

Allan Hancock College

Speech Communication

Comprehensive Program Review

Prepared By: Jenny Schroeder
4-25-2022

Table of Contents

1. Status Summary – Final Plan of Action
2. Comprehensive Self Study
3. Student Data Summary
4. Student Learning Outcomes & Assessment Plan
5. Validation
 - Validation team members
 - Plan of action (pre-validation)
 - Executive summary
 - Plan of action (post validation)
6. Appendix
 - A - Previous Six Year Comprehensive Review
 - B - Course outlines of record
 - C - Student survey
 - D - Student survey results
 - E- Course review verification sheet
 - F - Degree and certificate requirements
 - G- Articulation status of courses

Status Summary for Previous Plan of Action Post-Validation

During the 2015-2016 school year, the Speech Department conducted their last Program Review. At that time, the self-study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team.

Goal	Progress
<p>Have more consistent assessment across the six different courses. Complete assessments for each of the SLOs listed per course per Program Review cycle</p> <p>Include more sections in our assessments.</p> <p>Encourage/train our part timers to participate in assessments.</p>	<p>Throughout 2016 -2020 all six of our courses were assessed every semester by all full time faculty and most part time faculty. The Learning Outcomes and Assessment Committee has been working with Academic Senate over the past few years to review the assessment process. In doing so, there was a halt on data collection for a year and a half. We are planning to collect data this spring (22) on the new assessment cycle identified through our LOAC plan.</p>
<p>Enrollment Changes: Continue to assess the need for more sections and add classes accordingly. Assess the efficacy of our scheduling for the LVC and make changes accordingly.</p>	<p>We have reduced the number of courses at the LVC campus over the past few years due to low enrollment but have increased the number of sections offered at SMC and online. With the pandemic surging throughout the past two years of this program review cycle, adequately predicting and fairly assessing enrollment has been challenging.</p>
<p>Demographic Changes: Continue to incorporate the "Six Successful Factors" for our incoming first year students.</p>	<p>SPCH faculty make efforts to connect and nurture students through various means (welcome letters, email, office hours, etc.) We help our students to feel valued and engaged by giving individual and comprehensive feedback on assignments and creating engaging classroom experiences.</p>
<p>Change the SPCH major to match the AA-T</p>	<p>Complete</p>
<p>Assess new textbooks for SPCH 101, select, and then modify the COR.</p> <p>Assess new textbooks for SPCH 102, select, and then modify the COR</p>	<p>Complete: New textbooks were selected (using Open Educational Resources) and the CORs have been modified.</p>
<p>Transition all DL courses from Blackboard to Canvas</p>	<p>Complete: All courses have been successfully</p>

Goal	Progress
and become adept with the new platform.	transitioned to Canvas.
Explore the benefits for adding our DL courses to the Online Education Initiative (OEI) course exchange and add to the exchange if deemed beneficial.	Working on it. We have contacted our DL administrator and are awaiting next steps.
Explore the requirements for faculty to be OEI certified and/or the course being OEI certified.	In process.
Consider offering Special Topics in areas which might include communication and social media, organizational communication, or others.	No new courses have been developed but speech faculty have been researching and designing potential new courses. With the needed shift to remote education and other pandemic related stressors, progress in this area has been halted over the past few years.
Advocate for full time faculty members to teach our specialized courses	There are three full time faculty in the SPCH department and they each one or two specialized courses; allowing for a “program expert”/ point of contact for each course.
Explore ways to inform students of our available certificates, program major and transfer major	The SPCH department worked with the Guided Pathways committee to ensure accurate program information and program maps to be published on the website for students.
Continue to monitor our articulation agreements and make adjustments when needed.	The SPCH department is working with the articulation officer to get a new articulation agreement for SPCH 106 to Cal Poly SLO. This new articulation would give SPCH majors a more competitive chance at acceptance to the program.
Explore the option of participating in concurrent enrollment.	We are open offering concurrent enrollment courses, but thus far, the interested schools do not have faculty that meet the minimum qualifications for instruction.
Explore the possibility of having additional "Speech Nights" where we can showcase our students' work.	Our department discussed hosting events, such as “welcome weeks” and student meet and greets. With the shift to remote education in Spring 2020 many projects (and events focusing on in-person engagement) were halted. We look forward to

