted at the time of our Program Review Year Three Update, but it is something that we plan to continue to offer.

**1b. Please address the following enrollment data provided for your program.**

**1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))**

**On Enrollment:**

Our enrollment was consistently trending up from Fall 2018 to Fall 2020. There was an enrollment jump of 96 students (our largest to date) from Fall 2019 to Fall 2020. This was because in Fall 2020 we offered 30 sections of SPCH courses, our largest to date. Our enrollment numbers dropped in Fall 2021 because we were asked/encouraged by management to cut our section offerings by 5 sections, which equates to 150 students. Even so, our enrollment in Fall 2021 is higher than our lowest past enrollment (Fall 2017).

**On Fill Rate:**

Our fill rates are consistently high at 98% to 101%. Fall 2021 has been our "lowest" fill rate at 94% which we attribute to our in-person courses filling slowly and not at capacity given the uncertainty around COVID-19 and protocols at the Colleges. Even at our "lowest" fill rate is still exceptionally high at 94%. We should note that our fully online asynchronous courses filled first, followed by online hybrid, then online fully synchronous, then traditional hybrid, then face-to-face.

**On Productivity:**

Our productivity is consistent. We were consistently in the 15 range, then in Fall 2021 we dropped ever so slightly to 14.8 which we attribute to the cut of 5 sections of SPCH.

Overall, the trends in our department have been consistent, with the anomaly being Fall 2021 and COVID-19 impacts.

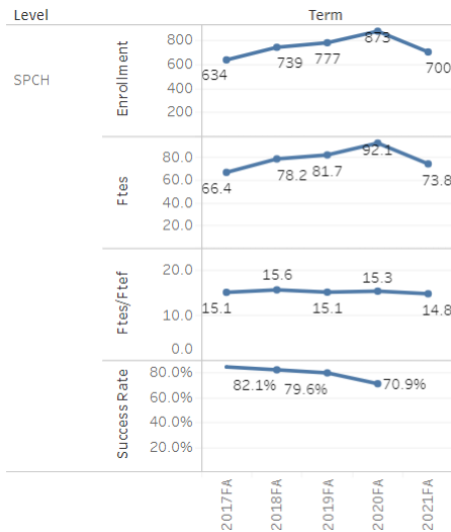


Program Enrollment and Productivity at Census

\* Success rates for the active term are incomplete until the end of term occurs.

Location: LMC  
 Level: Subject  
 Term(s): FA

Source: 4CD's internal data system, Colleague. Last updated 9/30/2021 11:08:06 PM.  
 Click on a topic in the Level column to filter the data.



Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/Ftef	Ftef	Sections	Success Rate*
SPAN	2017FA	309	72%	49.7	14.6	3.40	12	69.5%
	2018FA	377	81%	60.5	16.2	3.73	13	69.3%
	2019FA	383	71%	62.8	14.9	4.20	15	72.5%
	2020FA	342	73%	54.6	14.1	3.86	13	73.5%
	2021FA	279	70%	42.6	13.3	3.20	11	-
SPCH	2017FA	634	99%	66.4	15.1	4.40	22	84.4%
	2018FA	739	101%	78.2	15.6	5.00	25	82.1%
	2019FA	777	98%	81.7	15.1	5.40	27	79.6%
	2020FA	873	98%	92.1	15.3	6.00	30	70.9%
	2021FA	700	94%	73.8	14.8	5.00	25	-
SPTUT	2017FA	619	15%	84.9	-	0.00	4	-
	2018FA	538	13%	73.8	-	0.00	4	-
	2019FA	23	1%	3.2	-	0.00	4	-
	2020FA	16	0%	2.2	-	0.00	4	100.0%
	2021FA	8	0%	2.7	-	0.00	4	-
TRAVL	2017FA	251	84%	18.9	15.8	1.20	8	74.2%
	2018FA	250	83%	17.5	14.6	1.20	8	77.7%
	2019FA	214	71%	16.2	13.5	1.20	8	61.5%
	2020FA	103	40%	8.3	7.5	1.10	7	72.0%
	2021FA	64	29%	5.5	5.5	1.00	6	-

1b. Please address the following enrollment data provided for your program.  
 1.b.2. What does the data suggest in terms of future needs/directions?

