Instructional Program Review
American River College
2015 - 2016

Instructional Area: Instruction - B (Montgomery)
Department: Humanities
Discipline: Speech Department

Submitted: Thursday, March 3, 2016
Mission Statement

Over the last six years, please describe how your program has supported the College’s mission as shown above.

The Speech department provides quality curriculum and instruction in courses that meet graduation and transfer requirements. The department offers an Associate of Arts for Transfer degree in Communication Studies.

Over the last 6 years the Speech department has supported the College’s mission in a variety of critical ways. Speech department courses and program SLOs support each of the College's ISLOs. As both a discipline and an important real life skill, speech communication is the foundational human study.

Some of the ways that courses taught in the Speech department facilitate the achievement of knowledge, skills and attitudes for post-secondary education success are through:

- transferring knowledge from Speech courses to other courses and work experience
- contributing to success in work and other courses through cultivating presentational skills
- improvements in information literacy and orientation to research
- development of critical thinking skills
- development of active listening skills
- practicing tolerance for and appreciating differing perceptions, diversity, and cultural variations
- practicing conflict management strategies
- learning to be supportive members in a community of learners
- overcoming fear and communication apprehension

Some of the ways that courses taught in the Speech department facilitate personal enrichment, self-development are through:

- developing skills that improve interviewing
- improving self confidence
- enhancing vocabulary and communication practices
- promoting collaboration and collegiality
- reframing relationships
- experiencing personal transformation

Some of the ways that courses taught in the Speech department contribute to student’s living a purposeful and meaningful life as a member of a global community include:

- finding their voices and feeling empowered
- performing service learning
- investigating social issues
- engaging in community outreach
• experiencing the power of oratory

Stated Outcomes and Recommendations from Previous Program Reviews

Recommendation from Previous Program Review Report

Were the previous program review outcomes, addressing strengths, achieved and how did these outcomes improve student learning?

The previous program review strengths were listed as the quality of the curriculum and the diversity of instructional practices within that curriculum.

The Speech department achieved these outcomes by:
1) successfully launching the Communication Studies A.A.T. degree
2) updating all course outlines of record which included receiving C-ID approval for all courses
3) keeping all Speech courses in face-to-face format when online versions of courses that fulfill our mission as a department are either not feasible or would not best serve the interests of the students
4) hiring a full time faculty member (replacing two others)
who brings additional diversity of instructional practices.

Quality curriculum and instructional practices improve student learning as evidenced though the positive results of our SLO Assessments, faculty observation, and feedback from students.

Were the previous program review outcomes, addressing challenges, achieved and how did these outcomes improve student learning?

The main challenge from the previous program review addressed the need to continue serving the increasing numbers of students who require our classes without sacrificing the quality of instruction.
Research and faculty discussions affirm that keeping class sizes lower increases student learning. It is essential in Speech courses to keep class sizes within a certain parameter in order to give students enough time to deliver presentations and provide the individual instructor attention necessary for students to successfully achieve the outcomes of the curriculum.

These program review outcomes were not achieved as unfortunately, despite considerable protest, the department was required to increase the course enrollment caps for all courses including Speech 301 (Public Speaking) starting Fall 2014. Since that time our success rate has decreased 0.87%. This decrease is greater than the overall College's success rate decrease of 0.41%.

Were the previous program review outcomes, addressing SLOs, achieved and how did these outcomes improve student learning?

The Speech department has thoroughly completed two full cycles of SLO Assessment.

Analysis of Data: A 6 Year Reflection

Student Enrollments and Characteristics

After each data set below, provide a narrative reflection about the significance of the data for the program for the past five years.
Includes the following sections:

• Using the course enrollment and demographic profile. Are there any data that are significantly different then the college? If yes, can you explain why there is a difference?

Overall the success rates for Speech are consistent with the pattern for the College, showing the success rates peaking in 2011-2012 and declining by approximately 4% through 2015.

The Speech department's success rate is overall higher than the College's by at least 7% each year
measured. 2012-2013 when the College's success rate was the lowest at 70.68%, the Speech department's success rate was 9.10% higher at 79.78%.

In every category - ethnicity, gender, age group, and class time, the Speech department's success rate is higher than the College's.

Speech class are more successful because they fulfill the College mission in a variety of ways including building community, critical thinking & problem solving skills, communication strategies, and information literacy.

Analysis of the grade distribution in Speech course indicates that the main reason students fail to achieve success in Speech classes is because they either drop out or miss a speech/assignment. Only 2.75% of students are earning D's, while 11.54% withdraw and 5.29% receive F's which, based on an analysis of instructor grading practices across the discipline, is almost always the result of having failed to deliver a speech or turn in an assignment.

• Does the difference affect the program, planning and/or student success?

Since students who take courses in the Speech program have higher success than average, and since Speech courses fulfill GE and transfer requirements, and since Speech course and program SLOs are highly correlated to ISLOs, the Speech program should be planning to expand. Plans for expansion to offer more sections, particularly of the most demanded Speech course - Speech 301 - also meets student need. According to Crystal reports, Speech 301 courses have waitlists of over 12 students and more during the most popular morning time slots.

Increased class sizes may be contributing to the 0.87% decrease in student success in Fall 2014. Therefore, increasing sections offered would be justified over increasing the class caps.

• What, if anything, can you do to address these differences?

To continue to increase student success at the College we could offer more Speech courses, particularly Speech 301, during the most popular time slots.

To address the recent decrease in student success we could decrease class size.

Student Learning Reflection

Curriculum

For all programs with degree and certificates: How well do your courses support the program student learning outcomes? How do you know?

All courses support program student learning outcomes. The course SLOs have all been mapped to the Communication Studies SLOs with strong correlations between each course and the degree SLOs.

Are students able to complete the courses required for your degrees and/or program in a "normal" timeframe?

Students can complete the required courses for the A.A.T. in Communication Studies in as little as 2 semesters if they are able to enroll in day classes on the main campus.

Evening only students may have a difficult time completing the same degree as the department has not been able to consistently offer a course from one of our degree areas (C) in the evenings. The department is working to address this issue with the hiring of a new full time faculty member.

Students who do not have or utilize the earliest registration dates will also have trouble completing the Communication Studies degree - or other degree for which they are taking a Speech class to satisfy a requirement - if they cannot enroll in the class because it is full. Crystal reports show that almost all Speech courses, especially those offered during mornings, fill quickly and have long waitlists. Class size must be limited due to the performance aspect of Speech courses, therefore many students are not able to enroll in the classes they need to complete their program of study.

Explain major additions, changes, or deletions to the program's curriculum over the last six years.
All courses have been updated and received C-ID approval. Speech 302 (Persuasion) was revamped. Courses that have not been taught in over 10 years have been deleted.

Have all course and program outlines been updated within the last 6 years? Yes

Information Literacy

Information literacy is a college-wide goal. Using the checklist below, how do your courses help students learn to recognize when information is needed and give students the ability to locate, evaluate, and effectively use the needed information? Choose all that apply.

- Lecture, in-class discussions, or activities
- Research-based assignments
- Research workshop(s), led by a librarian or other research specialist
- Online library research guide or instructional video tutorials
- Individual guidance from a librarian or the instructor
- Assigned readings or other course materials
- Other

Other]

Does not apply

List the courses in your discipline that include the components identified above.
(example: ENGWR 300, STAT 300)

SPEECH 301
SPEECH 302
SPEECH 311
SPEECH 321
SPEECH 325
SPEECH 331
SPEECH 361

If the questions above do not pertain to your discipline, please explain why your discipline does not include components of information literacy in your program.

This question is for English, ESL, and Business only (i.e. departments fulfilling ARC General Education Requirement II-A, CSU GE Pattern A-2, and IGETC Pattern A-1). How are information literacy skills evaluated in your program?

Student Success

After each data set provide a narrative reflection about the significance of the data for its programs for the past five years.

Provide a short, written reflection for the following sections:

- Course sequence and scheduling: How effective are course scheduling, offerings, and sequence in students completing their educational goal? How do you know?

KEI reports show an overall increase in the number of Communication Studies degrees awarded since initiation of this program of study in 2011. Communication Studies degrees awarded are recorded as follows:
2011-2012 - 4
2012-2013 - 16
2013-2014 - 15

There is no data to indicate how many students describe obtaining the Communication Studies degree as their educational goal, nor whether these students complete the Communication Studies degree.
All Speech courses support AA degrees and transfer programs.

- How successful are students in your courses? How do you know?