Goal	Progress
	revisiting these ideas.
Explore the possibility of offering communication courses as non-credit.	The SPCH Department engaged in discussions and decided not to proceed with noncredit SPCH courses at this time.
<p>Facilities:</p> <p>De-cobweb the area around the office pods in C Building.</p> <p>Assign classroom numbers to distinguish C I I b from the Language Lab.</p> <p>Place permanent signage to direct students to C40 from main walkways in C Building.</p> <p>Request a second designated SPCH classroom.</p>	<p>Not done and still needs to be.</p> <p>Signage directing students around the C-Complex has improved and remains consistent.</p> <p>Department secretaries often post paper signage but there is still no permanent signage.</p> <p>Due to limited resources SPCH still only has one designated classroom. While not as critical due to more online offerings, it would still be ideal.</p>
Acquire a laptop for Diane Auten.	Completed- Received.
Assure that our approved SPCH position for a new faculty member results in the hiring of a faculty member and that the position maintains permanence.	A fulltime faculty member was hired in August 2016 and received tenure in 2020.
Pursue the reinstatement of compensation for a program coordinator for SPCH.	Not given
Seek funding for training and OEI course conversion.	Not given
Assure that all SPCH faculty include verbal and/or written information regarding all SPCH classes offered as wells as degrees and certificates.	At the end of each semester, Andrea Sanders sends an email to all the part time faculty reminding them to share this information with their students.

Comprehensive Self-Study (Spring 2022)

I. Program Mission (must align with college mission statement)

For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.

For CTEA programs only, show that “the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area.”

Program Mission Statement: The Speech Communication (SPCH) Department focuses on developing broad-based competencies in oral and written communication as well as critical analysis within our students.

The SPCH program’s mission aligns with Allan Hancock College’s mission of offering “pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skill building, certificates, associate degrees, and transfer” by offering an Associate of Arts degree, an Associate of Arts for Transfer, and three certificates. Each degree and certificate has a published program map on the [discipline website](#) to help clarify the pathway for students. Additionally, we reinforce the values of the college in our program in the following ways:

AHC Vision	Speech Program
We will change the odds for students by continuing to provide quality instruction while improving time to completion	The SPCH program focuses on developing broad-based competencies in oral and written communication as well as critical analysis within our students. We offer all of our required courses every fall and spring with additional offerings in summer to help ensure timely completion and sequencing for our students.
We will work to build inclusive communities that promote trust and social justice. Allan Hancock College is committed to equity and diversity by ensuring our actions are based on an awareness of the social and historical context of inclusionary practices	Students are encouraged to discuss, present, and debate topics that are meaningful to them (current events, social justice, culture, religion, politics, etc.). Our instructors provide emotionally safe spaces to have intellectual conversations about topics that are meaningful to our students. We help our students develop the skills to have respectful disagreements and use logic and research to make informed decisions about the viewpoints they address.

AHC Vision	Speech Program
<p>We will work to address student financial challenges, including food and housing insecurities</p>	<p>Our courses are offered in a variety of modalities including in person, traditional online and live online classes in part to help provide access to more non-traditional students or those who may not have the ability or means to access a physical classroom. Additionally, many of our faculty include information regarding resources (such as the basic needs initiative) in our course syllabi and canvas shells</p>
<p>We will prepare our students emotionally, physically, and intellectually to pursue fulfilling careers that foster economic mobility</p>	<p>Communication skills are consistently ranked as one of the number one skills necessary for employment. The SPCH program is committed to providing excellent educational opportunities focusing on both theory and practice. This will enhance their educational experiences (regardless of their major) as well as their personal relationships and likelihood of success in the job market.</p>
<p>We will provide an educational culture that values, nurtures, connects, and engages students</p>	<p>The SPCH Faculty work to create safe, nurturing environments in their physical and online classrooms so that students can express themselves in their speech assignments and in classroom discussion. Many of our SPCH courses are designed with the intention of building peer to peer and student-instructor connections so open and expressive communication can occur.</p>
<p>We will provide opportunities that enhance student learning and promote the creative, intellectual, cultural, and economic vitality of our diverse community</p>	<p>We encourage creativity by allowing students to select topics they are interested in, create visual aids, explore verbal and physical expression, and support their own beliefs through effective persuasion. We encourage the acceptance and study of diversity by assigning papers, speeches and presentations about different cultures. Lecture discussions in some SPCH courses include topics on personality and cultural differences as well as current events.</p>

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in the past comprehensive program reviews and annual updates.