**Needs/Directions:**

*Need 1: Sections of SPCH Added Back*

The data suggests that we need to have the 5 sections that were cut for Fall 2021 added back into our scheduling plan. We were trending upward in enrollment and then lost 150 seats with the cut to those sections. From Fall 2017 to Fall 2020 we were consistently adding sections and filling at an almost 100% rate and we had high success rates. While COVID-19 has impacted us (and the entire College) in many ways, we firmly believe that the data indicate we need those sections back.

*Need 2: Online course options*

The data suggests that our face-to-face sections fill slower than online courses. The reasons for this are multifaceted and we will not truly know what the fill rate and enrollment will be for face-to-face courses is until we are either out of the pandemic and/or the vaccine mandate has been in effect for at least two semesters. However, this being said, we know that we need to offer fully online sections to meet student demand. We need to continue to offer a variety of online options for students, including fully asynchronous, as those are filling first in the department.

*Need 3: Full Time Faculty Member*

While the data does not overtly state this, we want it noted: We need another full-time faculty member in our department.

**Forecasting:**

With the launch of the Law, Public Policy and Society program expected in the next academic year we predict that we will need to be prepared to offer a specialized section of SPCH 110 for the program and possibly a specialized section of SPCH 120 for the program.

**On Success Rates:**

The data shows that our success rates were consistent until the COVID-19 pandemic. In Fall 2020 our success rate dropped to its lowest at 70.9%. We attribute this to a variety of reasons: Students having the option to take Excused Withdrawals, students needing to work more, transitions to online learning while in the pandemic, etc. We want to monitor the success rates of our SPCH courses for at least two more semesters before we know what they look like in a pandemic or post-pandemic world.

**Additional, not specific:**

While the breakdown is not specific to SPCH courses (110, 120, 130, 150) we know that SPCH 150 enrollments could change given the new CSU Ethnic Studies requirement which SPCH 150 does not currently meet. We do not know how this will impact the enrollment for that course.

The English Department is proposing a new certificate that could warrant SPCH to offer an Oral Interpretation of Literature course. This is not something that we are currently creating but it is on our radar for a new course and new enrollment.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

**Speech Department Goals (As established in original Program Review 5 years ago)**

**Goal 1:** Develop SPCH 110 Cohort courses for learning communities like: Puente, Umoja and MESA. And non-learning communities: ESL

**Aligned to:** Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs (District #1 and #2)

**Status:** In Progress

**Rationale:** We now offer a SPCH 110 Cohort for Puente (established pre-COVID). That specialized section is going well. Unfortunately, COVID-19 halted our plans to create SPCH 110 Cohorts for Umoja and MESA. Realistically, we hope to begin having these conversations in Fall 2022 once we have a better idea of what the new "normal" looks like and learning communities have a better idea of the modality of instruction their students prefer. M.A.K. and S.L.S. will run point on these discussions in Fall 2022.

**Goal 2:** Develop C.T.E. specific Public Speaking and/or Interpersonal Communication courses, i.e., Public Speaking for First Responders, or Public Speaking for Child Development Majors or Interpersonal Communication for Nursing Majors.

**Aligned to:** Goal 3: Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)

**Status:** Abandoned

**Rationale:** COVID-19 put an immediate halt and then cancellation to this goal. We hope to re-visit this goal in the "post" COVID-19 world. Tentatively we'd like to consider this again in Fall 2023. Our main focus coming back would be Goal #1. It is also not feasible to attempt Goal #1 and Goal #2 without another full-time faculty member.

**Goal 3:** Increase transfer and completion rates of ADT in Communication Studies.

**Aligned to:** Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs (District #1 and #2)

**Status:** Completed

**Rationale:** We have increased transfer and completion rates of the ADT in Communication Studies. Hooray! We will continue to pursue this goal even though it's been completed because we love seeing our students transfer and earn their ADTs.

