LMC Program Review Year 3 Update 2019-2020
Instructional Unit Name: SPEECH/COMMUNICATION

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3* Update includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)
Provide an update to the department's 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)
Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)
Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)
Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	**Item 3.** Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	**Item 4.** Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	**Item 1.** Provide an update to the department's 2017-18 CPR
November 1 – November 27	**Item 2.** Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the *Vision for Success* indicators.
February 1 – February 8	**Item 5.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

The Communication Studies program has maintained its sole program offering the ADT in Communication Studies. We are currently looking at offering a new class in Small Group Communication. It is being developed, but we do not anticipate offering it for another two years. In terms of staffing changes, Kasey Gardner left LMC in Spring 2018 and Star Steers was hired as a replacement FT Faculty member in Fall 2018. The Department has hired a significant number of adjuncts since 2017-2018 to keep up with department growth. We have also expanded our course offerings in Brentwood. We have a BOX 2A application under review in the hopes of gaining a much needed 3rd FT Faculty member.

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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

SPCH 110:

Census Enrollment: 456, 555, 598

Census Fill Rate: 101.3%, 103.9%, 99.7%

Productivity: 15.8, 16.2, 15.7

SPCH 130:

Census Enrollment: 54, 55, 50

Census Fill Rate: 103.8%, 91.7%, 92.6%

Productivity: 14.4, 14.8, 13.5

SPCH 160:

Census Enrollment: 12, 16, 8

Census Fill Rate: 60%, 80%, 40%

Productivity: 6, 8.6, 4.3

SPCH 120:

Census Enrollment: 61, 59, 66

Census Fill Rate: 101.7%, 98.3%, 110.0%

Productivity: 16.3, 15.9, 17.8

SPCH 150:

Census Enrollment: 51, 54, 55

Census Fill Rate: 85%, 90%, 91%

Productivity: 13.6, 14.5, 13.9

1.b.2. What does the data suggest in terms of future needs/directions?

The data suggests that our course offerings for SPCH 120, 130 and 150 are offered appropriately in that our enrollments, census fill rates and productivity rates stay stable. For SPCH 110 we have added sections every semester since Fall 2017 and the data suggests that we have not yet found the number of SPCH 110 sections to "stop" adding given the numbers. We are probably getting close as evidenced by our slight dip in Census Fill Rate in Fall 2019, but we are still a far cry from having added too many sections. For SPCH 160 we saw a significant drop in numbers this semester which the Department is reviewing. However, currently we do not see a reason to make any drastic changes.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022.   Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **Develop SPCH 110 Cohort courses for learning communities like: Puente, Umoja and MESA. And non-learning communities: ESL**	Completed/Modified	Completed: We offered sections of SPCH 110 for Puente and College Connect in Spring 2019 for the first time. Puente was wildly successful. We are offering another section of Puente SPCH 110 in Spring 2020 and anticipate doing so for future Spring semesters. Impact: When we have trend data to look at for the Puente section (at least 3 years) we will be able to see if we met our goal of increasing retention and success rates for our Latinx students. Modified: While we had a large goal of offering Cohort sections for multiple learning communities it is not realistic given the capacity of the Department. We would like to expand Cohort sections by one learning community per Program Review Cycle. Action Step: Begin conversations with MESA Director to look into expanding in 2022-2023. Re-engage in conversation with Umoja Director to look at expanding in the future. We tried to have this conversation twice with Umoja but nothing was ever solidified.	Timeline: Conversations in 2020-2021. M. Arcidiacono Kaufman & S. Steers
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.**	Abandoned	While this is a worthwhile goal that the Department would like to pursue, the reality of the situation is that until we have a 3rd Full-Time Faculty member this is unrealistic. The Department does not have the bandwidth to take on this goal while also achieving Goal #1. Maybe next time.	
Goal 3: **Increase transfer and completion rates of ADT in Communication Studies.**	**Completed**	In 2017-208 we had 17 ADTs in Communication Studies. In 2018-2019 we had 24 ADTs in Communication Studies.	