The SPCH program has consistently high retention (average 90%) and success rates (average 80%) across our six core classes.

1 Retention & Success by academic year by course SPCH

course_	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
SPCH101	81%	92%	84%	93%	78%	89%	78%	90%	83%	94%	74%	89%
SPCH102	87%	95%	85%	95%	77%	92%	82%	91%	88%	93%	83%	94%
SPCH103	87%	94%	74%	85%	76%	85%	72%	88%	84%	95%	77%	92%
SPCH106	82%	84%	84%	88%	72%	81%	81%	89%	81%	85%	83%	90%
SPCH108	90%	93%	86%	95%	87%	93%	93%	93%	88%	95%	91%	93%
SPCH110	77%	89%	66%	77%	82%	91%	71%	90%	82%	94%	76%	94%
SPCH189			83%	67%			100%	100%			67%	100%
Grand Total	83%	93%	82%	92%	78%	89%	79%	90%	85%	93%	77%	91%

Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter excludes 201510, 201520, 201540, 202110 and 202130. The CB04 filter keeps C, D and N. The subject filter keeps SPCH. The course filter has multiple members selected.

Measure Names
■ Retention %
■ Success %

However, there has been a steady decline in declarations of SPCH majors.

6 Majors Speech Communication - Headcount

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Speech Communication	55	60	56	52	41	29
Grand Total	55	60	56	52	41	29

The data suggests, there may be students who have not properly identified or declared their major which provides an opportunity for the SPCH department to engage in outreach efforts to our students.

Program..	Degree	Degree Major	Degree Desc (group)	Major..	Academic Year Graduation Desc											
					2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
					HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Speech Co	AA	Speech Communication	Associate in Arts	Match	2	33%			4	57%	1	33%	1	50%	3	38%
mmunicat				Split	4	67%	4	100%	3	43%	2	67%	1	50%	5	63%
ion	Total				6	100%	4	100%	7	100%	3	100%	2	100%	8	100%

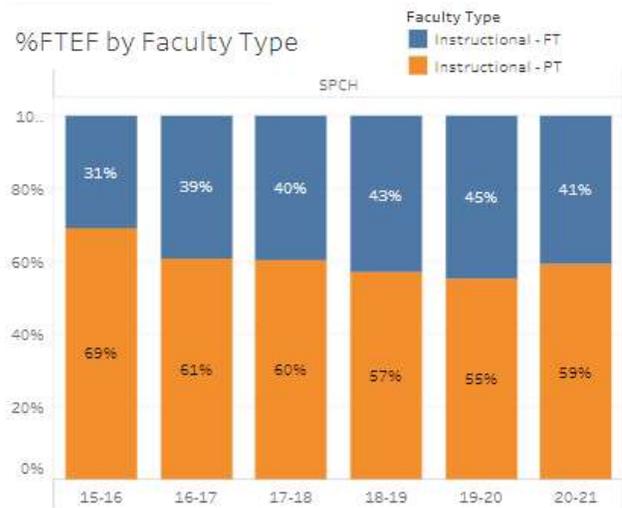
To see the complete “progress toward goals” please refer to the start of this document, for the “status summary” update from the previous comprehensive review’s post-validation.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

The SPCH department has three full time faculty and 7-8 part time faculty. Our full-time faculty teach an average of 40% of our course offerings (and 100% of our “specialty courses”). While this is only a slight increase from the last program review, the data shows there was a steep increase (from 31 to 39%) in 2016 -2017 with the addition of our new FT faculty member. In the 2020-2021 the number has decreased slightly as one of our FT faculty members was elected to be department chair and had a reduced teaching load.