**Goal 4:** Increase the number of debate students who transfer to 4-year universities and compete.

**Aligned to:** Goal 4: To better support students in accomplishing their academic and career goals—from entry to complete/transition—and to enhance course-level and program-level achievement, expand and deepen education, workforce, and community partnership. (District #3)

**Status:** Abandoned

**Rationale:** This goal was modified at the 3-year program review and now during COVID it has been abandoned. In general, students who were competing for the LMC Debate Team were not interested in competing when and if they transferred. The handful of students who did debate after transfer quickly abandoned the activity. COVID has also clearly shown the Department that the Debate Team may no longer be the best use for faculty resources. The future of the LMC Debate Team may need to be reimagined or go an extended hiatus and revisited once the Law, Public, Policy and Society Program is well-established. The student interest and commitment to the LMC Debate Team was not where it needed to be pre-COVID despite valiant efforts from department faculty and the leadership of the student club associated with the team. Currently full-time faculty M.A.K. and S.L.S. are directing their time and expertise toward the classroom, and that focus will likely continue throughout the COVID crisis and beyond. If there is robust student interest and the college and department have the resources available, we would support a new full-time hire or adjunct faculty taking the lead on a Debate Team, but there needs to be much more conversation around this.

**Goal 5:** Build up professional expertise within department by way of increasing conference presentations with a goal of improving equity goals of the college.

**Aligned to:** Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)

**Status:** Completed.

**Rationale:** M.A.K. and S.L.S. continuously attend and present (pre-COVID and hopefully post-COVID) at discipline related conferences, host FLEX Workshops and partake in various professional development opportunities. Our adjunct faculty are also engaged, and a majority of our department is B.E.O.I. certified.

**FOR CTE PROGRAMS ONLY**

1c. Community and Labor Market Needs (Link Ed Code 78016 ([http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78016](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016)), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION\\_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))

No Value

**FOR CTE PROGRAMS ONLY**

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

No Value

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
<b>Recommended Actions</b>	Develop SPCH 110 Cohort courses for learning communities like: Puente, Umoja and MESA. And non-learning communities: ESL	0 linked SLOs			
	Increase transfer and completion rates of ADT in Communication Studies.	0 linked SLOs			
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					

Goals and Objectives			Modified	In Progress	Abandoned	Completed
<b>Recommended Actions</b>	Develop C.T.E. specific Public Speaking and/or Interpersonal Communication courses, i.e. Public Speaking for First Responders, or Public Speaking for Child Development Majors or Interpersonal Communication for Nursing Majors	0 linked SLOs 0 resource requests				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)						
<b>Recommended Actions</b>	Increase the number of debate students who transfer to 4-year universities and compete.	0 linked SLOs 0 resource requests				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)						
<b>Recommended Actions</b>	Build up professional expertise within department by way of increasing conference presentations with a goal of improving equity goals of the college.	0 linked SLOs 0 resource requests				

2. Vision for Success Goals Update : Version by Kaufman, Marie on 12/03/2021 21:38

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. \*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees ( AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	85.3%	2018-19 = 83.1% 2019-20 = 79.3% 2020-21 = 74.4%	To increase by 10% we feel this would take at least 3 years.	Action Step #1: Marie Arcidiacono Kaufman Action Step #2: Star Louis Steers	<b>Explanation:</b> Our course success goal was not met. We attribute this to the COVID-19 pandemic given that our success rate was consistent in 2016-2017, 2017-2018 and 2018-2019 at 83%. We had a marginal drop with the first year of the pandemic and then saw the larger drop in 2020-2021.  <b>Action Step(s):</b> 1. Gather more data on success rates for asynchronous, synchronous, hybrid (asynch/synch), hybrid (traditional) and face-to-face starting Fall 2021. Gather this data for at least three semesters and then analyze and adjust course offerings as data indicates. 2. Research best practices for course success in the post-COVID 19 world.

Strategic Initiative Report

Degrees ( AA, AS, ADT)	31	2019-20 = 33 2020-21 = 22	To increase by nine we feel this would take roughly 2-3years.	Action Step #1: Star Louis Steers Action Step #2: Marie Arcidiacono Kaufman with LMC Marketing Department	<b>Explanation:</b> Our degree goal was not met. We attribute this to the COVID-10 pandemic. We had achieved our degree goal in 2019-2020 at 33, however we anticipate that since we could not do the same outreach that we had been doing in the pre-COVID 19 world that we lost potential students in the 2020-2021.  <b>Action Step(s):</b> 1) Host a Communication Majors Event. 2) Create "Interested in a Communication Degree?" marketing strategies.
Certificates of Achievement	n/a				
Unit Reduction	79	75	N/A	N/A	<b>Explanation:</b> We attribute this to the overall college efforts to reduce student units.
CTE Jobs	n/a				

