

# LMC Comprehensive Program Review

## Instructional Units

2017-2018

### Program/Discipline: Communication/Speech

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

#### 1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years?

**The Communication Studies program has maintained its sole program offering as the ADT in Communication Studies over the past five years. In addition to all core courses, the department did write a Communication Theory (SPCH-180) course but moved it to inactive after poor student interest in that course as a major option.**

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

**There are currently no plans to develop an additional degree or certificate.**

#### 2. Degree and Certificate Requirements

**Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.**

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Communication Studies AA-T				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	Required Core: SPCH 110 (3)	List A: SPCH 120 (3)	List A: SPCH 130 (3) List B: SPCH 160 (3)	List B: SPCH 150 (3) List C: ENG 221

### 3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

**All of our active courses have been offered in the past two years.**

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

**All of the courses we offer are required for the degree.**

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
SPCH 110	20	21	22	23
SPCH 120	2	2	2	2
SPCH 130	2	2	2	2
SPCH 150	2	2	2	2
SPCH 160	1	1	1	1
<b>Rationale for any Major Changes</b>				
We would like to continue to grow the capacity of the department through section growth if that is consistent with the enrollment management principles of the college.				

### 4. Existing Curriculum Analysis

#### 4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
N/A	N/A COORs are all updated
N/A	N/A COORs are all updated
N/A	N/A COORs are all updated

#### 4.2. Course Offerings/Content

<p>How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?</p>	<p><b>Highlights:</b></p> <p><b>SPCH110:</b></p> <p><b>Updated textbook options to include more “creative” text options.</b></p> <p><b>Removed an assignment that was limiting to students without transportation/disposable income.</b></p> <p><b>SPCH 120:</b></p> <p><b>Updated textbook options and the type of debate taught (British Parliamentary).</b></p> <p><b>Updated the course description for the schedule/catalogue.</b></p> <p><b>Updated curriculum to reflect move to British Parliamentary Debate.</b></p> <p><b>SPCH 130:</b></p> <p><b>Updated textbook options.</b></p> <p><b>Re-organized the CSLO Assessment grid so that students had more exposure to a variety of assignments to assess their knowledge.</b></p> <p><b>Updated assignments across the course.</b></p> <p><b>SPCH 150:</b></p> <p><b>Updated textbook options.</b></p> <p><b>SPCH 160:</b></p> <p><b>Updated textbook options.</b></p> <p><b>Updated the course description for the schedule/catalogue.</b></p> <p><b>Updated curriculum to reflect move to British Parliamentary Debate.</b></p> <p><b>Eliminated Ballot Review assignments and replaced with Current Event Quizzes.</b></p>
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<p>How have these changes enhanced your program?</p>	<p><b>These changes have ensured that our curriculum stays up-to-date and reflective of recent trends in the discipline. Significant changes were made the COOR curriculum for SPCH 130 to ensure that students were successful in meeting PSLOs. We also updated our curriculum in SPCH 120 &amp; 160 to reflect a move to Worlds (British Parliamentary) Debate which has attracted more students to those classes and increased participation in our Forensics program. Overall, in making all of these changes we've seen a more positive review of our program from our students (anecdotally).</b></p>
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## 5. New Curriculum Analysis

**5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)**

<p>What additional courses will need to be created to support the new degree or certificate?</p>	<p>N/A</p>
<p>What significant changes to existing course content would need to be made to support the new degree or certificate?</p>	<p>N/A</p>

## 6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

N/A

## 7. Assessment Effectiveness:

### 7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

*N/A all course were assessed in Cycle 1.*

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course? **N/A**

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course of assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	<b>Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.</b>

Measurable:

1	2	3
The data collected did not inform teaching and learning.	<b>The assessment produced some measurable information, but created more questions than answers.</b>	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	<b>The assessment process was somewhat manageable, but posed challenges to implement across the program.</b>	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

**Our data was meaningful using the current assessment process and thus, we only have one thing to offer: It was a challenge to get in contact with alumni of our program.**

**This made assessing one of our PSLOs which deals with transfer readiness/preparedness a small sample size. We put in a request to TLC about how to make contacting our alumni more streamlined and TLC Chair Scott Hubbard has passed our concerns on to the District.**