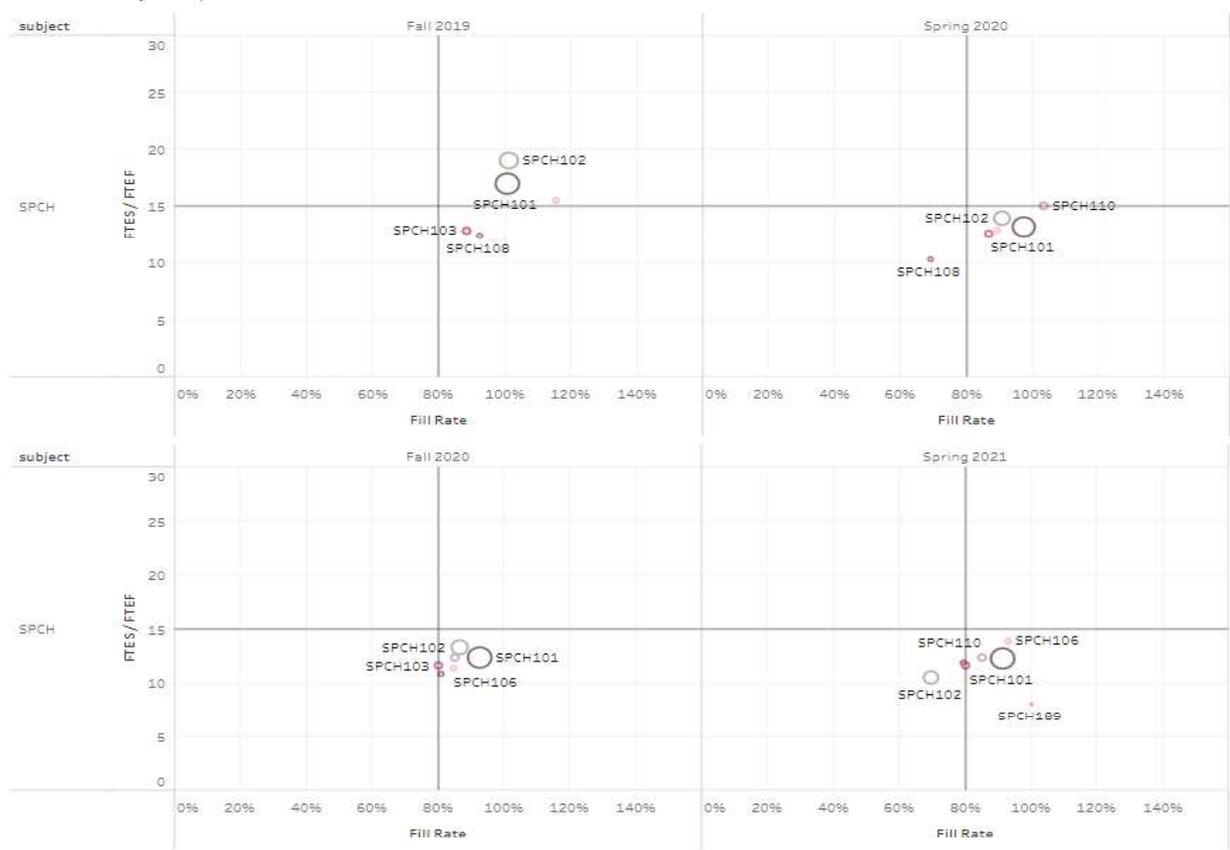
On average, there are about 32 SPCH classes offered every spring and fall and an additional 10-14 in summer. Courses are mostly offered Monday-Thursday from morning until night on the Santa Maria campus and online. Additional offerings include Friday and Saturday classes, courses at the LVC as well as select offerings at VAFB and the Federal Correction Institution. While we would like to continue to expand our course offerings, the SPCH program struggles every semester to find faculty to



teach all of our classes, and has even had to cancel classes due to lack of faculty available to teach. Most of the part time faculty teach the maximum load allowable for part time faculty under ED Code (67%) in order to staff all current sections of SPCH. Often we need to give part-timers overload to staff the classes we offer, but we are limited in being able to offer overload. The SPCH program would like to hire an additional new FT faculty member to teach part of their load at the Lompoc campus, which would provide stability in the SPCH classes offered there, as well as the potential to grow the program. SPCH currently has a designated classroom, however, based on the volume of courses offered in the SPCH program, we are also requesting an additional designated SPCH classroom on the SM campus equipped with a smart podium and current technology