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.\*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly.*

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	86.2%	2018-19 = 80.9% 2019-20 = 72.2% 2020-21 = 66.5%	To increase by 20% we feel this would take at least 5 years, possibly more.	Action Step #1 & #2: Marie Arcidiacono Kaufman Action Step #3 & 4: Star Louis Steers	<b>Explanation:</b> We attribute this to the COVID-19 pandemic. Prior to COVID-19 the success rates for African American students was high at 80%. We saw an immediate drop in 2019-2020 to 72% and then a larger drop in 2020-2021 to 66.5%.  <b>Action Step(s):</b> 1. Gather and analyze data on African American student success rates in different teaching modalities from start of pandemic. 2. Gather and analyze data on African America student success rates for different teaching modalities for three semesters starting Spring 2021. 3. Work towards creating an Umoja section of SPCH 110. 4. Survey (or review pre-existing College survey if applicable) African American students regarding what they need to be successful in our courses.
Low Income	84.1%	2018-19 = 82.1% 2019-20 = 78.6% 2020-21 = 73.2%	To increase by 11% we feel this would take at least 3-5 years, or more depending on the state of the economy.	Action Step #1: Star Louis Steers Action Step #2: Marie Arcidiacono Kaufman	<b>Explanation:</b> We attribute this to the COVID-19 pandemic. Prior to COVID-19 the success rates for Low Income students was high at 82%. We saw an immediate drop in 2019-2020 to 78% and then a larger drop in 2020-2021 to 73%.  <b>Action Step(s):</b> 1) Review literature on how to best provide for Low-Income Students. 2) Gather data from students in SPCH with OER/ZTC v. without OER/ZTC and analyze the success rates.

Foster Youth	73.7%	2018-19 = 76.4% 2019-20 = 73.4% 2020-21 = 58.5%	To increase by 15% we feel this would take at least 5 years, maybe more depending on that status of resources available.	Action Step #1: Star Louis Steers Action Step #2: Marie Arcidiacono	<b>Explanation:</b> We attribute this to the COVID-19 pandemic. Prior to COVID-19 the success rates for Foster Youth students was consistent at 76%. We saw an immediate drop in 2019-2020 to 73% and then a larger drop in 2020-2021 to 58.5%.  <b>Action Step(s):</b> 1) Review literature on how to best provide for Foster Youth Students.  2) Gather data from students in SPCH with OER/ZTC v. without OER/ZTC and analyze the success rates.
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**3. Assessment Status Update and CSLO Assessment Effectiveness** : Version by McGrath, Cindy on 11/19/2021 01:43

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.\*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

All Speech courses have been assessed.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Speech 130: Interpersonal Communication was assessed during the 2020-21 academic year by adjuncts Shiela Rodolfo and Thalia Bobadilla, who have both taught the course for a number of years. They wrote the report over the summer and shared their findings at the Communication Department meeting during Flex Week in August 2021. The report was polished and sent Sept. 26 to Dean April Noggarr and Beth Robertson in the Office of Research and Planning.

All five CSLOs in the course were assessed and four of them — CSLOs 1, 2, 3 and 5 — showed students meeting proficiency at rates between 85% and 92%, a strong result. The weakest assessment was CSLO 4, ethics, with just 71% of students meeting proficiency. Strategies for improvement include incorporating new study guides to support student learning, and clarifying some of the instruments used to assess the CSLOs.

**4. Course Outline of Record Updates** : Version by McGrath, Cindy on 11/19/2021 01:43

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORs) to the Curriculum Committee by November 1, 2021.\*

*\*NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

All Speech COORs except one have been updated and approved by the Curriculum Committee within the five-year review window required by Title 5. Speech 130: Interpersonal Communication was submitted this fall to the Curriculum Committee by Speech Program faculty and is currently under review in the eLumen system. At last check it was in Stage 5 and on agenda for review at the Sept. 29 Curriculum Committee meeting.

**Impact of Resource Allocation**