		Impact: We continue to increase the number of sections we offer of SPCH both at the Pittsburg and Brentwood Campuses. We also have a growing alumni network that can keep us informed on the specific Speech Communication Programs at their transfer institutions. With this knowledge we can then in turn recommend programs to current students pursuing their ADTs in Speech Communication at LMC.	
Goal 4: **Increase the number of debate students who transfer to 4-year universities and compete.**	Modified	The reality of this goal is that while we had debaters that had success in debate while competing at LMC, when they transfer they may not be transferring as Speech Communication Majors. Consequently, they might not be interested or even able to debate while finishing their 4-year degrees. We also realized that many of our students are not interested in competing when they transfer. They like debate while at LMC but want to focus on school when they transfer. We have seen an increase in the number of students who transfer to 4-year universities, but getting them to compete is something we do not have control over. Modified: Begin building a database of debaters who transfer to 4-year universities. Having a database of debaters who transfer to 4-year universities allows us to learn more about why they may or may not debate at their 4-year university as well as build a debate alumni network which is advantageous for multiple reasons.	Timeline: Begin building database in Spring 2020. M. Arcidiacono Kaufman & S. Steers
Goal 5: **Build up professional expertise within department by way of increasing conference presentations with a goal of improving equity goals of the college.**	Completed and Modified	Completed: M. Arcidiacono Kaufman & S. Steers have attended and presented at the Western States Communication Association Annual Convention every year since the Program Review (2018, 2019). Impact: M. Arcidiacono Kaufman and S. Steers have been using what they learned at these conferences to influence the COOR updates for SPCH 150, 120, 160 and in the future: 110 & 130. They both share what they learn with other faculty members in the department as well. Modified: Build up professional expertise within department by way of increasing conference attendance with a goal of improving equity goals of the college.	Timeline: Effective Immediately. M. Arcidiacono & S. Steers

		S. Steers has also attended the NCORE Conference which focused specifically on Equity in Spring 2019. M. Arcidiacono Kaufman & S. Steers plan to attend WSCA 2020. M. Arcidiacono Kaufman attended the ACCJC Academic Academy in Fall 2019.	

For CTE programs only:

1c.   Community and Labor Market Needs (Link Ed Code 78016, Title 5, 51022)

1d.   Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	83.1%	Maintain current Program Success Rate	Maintain	M. Arcidiacono Kaufman & S. Steers	Our Program exceeds the College Success average and we are recommended to maintain.
Degrees (AA, AS, ADT)	AAT-27.6	1.) Meet with the Counseling Department to ensure they understand the courses we offer and how to encourage students to obtain the AAT in Comm. Studies. 2.) Meet with the Transfer Academy to find opportunities	1.) Fall 2019—Dec. 6th 2.) Spring 2020 and/or Fall 2020	M. Arcidiacono Kaufman & S. Steers	We need to grow our AAT's by 3.6 degrees by 2021-2022.

		to promote the AAT in Comm. Studies to Transfer Academy students and/or any interested transfer student. 3.) Host a Comm. Studies Majors Info Night.	3.) Spring 2020 or Fall 2020 or Spring 2021		
Certificates of Achievement	N/A				
Unit Reduction	N/A				
CTE Jobs	N/A				

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	SPCH 110: 80.7%	1.) Meet with the Umoja Scholars Program to look into a section of SPCH 110 for Umoja Scholars in the near future (that's feasible for both programs). 2.) Meet with Brothers of Excellence to find out	1.) Spring 2020 2 & 3.) Spring 2020 or Fall 2020 or	M. Arcidiacono Kaufman & S. Steers	*

		how to best serve our African American male students. 3.) Continue attending professional development centered on equity.	Spring 2021		
Low Income					*
Foster Youth					*

*General Note: Our course success rates overall in the department for two of the three DI Populations are above the college average. 84.48% (AA) 78.16% (LI). Our overall department average for FY is 55.8%, but we feel that rate is misleading as the success rates are low in two niche classes that had only a small number of students in them.

For our own records:

SPCH 110: 78.7% (AA) 81.5% (LI) 73.3% (FY)

SPCH 120: 85.4 % (AA) 81.3% (LI) 94.1% (FY)

SPCH 130: 87.2 % (AA) 82.8% (LI) 58.3% (FY)

SPCH 150: 81.1% (AA) 78.5% (LI) 53.3% (FY)

SPCH 160: 90.0% (AA) 84.8% (LI) 66.7% (FY)

3. Assessment Update and Effectiveness (August 26-Sept 30)

a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them. Not applicable. All courses assessed.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
N/A			
N/A			

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

On all courses:

As a result of all of our CSLO assessments (150, 120,160) we have decided to add a SPCH 110 Advisory to each COOR. When reviewing the assessment data, it became clear that while students did not NEED to have SPCH 110 to meet proficiency, it would be beneficial to students to have taken or be concurrently

taking the course. This is because public speaking/presentations are a big part of all courses, not just SPCH 110. We also have begun working with the Counseling Department to ensure that students are being given the correct information about each course. We hope to ensure that students understand what the course is about prior to enrollment.