Consistently, our courses have a fill rate of 80% or higher. From Spring 2020 and beyond there were more

variations in these rates as the pandemic caused enrollment fluctuations across the board. However, the SPCH program has made changes in course modalities and scheduling to adapt to the ongoing needs of our students and will continue to adjust the schedule to ensure our classes are full and are as efficient as possible. As indicated on the graphs below, although our courses consistently fill, the SPCH program does not meet the college's metrics for efficiency. To increase efficiency, the SPCH program would need to increase the cap size of each course. Due to the nature of our discipline and the fact that SPCH is a performance-based course, we believe increasing cap size to increase efficiency would subsequently decrease the integrity of the program. While we may not be able to significantly increase efficiency, we can increase the overall number of our FTES with the addition of another full time-faculty member.



IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to the course based on these data.

The SPCH program at AHC has consistently met their student learning goals, which were measured through course learning and program learning outcomes. Over the past six years, the department has consistently collected and assessed student data (with the exception of the hiatus the college took over the past few semesters while they reevaluated the SLO collection and evaluation process). The data below shows the SPCH

Program has a 95% average of students who met the standard for PLO 1 and 85% average for students who met the standard for PLO 2. Additionally, each CLO has an 80% or higher for each standard.



PLO Performance Table: Speech Communication - This is a table showing the overall PLO performance over the last 6 academic years, including percent and numbers of students meeting standards.

			Number Met	Number Not Met	Percent Met
Speech Communication	SPCH1	Demonstrate competent communication behaviors for a variety of purposes.	3,820	213	95%
	SPCH2	Demonstrate knowledge of communication theories.	2,267	415	85%

Historical CLO Performance Table: Speech Communication-

This is a chart of the table above.

			Number Met	Number Not Met	Percent Met
SPCH101	SPCH101.1	SPCH101 SLO1 - Demonstrate knowledge and basic public speaking theories.	1,026	178	85%
	SPCH101.2	SPCH101 SLO2 - Increased confidence in public speaking	942	20	98%
	SPCH101.3	SPCH101 SLO3 - Improve public speaking skills	991	62	94%
SPCH102	SPCH102.1	SPCH102 SLO1 - Demonstrate knowledge of small group communication theories.	716	185	79%
	SPCH102.2	SPCH102 SLO2 - Increased confidence in group communication	726	17	98%
	SPCH102.3	SPCH102 SLO3 - Improve public speaking skills	660	104	86%
SPCH103	SPCH103.1	SPCH103 SLO1 - Demonstrate knowledge of interpersonal communication theories.	224	14	94%
	SPCH103.2	SPCH103 SLO2 - Develop awareness of one's personal communication abilities	206	0	100%

Over the past two years, the SPCH department has worked with the LOAC committee to revise our PLOs and CLO evaluation cycle to align with the college's new evaluation plan. Data collection and evaluation will resume in Spring 2022. The revised SPCH PLOs and evaluation cycle are as follows:

Program Learning Outcomes

- **PLO 1 Theory:** Demonstrates knowledge of communication theories
- **PLO 2 Skill:** Improved skill in a variety of communication situations
- **PLO 3 Critical Thinking:** Critically analyze and/or construct messages
- **PLO 4 Self Awareness:** Develop an awareness of one's personal communication effectiveness

Course Associations:

I = Introduced R = Reinforced/D= developed M = Mastered

	PLO 1 Theory	PLO 2 Skill	PLO 3 Critical Thinking	PLO 4 Self Awareness
SPCH 101	M	M	M	I
SPCH 102	M	M	I	M
SPCH 103	M	M	I	M
SPCH 106	M	M	M	I
SPCH 108	M	M	M	I
SPCH 110	M	M	I	I

Three Year Evaluation Cycle:

Year	PLOs to Assess	Courses to Sample
2021-2022	1, 2, 3, 4	101, 102
2022-2023	1, 2, 3, 4	106, 103
2023-2024	1, 2, 3, 4	108, 110

