

PROGRAM REVIEW Fall 2017

Program: Communication Studies

Division: Arts and Humanities

Date: 10/07/2017

Writer(s): James Dobson and Tim Heisler

SLO/SAO Point-Person: James Dobson

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16
- 5) Please note: Some information needed for this Program Review will become available in August 2017.

Links:

Program Review Home Page: <https://goo.gl/XATgjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research [available August 2017]
- CEMC Data
- Labor Market Data
- SLO/SAO Data

There were five items detailed in last year's Program Review Update. Sequentially our status on those five areas are as follows:

1. AA-T in Communication Studies. **Completed.** This had been a program goal for the 2016/2017 academic year and we are happy to report on the successful completion of this project.

2. Rubric Change. We have change of our course rubric from SPCH to CMST. **Completed.**

3. Growth in Forensics. We had documented rapid growth in the Forensics program from the 2014/2015 academic year to the 2015/2016 school year. That growth continued into the 2016/2017 academic year. In 2014/2015 we assembled a competitive team that sent (on average) 8 students to each speech tournament. In 2015/2016 we assembled a competitive team that sent (on average) 11 students to each speech tournament. In 2016/2017 we assembled a competitive team that sent (on average) 13 students to each tournament. Despite an increase in the number of students we serve in the Forensics program, and the growing success of the team, we received a budget cut for the 2016/2016 operating season. This is a constant struggle for us as a program as we are having a difficult time servicing our students both financially and instructionally.

4. Small Group Communication Class. We had wanted to offer, for the first time, Small Group Communication (CMST 3) during the Spring 2017 semester. Because of Enrollment Management restrictions, we were not able to do so. We will be offering the class, for certain, during the Spring 2018 semester. This is one full year later than we had hoped.

5. Newspaper Database Need. The growth of our forensics team and the additional offerings of our Argumentation & Debate (CMST 46) classes have created the necessity for our students to have immediate access to a newspaper database. This database is necessary for numerous competition events and becomes necessary for in-class debate assignments for the CMST 46 course. Our library currently has no such database in their collection. This has been an ongoing need.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

<p>1. Our Forensics program still experiences the same needs identified in all of our previous program reviews. We continue to experience shortages in staffing and finances. After finishing 2nd place at the International Championship Competition in 2016 and 3rd place at the National Championship Tournament in 2016, we received a budget cut for the 2016/2017 season. It seems to make no difference that we continue to identify this need in our Program Reviews when monetary support remains stagnant or, as was the case last year, is reduced.</p> <p>2. We need to promote our Oral Interpretation and Readers Theater classes. Even though the CMST 2A class is a requirement for our AA and AA-T degrees it has been cancelled by administration due to low enrollment. We need to either promote these classes better to ensure that they fill or reevaluate offering them on their current semesterly cycle.</p> <p>3. Visual Aids. Travelling with printed visual aids on 30" x 24" poster board is an outdated mode of public presentation. For the betterment of our competitive program, and to improve our instructional quality in the classroom, We need to identify and incorporate newer, better, more "portable" technologies within our instructional and competitive repertoire.</p> <p>4. We are still in need of a Forensics Assistant. We used to have this position. It was taken away from us during the massive budget cuts that took place 10 years ago. We have been asking to get it back every year since then. We are always denied the request.</p>	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	Community Partnerships/Outreach
	Curriculum*
	X Enrollment Management
	X External Factors
	X Facilities,** Supplies and Equipment (Including Software)
	X Financial/Budgetary
	X Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
	X Services to Students
	SLO/SAO Process
X Technology Use	
*Curriculum will also be addressed in Part 2 (Curriculum Review).	
**Facilities will also be addressed in Question H.	

C. Reflection: What plans from the 2016 Program Review Update or any previous Program Reviews/Updates have been achieved and how?

<p>I. Summer</p> <p>A. Summer Speech Night Fundraiser – Completed. Students from the 2015/2016 team graciously volunteered their time to the event.</p> <p>B. Summer workshop for new and returning Forensics students. – Completed. Students enrolled in the 2016/2017 Forensics team voluntarily met with the coaching staff during the summer months and received a head start on their competitive season. This training led directly to one individual receiving a Gold Medal at the 2017 National Championship Tournament.</p>	Mark an X next to each area that is addressed in your response.
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	X Community Partnerships/Outreach
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	External Factors
	Facilities,** Supplies and Equipment (Including Software)

<p>II. Fall</p> <p>A. Attend a speech tournament outside of our region. Not completed. We could not complete this goal do to budgetary constraints.</p> <p>B. Attendance at our National Communication Association Conference and participating in presentation panels with LPC students. Completed. In November of 2016, Danielle Leedeman and Jennie De Rose traveled to Philadelphia with Tim Heisler and Jim Dobson to participate and present at the NCA Conference.</p> <p>C. Children’s Holiday story hour in conjunction with the ECD Department and the Library. Completed. On December 2, 2016, the Forensics team performed for the children at the Early Childhood Development Center.</p> <p>D. Fall Speech Night Fundraiser. Completed. On December 2, 2016, the Forensics team performed on the Main Stage Theater to a crowd of 350 audience members.</p> <p>III. Spring</p> <p>A. Host a 2-day high school speech tournament. Completed. This occurred the weekend before the start of the 2017 Spring Semester.</p> <p>B. Host our own collegiate speech tournament. Completed. On February 4 2017 we hosted our 8th annual Talk Hawk Invitational Speech Tournament that was attended by 14 different colleges and universities.</p> <p>C. Travel to Lima Peru for the International Forensics Association competition. Completed.</p> <p>D. Participate at the Phi Rho Pi National Championship Tournament in Washington D.C. Completed. We finished 2nd place in the entire nation in the “small school” category.</p> <p>E. Send a student to perform at Best of the Best. Completed. Vincent Walker was the Forensic representative at the 2017 Best of the Best show.</p> <p>F. Spring Speech Night Fundraiser. Completed. On May 19, 2017 the Forensics team performed on the Main Stage Theater to a crowd of 400 audience members.</p>	X	Financial/Budgetary
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		Pedagogy
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>Vincent Walker finished in 5th place overall as an individual competitor at the 2017 Phi Rho Pi National Championship. He finished 1st Place in the entire nation with both his Persuasive Speech and his Communication Analysis presentation. Because of his hard work and dedication he received a scholarship to Bradley University, home of is one of the top-3 Forensic universities in the entire country. Vincent also had a paper on <i>Veteran Involvement in Forensics</i> accepted by the National Communication Association for their 2017 academic conference in Dallas.</p>	Mark an X next to each area that is addressed in your response.	
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		Enrollment Management
	External Factors	

<p>Danielle Leedeman received admission acceptance letters from 5 different UC's before deciding to attend UCLA beginning in Fall, 2017. Dani also had a paper accepted by the National Communication Association for their 2016 conference in Philadelphia.</p> <p>While we would like to take credit for their success, we also acknowledge the high quality of students that attend LPC as being a major contributing factor. Likewise, we readily praise the support systems at LPC as a major reason for our student's success.</p>		Facilities,** Supplies and Equipment (Including Software)
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>We still do not have an instructional assistant for the Speech Program. This position became vacant back in 2007. We have been asking to have this position replaced every year since then. IT IS STILL A POSITION ON THE ARTS & HUMMANITIES ORGANIZATIONAL CHART. We are told every year to identify our needs and obstacles in our Program Review and Program Review Updates. We do so diligently. Each year our request for filling this position, this REPLACEMENT position, is rejected. This is not a growth position, we simply want to HAVE WHAT WE USED TO HAVE. We are now entering our 10th year without this position and it creates a tremendous hardship (both instructionally and fiscally) on the Forensics Program's ability to maintain their success (let alone enable the program to grow). You can imagine our frustration.</p> <p>LPC's LRC does not currently have a newspaper database available to the student population for current-event research. This would be helpful for numerous courses offered by the Communication Studies program.</p>		Mark an X next to each area that is addressed in your response.
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>1. Implement a collaborative workshop or class with the ESL program to help the advanced ESL students with their public speaking development.</p> <p>2. Growth and expansion of the forensics operating budget. We would like to see a reinstatement of our \$6400 yearly budget that comes from district funding. This amount was entirely cut several years ago, a portion of it was given back two years ago, and then that amount was reduces again last year. We are not even asking for growth. We just want to get back WHAT WE USED TO HAVE. We would like to see a reinstatement of our \$19,400 yearly budget that comes from co-curricular accounts. This amount was reduced to \$15,300 at the height of the budget crisis. We are not even asking for growth. We just want to have back WHAT WE USED TO HAVE.</p> <p>3. We want to find ways to involve the community in our local speech tournament as judges, sponsors, contributors, etc.</p> <p>4. We want to hire an instructional teaching assistant for the Communication Studies program.</p> <p>5. We want to assist the LRC in choosing databases that specifically help our student population (Extemporaneous Speaking and the CMST 46 class).</p> <p>6. We want to assist with LRC staff with the <i>Topic Selection</i> web page.</p> <p>7. We want to host a high school speech tournament.</p> <p>8. We want to convert all CMST classes to canvas.</p> <p>9. We want the Forensics team to travel and compete nationally.</p> <p>10. We want the Forensics team to travel and compete internationally.</p>	<p>Mark an X next to each area that is addressed in your response.</p>																												
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<p>1. We want to host a national speech tournament.</p> <p>2. We want to expand our curriculum to online offerings.</p> <p>3. We want to expand the offerings of our Talk Hawk Invitational Tournament to include all of the events found at national competitions. .</p> <p>4. We want to see growth and expansion of the Forensics operating budget.</p> <p>5. We want to implement new travelling visual aids for competitive and instructional use.</p> <p>6. We want to expand our course offerings in the Communication Studies program.</p> <p>7. We want to streamline SLO process for more effective/efficient input and feedback.</p>	Mark an X next to each area that is addressed in your response.
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

No. We do not have unmet facilities needs.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

*Las Positas College is an inclusive learning-centered institution providing **educational opportunities** and support for completion of students’ **transfer, degree, basic skills, career-technical, and retraining goals.***

The speech program serves to fulfill the college's mission statement several ways.

- The first of which is **transfer**. All of our course offerings, with the exception of CMST 48 (Forensics Activities), is transferable to CSU and UC. CMST 48 is currently transferable solely to CSU.
- The **ONLY** way to fulfill Area A1 of CSU GE Breadth requirement is to take CMST 1, 10 or 46. Simply put, students cannot **transfer** to a CSU without taking a CMST class.

- We have developed **educational opportunities** for our students to attend universities because of scholarships they have earned through their participation in Forensics.
- We assist students in their pursuit of a **degree** by offering an AA degree, an AA-T degree and CMST 1, 2A, 3, 5, 10, 11 and 46 are all classes that fulfill the general education pattern for an AA degree at Las Positas College.
- Although not thought of in the traditional sense, the CMST program assists a segment of our population with their **retraining goals**. On a yearly basis, we have students who enroll in classes not to obtain a degree but to enhance their public speaking and interpersonal communication skills for their personal use in politics, business, charitable organizations and religious genres.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? XX yes _____ no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Not Applicable

K. SLOs/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name:

CMST 1 Fundamentals of Public Speaking

Text of CSLO:

- Deliver a clearly organized speech.
- Deliver a speech with effective content.
- Perform a speech using effective delivery.

Describe the quantitative or qualitative results:

With initial analysis, it appears that classes with large enrollments (28+ students) are less successful than classes with lower enrollments.

Discuss and reflect upon student achievement for this CSLO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

There have been no action plans as of yet. As a discipline, we will monitor this closely to see if this "trend" is corollary or associative. If we find that large classes consistently perform more poorly than small classes we will need to find ways to reduce the cap of our CMST 1 courses.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

CMST 1 is a performance-oriented class with students delivering multiple speeches each semester. Because high enrollment classes require so many presentations there is less time devoted to lecture and speech preparation. This became particularly evident with the 5-week Summer section. Simply put, it is difficult to cover the required course content with large classes.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One:



PSLO

SAO

Course, Program Name, or Student Service Area:

CMST 1 Fundamentals of Public Speaking

Text of CSLO:

Deliver a clearly organized speech.
Deliver a speech with effective content.
Perform a speech using effective delivery.

If you plan to analyze a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

We are not planning to analyze our PSLO at this time.

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

No courses needing updates.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No changes/updates needed.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

No concrete plans at this time. We are just beginning to investigate the feasibility to introduce DE for Interpersonal and/or Intercultural Communication courses.

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Not Applicable

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Not Applicable

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

Not Applicable

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

Not Applicable

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

Not Applicable

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

Not Applicable