**If we want to make assessment of PSLOs meaningful it would advantageous to have a healthier sample size of our alumni pool.**

7.1.5 Share an outcome where assessment had a positive impact on student learning and program effectiveness.

**When assessing SPCH 130 (Interpersonal Communication) one CSLO assessment that had a positive impact on student learning and program effectiveness was when CSLO 5 was assessed.**

**CSLO 5: Examine and describe the significance and role of diverse social, multicultural and global perspectives in interpersonal communication.**

**Originally when this CSLO was assessed students completed the following:**

**Assessment Activity:**

**Written Paper(s) Description: Students will complete two different written assignments.**

**One assignment will require students to engage in intergenerational and multicultural communication via an interview. Students will use a series of questions that increase rapport among people and then write a reflection essay regarding their experience.**

***The second assignment will ask students to write original responses to prompts analyzing their perspectives regarding the significance of diverse social, multicultural and global perspectives in interpersonal communication.***

**The assessment revealed the following:**

**One student did not complete the assignments that were utilized to assess this CSLO. In fact, this student ended up not completing the course.**

**Of the remaining two students who did not “meet proficiency” they each only completed one of the two assignments utilized to assess this CSLO.**

**One way to attempt to prevent this from occurring in the future would be to continuously check in with students who may be “at risk.”**

**One tangible way to do this is utilizing Starfish when the platform becomes fully functioning at LMC.**

**This assignment was highly successful in not only student success scores but students' responses to the assignments' value.**

**One of the assignments, the Intergenerational Communication Interview and Essay was extremely well-received by students. In fact, given their thoughts on the assignment and topic moving forward this Professor Arcidiacono will be looking to build in an even larger module specifically targeting intergenerational communication.**

**Positive Impact:**

**Following this assessment Professor Arcidiacono (who routinely teaches this course) considered the possible ways in which to ensure 100% success with these activities, and other written assignments. Professor Arcidiacono built in "check-ins" for all written assignments to ensure that students who were "at risk" of not completing the assignment would be identified early on.**

**Additionally, Professor Arcidiacono now offers extra credit for students who visit the CORE with their essays which has produced stronger essays from many students. Professor Arcidiacono also utilizes CANVAS to keep students up-to-date and has begun to dabble in Starfish. Lastly, after completing the assessment for SPCH 130 Professor Arcidiacono has added to successful assignments and found ways to adjust assignments that were more challenging which has added to students' learning and overall program effectiveness. In fact, this semester, Fall 2017, we offered our first HONORS section of SPCH 130 because the demand in the course has increased since the assessment. We are offering two sections this Spring 2018 semester and both are full at the time this report was written.**

**7.2. Program Level Assessment**

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

**Done in the 2017-2018 PRST data repository tab.**

**We found that our students are wildly successful after they transfer. They often graduate on-time, feel prepared for their classes post transfer, and learn the skills we set out to teach them in our courses over 80% of the time. We won't stop there though we want to get that number to 100%. We're planning to do that by improving opportunities to get involved in extracurricular activities, a library of internships, and of course—more interesting course readings. (Taken from our PSLO Report).**

7.2.2. What was the biggest challenge in conducting program level assessment?

**Tracking down our alumni to determine if they were successful after they transferred to asses PSLO 1 from the transfer degree.**

7.2.3. What resource needs, if any, were identified in your program level assessment?

**We continue to have a heap of evidence that the debate team would benefit from additional coaching and travel funds to support tournament experiences for our students.**

**We also have found that we need another full-time faculty member for major courses. At this time, Jan. 2018 we only have one full-time faculty member. Yes, we are planning to hire a second full-time faculty member, but our Program Review numbers support a third, full-time hire.**

## 8. Course Success/Retention Analysis

**Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report**

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline. **Data from Spring 2017**