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

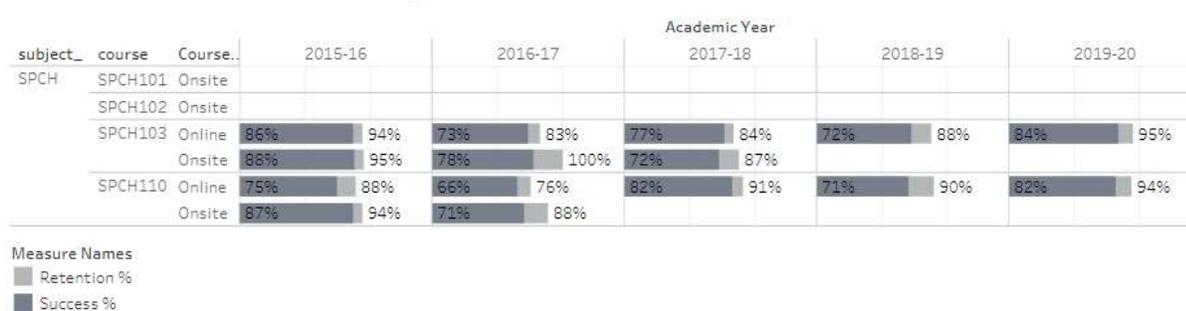
Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

Historically, the majority of SPCH classes have been offered on-site. Two of our specialty courses, SPCH 110 and 103 have been offered as both onsite and DL. Interestingly, in looking at data in 2016-2017 year success and retention were both lower for the online sections but in subsequent years those two courses were only offered as online without an onsite option. Success rate for the online classes remains above the 70% benchmark which suggests that onsite options may not be needed but that the department may want to consider them for enhanced student success.

4 Online / Onsite Retention & Success course comparison SPCH

All online courses and matching onsite courses



In Spring 2020 – Spring 2022 we began offering online sections of our core (SPCH 101 and 102) classes due to the pandemic. However, the reported data appears to classify them as “onsite.” This is possibly due to the fact they were offered as synchronous online options (mimicking the onsite experience) and not traditional asynchronous distance learning.

subject_	course	Course..	Academic Year	
			2020-21	
SPCH	SPCH101	Onsite	75%	89%
	SPCH102	Onsite	85%	94%

It is imperative that we are able to disaggregate this data to be able to measure effectiveness of these courses offered in this new modality. The data from our student survey shows that a majority of students (50%) prefer some type of online course structure (asynchronous, synchronous, or hybrid/hy-flex with in-person).

In Spring 2022 the SPCH department embraced the variety of traditional and new modalities to provide students with opportunities to best serve their needs. We offered 50% of our classes (15 sections) as traditional face-to-face, 10 sections were offered as synchronous online, and four sections were fully online.

To ensure regular substantive instructor-initiated student contact our faculty utilize the following:

- Face to face and/or virtual office hours or individual appointments as needed
- Successnet and/or Canvas grade reporting for students falling behind
- Written and/or recorded verbal feedback on assignments
- Threaded discussion forums with mandatory participation.
- General emails, weekly announcements via Canvas
- Provide timely feedback to students and review sessions via Canvas.
- Regular comments on discussion board postings
- Instructor initiated interaction with students

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

In the fall of 2018, the SPCH and English dept. worked together to create a program to advance student athletes and increase retention. Andrea Sanders (SPCH faculty) worked with Robert Senior from the English department to create linked courses for SPCH 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 Spring of 2020, Fall 21. The course was not taught in Spring 21 due to Covid.

Data for Fall 21: Retention: 96%
 Success: 96% passed with a D or better
 91% passed with a C or better

Overall, the SPCH program has consistently high retention (average 90%) and success rates (average 80%) across our six core classes.

However, looking at equity data, there are some concerns regarding our Black and Hispanic students. Hispanic students have a success rate 6.3% lower than their counterparts. Black

	Academic Year										
	2020-21										
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mud	PPG Retention Impact	Success %	PPG Success Mud	PPG Success Impact	
Asian	22	25	0	3	88.0%	-0.4%	1	76.0%	2.1%		
Black	38	48	0	5	81.3%	-10.3%	5	64.6%	-13.6%	7	
Filipino	46	52	0	5	92.3%	1.1%		78.8%	0.1%		
Hispanic	653	706	1	73	90.5%	-1.5%	11	74.5%	-5.9%	42	
Native Am	22	23	0	2	100.0%	6.0%		82.6%	4.8%		
Pac Isl	10	12	0	1	100.0%	9.3%		100.0%	21.6%		
White	570	629	2	64	91.5%	1.5%		81.3%	6.8%		
Unknown	22	26	0	3	96.2%	5.9%		69.2%	-6.3%	2	
Grand Total	1,383	1,521	3	156	91.0%			77.4%			

students are succeeding in SPCH courses at a rate of 13.6% lower than their counterparts. This is more than double the college average of 5.8%.