Data provided indicate that students are completing Speech courses at a rate higher than average for ARC. Students enrolled in morning classes are achieving course success at the highest rates.

**SLO Assessment**

Please provide a summary of your discipline's SLO Assessment results over the last 6 years.

Our SLO Assessment results have been positive. The Speech department has a high level of both tenured and adjunct faculty participation in the assessment process. Assessment results have consistently shown students are achieving the stated outcomes of each Speech course.

Course level SLOs have been developed, assessed, and reviewed on a regular basis in order to ensure that they appropriately support our program/degree SLOs.

Our formal SLO Assessment process provides an opportunity for collegial discussion about how best to support and improve student learning.

The Speech department has fully mapped our courses to program level SLOs, demonstrating that program SLOs are fully supported by course level SLOs. Our SLOs follow Bloom’s taxonomy and can be assessed by authentic assessment methods. Our tenured and adjunct faculty have participated strongly in 2 full cycles of the Broad Assessment Process. Adjunct and tenured faculty members participated strongly in 2 full cycles of the Focused Assessment process. Adjunct and tenured faculty participated fully in 2 full cycles of the Action Planning process. The department is able to report that actions were appropriately carried out and implemented in 2 full cycles of Implementation Reports.

Based on your discipline’s SLO assessment work, what improvements to student learning have occurred?

SLO’s offer a uniform target that all instructors and students aim for thus enhancing student learning by having specific goals to shoot for. Speech faculty test for student understanding of course SLO’s and use the results of these tests as both a gauge of students comprehension and a prompt for improving pedagogy.

Based on the results of the Broad and Focused Assessment that occurred after our SLO Action plans were implemented we saw that improvement occurred.

By reviewing the Broad Assessment reports we know that student learning is improving because we see consistently high levels of student learning across all courses and SLOs.

List, as a set of outcomes, the discipline’s plans for continuous quality improvement for student learning outcomes.

**Curricula** - Maintain high quality, transferable, current curricula that contributes to student success and the enhancement of vital life skills.

**Distance Education**

For every course offered in both Distance Ed and face-to-face formats:

For distance education courses: What percentages of your student population enroll in DE courses?

N/A

How successful are students who enroll in DE courses? How do you know?

N/A
Compare and contrast success rates for Distance Education sections of the same course offered in face-to-face sections. How does a distance education course differ from face-to-face? (e.g., offerings, scheduling, and success rates)

N/A

Vocational Programs Only

A. How well does your department prepare student for a job? What are the indicators?

Speech is not a vocational program.

B. Does your program provide any assistance with job placement? If so, describe the activities and include any data you have on results.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Findings

Based on the analyses and reflections conducted during the program review process, answer the following questions:

- What other major developments and accomplishments occurred over the last six years?

  Over the last six years, the Speech department has:
  1) brought more instructional diversity to the program through the hiring of a new tenure-track faculty member
  2) developed an A.A.T. degree in Communication Studies
  3) updated all curriculum including adding advisory recommendations for all courses as we self-recommended in our last program review
  4) reviewed all adjunct faculty members to ensure we have the best quality instruction for our students
  5) continued to engage in departmental collegial cooperation to promote high standards of professional development
  6) pilot tested a Speech Lab where all students could drop in for speech and communication advice.

  The Speech department contended with the unexpected loss of two full-time faculty members. Class sizes were increased against our professional judgment.

Conclusions and Recommendations

Based on the analyses and reflections conducted during the program review process, answer the following questions:

1A. What are the strengths of the program?

The strengths of the Speech program continue to be:

1) high quality of curriculum
2) high quality of instruction
3) importance of subject matter
4) high student success and satisfaction; our students recognize communication skills as necessary and relevant to their own professional and personal lives.

1B. List, as a set of recommendations, your plans for maintaining the quality of the instructional program.

Curricula - Maintain high quality, transferable, current curricula that contributes to student success and the enhancement of vital life skills.
2A. What are the challenges of the program?

The challenges of the Speech program are:
1) maintaining high levels of student success given increased class size
2) offering enough sections to accommodate student need
3) transitioning responsibilities of department chair duties
4) maintaining curriculum delivery consistency and best instructional practices among all faculty.

2B. List, as a set of recommendations, your plans for addressing these challenges.

Learning Environment - Create a discipline appropriate learning environment in the main Speech classrooms.