	<b>African-American</b>	<b>Low Income Students</b>	<b>All students in program/discipline</b>
<b>Completion Rate (program/discipline)</b>	89.0% (F'16) 89.1% (Sp '17)	91.2% (F'16) 87.6% (Sp '17)	91.4% (F'16) 89.2% (Sp '17)
<b>Success Rate (program/discipline)</b>	77.0% (F'16) 80.9% (Sp'17)	82.2% (F'16) 78.3% (Sp'17)	83.2% (F'16) 81.2% (Sp'17)

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

**The overall size of our course success achievement gaps in the speech department is very small. Our largest gap exists between White students and Hispanic students at 8.1%.**

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

**Since the African American and Foster Youth completion/success gaps are non-existent in this data, the response here will focus on low income students.**

**Strategy One – Reduce the costs of textbook. Department-wide adoptions of low cost texts have brought the median cost of textbooks in the department to \$80 dollars per class. We could lower the costs more by working with the college’s new open educational resources (ZTD) grant.**

**Strategy Two – Increasing funding for the library to put a copy of all books used by the department on reserve. They do an incredible job now with the resources they have.**

**Strategy Three – Continue to grow the number of sections of the critical SPCH 110 course so that low income students have to choose less often between enrolling in a critical section and working necessary hours or childcare.**

## 9. Goals

### 9.1. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

<p>Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?</p>	<p><b>We were successful in goal number one, we hired a full time communication instructor and she is wildly successful across the college.</b></p> <p><b>We have dramatically increased the number of completers of our ADT degree by offering the major courses and supplementary academic events to our program curriculum.</b></p> <p><b>2014-15: 9 2015-16: 18 2016-17: 34 2017-18 (Fall 17 only): 8</b></p> <p><b>Our debate team continues to grow. We have more students, retain them better, and have made progress against our access gap with women and people of color.</b></p>
<p>Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?</p>	<p><b>We don’t have the needed resources to travel all of our debaters to tournaments. As a result, we can’t retain and train all of our students to be as competitive as possible and get the full value from the debate team.</b></p>

### 9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<p><b>1. Increase equitable student engagement, learning, and success.</b></p> <p><b>2. Strengthen community engagement and partnerships.</b></p>	<p><b>1. ACCESS: increase access through enrollment of students currently underserved in our community.</b></p> <p><b>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</b></p>

<p><b>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</b></p> <p><b>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</b></p>	<p><b>3. COLLEGE-LEVEL TRANSITION:</b> Increase the number of students successfully transitioning into college level math and English courses.</p> <p><b>4. PERSISTENCE &amp; COMPLETION:</b> Increase successful course completions, and term to term persistence.</p> <p><b>5. EQUITABLE SUCCESS:</b> Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p><b>6. LEARNING CULTURE:</b> Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
<p><b>Goal 1: Develop SPCH 110 Cohort courses for learning communities like: Puente, Umoja and MESA.</b></p> <p><b>And non-learning communities: ESL</b></p>	<b>1</b>	<b>1, 2, 4, 5 &amp; 6</b>
<p><b>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.</b></p>	<b>1 &amp; 3</b>	<b>6</b>
<p><b>Goal 3: Increase transfer and completion rates of ADT in Communication Studies.</b></p>	<b>1</b>	<b>3, 4 &amp; 5</b>
<p><b>Goal 4: Increase the number of debate students who transfer to</b></p>	<b>1</b>	<b>3, 4 &amp; 5</b>

<b>4-year universities and compete.</b>		
<b>Goal 5: Build up professional expertise within department by way of increasing conference presentations with a goal of improving equity goals of the college.</b>	<b>2 &amp; 3</b>	<b>1, 3, 4, 5 &amp; 6</b>

**OPTIONAL**

9.3 Resource needs to meet five-year goals

<b>Faculty/Staff Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Goals 3, 4, 5		1,2 and 3	
Department/Unit Name		Position Name/Classification	FTE
Speech		Director of Forensics Release Time	.8 / Year
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input checked="" type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	20,000
Justification:			
After years of partial or one-time funding, it is time to make a permanent commitment to coaching time for debate at Los Medanos College. The team is incredibly competitive, students earn scholarships and connect with transfer institutions, and even the Aspen Institute has praised the debate team as part of their review of the college. This funding covers the time that coaches spend driving students to tournaments, working 12-16 hour days, and then returning to campus. It also covers making reservations, off campus recruiting, professional development, and obligations with regional forensics associations.			

<b>Operating Resource Request</b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
3, 4, 5	1, 2, 3
Department/Unit Name	Resource Type
LMC Debate Team	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input checked="" type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement

		<input type="checkbox"/> Service/Contract	<input type="checkbox"/> Other
General Description		Est. Expense	
An increase of travel funds for the LMC Debate Team to travel to tournaments. Please contact Marie Arcidiacono for specific forecasts for each year using the team expense calculator.		15,000	
Justification:			
<p>The key element to learning academic debate is going to a debate tournament. To address this, the college hosts a debate tournament each spring, but we often have some students with scheduling conflicts or are not introduced to debate at the right time to take advantage of that tournament early in their career. Also, to be competitive a team must travel to large tournaments that may be outside of our region (SoCal).</p> <p>Every year, the director must make tough decisions on which students we can take with us to tournaments based on our \$18,550 travel budget. If we had more funds, more students could attend tournament and promote learning!</p>			

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Communication/Speech 1, 2, 3, 4 & 5	1, 2, & 3
Department/Unit Name	Resource Type
Communication/Speech	<input checked="" type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
<p>In order to meet all 5 of our Department Goals, specifically when it comes to goals 1, 3, 4 &amp; 5 it is imperative the Communication Department have more Professional Development monies available to them. Both attending and presenting at professional conferences is good for all faculty (full-time and adjunct). We are asking for funding to ensure that Communication faculty interested in attending and/or participating at the National Communication Association Convention &amp; the Western States Communication Association Conference be awarded.</p>	<p><b>\$3,068 per faculty member to attend both NCA &amp; WSCA</b></p> <p><b>\$1534 per faculty member to attend NCA or WSCA</b></p> <p><b>\$9,204 per year would send three people to both conferences or 6 people to one or the other.</b></p>
Justification:	

**NCA Costs: \$1730.00 (estimate)**  
**Registration \$180**  
**Airfare \$300-500**  
**Hotel \$500-700**  
**Meals \$250**  
**Misc. \$100**

**WSCA Costs: \$1,338 (estimate)**  
**Registration \$138**  
**Airfare \$200-300**  
**Hotel \$500-600**  
**Meals \$200**  
**Mics\$100**

Please note that the registration rate is for members of NCA and WSCA which we would want our faculty to join if they intended to use Department Professional Development monies for these conferences.

*Why is attending and/or presenting at NCA and/or WSCA important?*

Attending and/or presenting at NCA and/or WSCA will provide LMC Communication faculty with several noteworthy benefits, both for themselves, their students, and for Los Medanos College.

First and foremost, attendance and presentation at these conventions allows LMC Communication faculty to network with other communication scholars in the discipline. The ability to network with like-minded scholars, professors and students is fundamental towards our professional development (both as an adjunct and full-time faculty member). The more exposure and participation we have within our regional body the more we are able to learn, grow, and adapt as educators. Networking at this conference is also imperative to our success as a professor as it allows us to form relationships with other colleagues and build potential partnerships for future research and collaborative projects that ultimately best serve our students and their success. Moreover, these relationships with colleagues provides with an opportunity to learn more about possible transfer institutions for our Communication AA-T students. Being able to meet and discuss our programs in a face-to-face environment allows us to get a better sense of what each program is like and then relay our insight on each transfer institution to interested students.

The bottom line is that consistently being included in dialogue surrounding how to best serve our community college students allows us to not only be better educators but also pass on pertinent information to our colleagues at Los Medanos College to ensure the advancement of our students.

**Note:** Professor Arcidiacono has already been awarded funding for these conferences through PDAC funding, but must choose which convention to attend as there is not enough PDAC funding for her to attend both. PDAC funding also only allows for up to \$2,000.00 per

**conference which means that if other faculty members want to attend the conference we would have to split the \$2,000.00 which would not cover the total estimated cost of attendance for just one conference.**

**Professor Arcidiacono routinely attends and presents at WSCA and takes what she learns there into her classroom with great success.**