Trying to disaggregate this data by course to get a better understanding of why this issue is happening, or which courses students are struggling in proves to be difficult. For example, in SPCH 103 Black students had 90% success rate in one semester and a 33% in another. Similar patterns of high vs. low success rates by year are seen in our SPCH 102 and 110 courses. SPCH 101 appears to have consistently high success rates whereas SPCH 106 has consistently lower success rates. Hispanic students appear to have the lowest success rates in SPCH 103. This provides the department the opportunity to investigate this issue and learn how we can close these equity gaps to better serve our students.

The SPCH department will continue to discuss how we can improve our racial awareness through implicit bias professional development, equity in grading, and other such professional development. We will monitor the success rates of Black and Hispanic students to ensure we are meeting their needs.

	2017-18				2018-19				2019-20				
	Headcou..	FTEs	Retention %	Success %	Headcou..	FTEs	Retention %	Success %	Headcou..	FTEs	Retention %	Success %	
SPCH101	Asian	18	1.8	89%	89%	22	2.4	95%	82%	15	2.0	89%	89%
	Black	39	4.1	90%	77%	40	4.3	88%	80%	35	3.7	94%	85%
	Filipino	36	3.7	92%	79%	36	3.8	92%	78%	39	4.2	90%	77%
	Hispanic	531	55.5	88%	76%	501	53.6	89%	74%	487	53.6	93%	80%
	Native Am	15	1.6	87%	67%	25	2.8	85%	70%	30	3.2	90%	76%
	Pac Isl	9	0.9	100%	67%	12	1.4	92%	86%	14	1.5	100%	80%
	White	332	34.8	91%	82%	364	40.1	92%	84%	415	45.2	95%	88%
	Unknown	1	0.1	100%	100%	4	0.4	100%	50%	15	1.6	92%	85%
SPCH102	Asian	8	0.8	100%	100%	5	0.5	100%	100%	9	0.9	100%	100%
	Black	11	1.1	73%	55%	26	2.7	92%	69%	20	2.1	95%	85%
	Filipino	10	2.1	90%	80%	10	2.0	90%	84%	17	1.9	94%	94%
	Hispanic	351	36.5	92%	75%	303	32.1	92%	81%	316	34.5	91%	85%
	Native Am	9	0.9	89%	89%	11	1.1	100%	100%	7	0.8	100%	100%
	Pac Isl	3	0.3	67%	67%	4	0.4	100%	100%	5	0.5	80%	60%
	White	166	17.3	92%	81%	230	23.8	88%	83%	195	21.4	95%	94%
	Unknown									8	0.9	78%	78%
SPCH103	Asian	9	0.9	78%	67%	3	0.3	100%	100%	2	0.2	100%	100%
	Black	10	1.0	90%	90%	8	0.9	86%	33%	13	1.3	100%	85%
	Filipino	3	0.3	100%	67%	5	0.5	80%	80%	7	0.7	100%	100%
	Hispanic	69	7.2	78%	68%	54	5.5	88%	67%	45	4.4	98%	87%
	Native Am					2	0.2	100%	100%	3	0.3	67%	67%
	Other	1	0.1	100%	100%								
	Pac Isl					1	0.1	100%	0%	3	0.3	100%	100%
	White	67	6.7	91%	82%	65	6.3	92%	80%	58	5.6	91%	80%
Unknown	1	0.1	100%	100%	1	0.1	100%	100%	2	0.2	100%	50%	
SPCH106	Asian	1	0.1	100%	100%	2	0.2	100%	50%	1	0.1	100%	100%
	Black	2	0.2	100%	50%	1	0.1	100%	100%	5	0.6	80%	60%
	Filipino	3	0.3	67%	67%	3	0.3	100%	67%	2	0.2	0%	0%
	Hispanic	36	3.8	81%	70%	20	2.2	90%	81%	20	2.1	93%	87%
	Pac Isl					2	0.2	100%	100%				
	White	11	1.1	82%	82%	17	1.9	83%	83%	26	2.7	84%	84%
SPCH108	Asian	1	0.1	100%	100%								
	Black	3	0.3	100%	67%	2	0.2	100%	100%	4	0.4	100%	100%
	Filipino	4	0.4	100%	100%	5	0.5	80%	80%	1	0.1	100%	100%
	Hispanic	32	3.3	88%	81%	17	1.8	100%	100%	16	1.7	100%	81%
	Native Am	2	0.2	100%	100%	1	0.1	100%	100%				
	White	13	1.3	100%	100%	15	1.6	87%	87%	23	2.4	91%	91%
SPCH110	Asian	7	0.8	88%	63%	1	0.1	0%	0%	4	0.4	100%	75%
	Black	4	0.4	75%	25%	6	0.6	100%	83%	10	1.0	100%	80%
	Filipino	2	0.2	100%	100%	3	0.3	100%	67%	2	0.2	100%	100%
	Hispanic	55	5.4	91%	84%	56	5.7	90%	68%	52	5.2	88%	77%
	Native Am	2	0.2	100%	100%	1	0.1	100%	100%	4	0.4	75%	75%
	Other									1	0.1	100%	100%
	Pac Isl	1	0.1	100%	100%					2	0.2	100%	100%
	White	45	4.4	91%	87%	39	3.8	90%	74%	60	6.0	96%	85%
Unknown									1	0.1	100%	100%	
SPCH189	Hispanic					1	0.1	100%	100%				