 It also became apparent that when it came to students not meeting proficiency this was often tied to students simply not completing assignments (papers or speeches). All instructors wrote about how they plan to incorporate more CANVAS notifications and/or LMC Connect resources to try and prevent students from simply choosing to not complete assignments.

Lastly, to ensure that we are asking students for mastery on reasonable concepts/theories, we have made a consistent effort to refer to the C-ID for each course when we are revising the COOR's following CSLO Assessment.

 SPCH 150: The SPCH 150 COOR was revised. We modified the word choice of two CSLO's that we realized were not reflection of course content nor reasonable for students to master at the end of a semester long course. For example, previously, one of the CSLO's called for students to complete an "ethnographic research project." This was unreasonable given that LMC offers no research methods courses to prepare students for this type of project. We decided to replace this with a cultural exploration project that incorporates academic research and rigor which we believe will ensure more student success with the project. We also updated the course textbook selections to be more expansive to diverse viewpoints and are trying one section as an OER (Open Educational Resource) option to see if that impacts student success. We are also offering one section in the hybrid format to see if that impacts student success.

 SPCH 120: The SPCH 120 COOR is currently being revised and we are making changes to the CSLO's to include a more equal focus to both ARGUMENTATION and DEBATE. It became apparent the course was leaning more heavily to debate, which was doing a disservice to our student who were interested in both argumentation and debate. This means offering a way to assess students engaging in Public Discourse (argumentation and debate in the real world). Allowing students to earn their grade not just on debates but their ability to engage an audience using public discourse techniques we believe will improve student success. Lastly, making sure students have a thorough introduction to the LMC Library and Research Services was something everyone discussed as valuable for this course, as we need to ensure students are successful in researching arguments for debate preparation. We also are using a new textbook for this class that is, on its face, more student friendly which we hope fuels student success. We also are writing a hybrid option for this course during our COOR revision to see if in the future offering this in a hybrid format impacts student success.

 SPCH160: Taken from the SPCH 160 Assessment: "This semester we had 10 students who were enrolled in SPCH 160 for units. Of the 10 students enrolled for units, only 1 of them was consistently active on the LMC Debate Team. Of the 10 students, 8 students were preparing to transfer at the end of the Spring semester and let us know that they were not interested in learning how to be competitive debaters. This was the first academic year (and second semester) where we had a majority of students enrolled in the class who were not interested in competitive debate. This changed the dynamic of the course and is impacting how we go about the review and updating of the Course Outline of Record. The original COOR for SPCH 160 had the focus on students who were interested in competitive debate, who we assume would have been on the team for a minimum of two years. The 2018-2019 academic year is

the first time that we have seen a shift in the enrollment trend for the course and thus, we need to adjust our approach to the course to ensure we have less ambiguous assessment measures moving forward that best reflect the student population we have now and their goals. We want to find a way to teach the class so that both students interested in competitive debate and students are taking the class for elective units without interest in competitive debate can all thrive. Stay tuned for updates."

The SPCH 160 COOR is currently being revised. We are currently implementing a new style of debate, IPDA (International Parliamentary Debate Association) for SPCH 160 to account for the number of students who are taking the class for units v. competitive debate and five weeks into the semester this seems like it is a good decision. We have also built in more specific assignments and a required textbook for the class to ensure student success.

Note: We plan to start including a narrative statement like the one for SPCH 160 on all future assessments.

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Course	Faculty Responsible for COOR Update
SPCH 120	SPCH 120: M. Arcidiacono Kaufman/S. Steers/Z.Feere (in progress Cohort 2)
SPCH 160	SPCH 160: M. Arcidiacono Kaufman/S.Steers (in progress Cohort 2)

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request

Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		**Position Name/Classification**	**FTE**

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	

Justification:

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	**Resource Type**
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other

General Description	Est. Expense

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense

Justification: