



**Instructional Program Review – Annual Update
2021**

Date:	March 2021
Program and Department:	Speech Communication/ Languages and Communication
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	2015/16
Submitted By:	Diane Auten
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.

No

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here:

http://www.hancockcollege.edu/public_affairs/mission.php

The Speech Communication (SPC) program mission is: The Speech Communication Department focuses on developing broad-based competencies in oral and written communication as well as critical analysis within our students. The Speech Communication Department is committed to providing excellent educational opportunities to our students as they pursue improving their communication through attaining knowledge of communication theories, acquiring competent communication behaviors, and improving research methods. We will encourage our students to utilize their improved communication skills in order to enhance their educational experiences, as well as their overall lives.

The SPC program aligns with the college mission in that both focus on enhancing student learning, student educational opportunities, and having a quality educational experience. This is shown through the positive feedback on student surveys in our 6 year program review (2015-16).

In addition to the SPC program offering an Intercultural Communication course, the SPC faculty also incorporate the topics of diversity and culture in the public speaking and small group communication courses. Students are also required to give a speech on culture/ diversity.

II. Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year.

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

- 1.) SPC faculty are very available to students. All FT faculty (and most PT faculty) hold regularly scheduled (currently virtual) office hours.
- 2.) SPC faculty utilize library resources to acquaint students with up to date research methods.
- 3.) SPC faculty have established relationships with the counselors and coaches, in order to promote student success amongst student athletes.
- 4.) The FT SPC faculty sponsor an annual scholarship for a transferring SPC major.
- 5.) The SPC faculty complete all requested forms on Starfish
- 6.) In the fall of 2018, we were part of a program purposed to advance student athletes and increase retention. Andrea Sanders worked with Robert Senior from the English department to create linked courses for Speech 101: Public Speaking and English 101: Freshman Composition. Students enrolled in both classes concurrently. The instructors followed the standard CORs for both classes while paralleling content and assignments. The program proved to be so successful it was taught again in Spring of 2019, Fall of 2019 and Spring of 2020. Over the four semesters offered, retention rates were at 96% and pass rates were at 91% for **both** classes. The program will resume when face to face instruction is assured.

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

- 1.) The FT SPC faculty sponsor an annual scholarship for a transferring SPC major.
- 2.) The SPC program also maintains a high standard of excellence, especially in the area of retention and success.
- 3.) Objective college data identified a small number of instructors college-wide, who met criteria leading to exemplary student success. All three FT SPC faculty made the list. Based on this ranking, these faculty were invited to participate in a Guided Pathways focus group.

III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

Yes

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

Although we have not measured SLOs this year, when SLOs are measured, instructors share SLO information /improvement plans at SPC retreats, discuss SLOs and their effectiveness often, share and use the same measures (with PT faculty as well), and make modifications to SLOs when necessary.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

No

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

None

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes, they were reviewed during our last comprehensive program review (2015-16)

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

A major trend around the state of CA is offering DL public speaking (SPC 101) classes (or partial DL courses). We are happy to report that due to Covid-19, we developed synchronous DL public speaking classes. Although this is not our preferred method of teaching this course, we are now approved to teach SPC 101 DL and plan to continue this practice after Covid is over.

A second current trend in higher education is the use of OER materials. We are happy to report that the FT faculty have adopted an OER textbook for SPC 101, 102 and 106. We plan to roll out the SPC 101 and 102 OER textbooks to all PT faculty this year.

AHC was awarded a 2021 grant to research/ implement OER materials, and we hope to convert SPC 103 and 110 to OER textbooks soon.

- b. List any (internal or external) conditions that have influenced the program in the past year.

Covid influenced our program, as numbers are lower than usual. **Anything else?**

Data for Program with Vocational TOP Codes (CTE):

http://www.hancockcollege.edu/institutional_effectiveness/reports.php

Please review the data and comment on any trends.

- c. Current industry employment and wage data (please cite sources)

n/a

- d. Industry employment and wage trends

n/a

- e. TOP code employment CORE indicator report

n/a

- f. Advisory committee recommendations

n/a

V. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program

Existing Recommendations

- 1.) Have assessment that is more consistent across the six different courses.
Complete assessments for each of the SLOs listed per course.

Include more sections in our assessments.

Encourage our part timers to participate in assessments.

Status: We have made vast improvements here. We now have a designated (faculty) SLO coordinator who is responsible for entering all data for all faculty. Although we have not assessed SLOs this year.

- 2.) Continue to assess the need for more sections and add classes accordingly

Status: The SPC program has room to grow, and we add classes when the college allows it.

- 3.) Assess the efficacy of our scheduling for the LVC and make changes accordingly

Status: Ongoing. Our newest FT faculty member taught a portion of her load at the LVC for a while; however, we still struggle to fill classes at the LVC.

- 4.) Explore ways to become more sensitive and nurturing to our incoming first year students.

Status: We are working on this. In the DL courses, faculty are contacting students when they are struggling, and communicating with them when they are not successful. Faculty are aware of and utilize SuccessNet. The SPC program also works with the tutorial center and we have active tutors for speech classes. Faculty also send welcome emails to students before classes start, providing all important course information.

- 5.) Change the Speech Communication major to match the AA-T

Status: Completed

- 6.) Assess new textbooks for speech 101, select, and then modify the COR

Status: Completed. We adopted an OER textbook and the COR was updated.

- 7.) Assess new textbooks for speech 102, select, and then modify the COR

Status: Completed. We adopted an OER textbook and the COR was updated.

8.) Transition all DL courses from Blackboard to Canvas and become adept with the new platform.

Status: Completed.

9.) Explore the benefits for adding our DL courses to the “Course Exchange” and add to the exchange if deemed beneficial.

Status: We have not looked into this yet, but will.

10.) Advocate for full time faculty members to teach our specialized courses

Status: Completed

11.) Continue to monitor our articulation agreements and make adjustments if needed.

Status: Done and on-going

12.) Explore the option of participating in concurrent enrollment.

Status: We have had 2 requests for a concurrent enrollment public speaking class. We denied both requests due to the lack of qualified faculty to teach the courses (the high school faculty did not meet minimum qualifications or equivalency).

13.) Request a second designated speech classroom.

Status: Ongoing

14.) Acquire a new computer for Diane Auten who requested more than once over the last two years

Status: Completed. Diane received her new computer.

1.) Assure that our approved speech position for a new faculty member results in the hiring of a faculty member and that the position maintains permanence.

Status: Completed. We hired a new FT faculty member in 2016.

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
n/a			

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
n/a							

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
SPC	GoReact Software	Increase successful public speaking	software		3358.88	ongoing
SPC	Kahoot Software	Increase retention and success rate	software		720	ongoing
SPC	Vyond	Increase retention and student success	software		1000	Ongoing