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

A major trend around the state of CA is offering DL public speaking (SPCH 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 SPCH 101 DL. We plan to continue to offer some sections of SPC 101 as DL or hybrid-DL in the future. 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, and 110.

VIII. Long-Term Program Goals and Action Plans (Aligned With the AHC Ed. Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

AHC Ed Master Plan Goal	SPCH Discipline Actions
<p>Connection: Allan Hancock College will encourage new students to apply and enroll in a timely manner, secure necessary financial aid, and develop a plan for college and careers</p>	<p>SPCH faculty participate in college events such as Bulldog BOW-WOW and Career Carnivals to promote their program and engage with potential students.</p> <p>SPCH faculty include information to vital resources such as counseling and financial aid in their syllabi and canvas shells.</p> <p>SPCH faculty share information about our AA, AA-T and certificates.</p>
<p>Entry: Allan Hancock College will facilitate student entry into areas of interest by helping students choose and enter a program of study</p>	<p>SPCH faculty encourage students to take (and counselors to promote) SPCH 101 or 102 the first semester to introduce students to the</p>

as quickly as possible.	discipline as well as fulfill necessary GE courses.
Progression: Allan Hancock College will ensure students' progress along their pathways to complete program requirements and achieve their educational goals.	SPCH faculty utilize SuccessNet, tutoring, and other interventions to help students complete their goals and stay on the path. The SPCH classes are scheduled so that students can complete all required major courses within 2 years (or sooner).
Student Completion: Allan Hancock College will increase timely student completion rates and reduce excess units upon completion	The SPCH program has consistently high retention (average 90%) and success rates (average 80%) across our six core classes. We offer all classes spring and fall to ensure students can complete their path in a timely manner.
Transfer/Employment: Allan Hancock College will collaborate with industry and four-year colleges to ensure a seamless transition for students.	SPCH dept. is working to strengthen articulation agreements with Cal Poly SLO to increase transfer opportunities for students. SPCH faculty also sponsor an AHC scholarship to help financially support students in their educational goals.

Goals:

- Assess online course offerings and potential need to offer all specialty courses in the in-person format
- Stay abreast of any changes to requirements for AA-Ts or CID – Numbering System to assure all our courses continue to transfer to 4-year colleges for SPCH degrees.
- Hire new FT faculty
- Explore equity in success rates in SPCH classes
- Review articulation agreements, work to get more classes articulated.
 - Specifically, articulate SPCH 106 to Cal Poly COMM 250
- Better promote the SPCH program and attract more SPCH majors

Student Data Summary

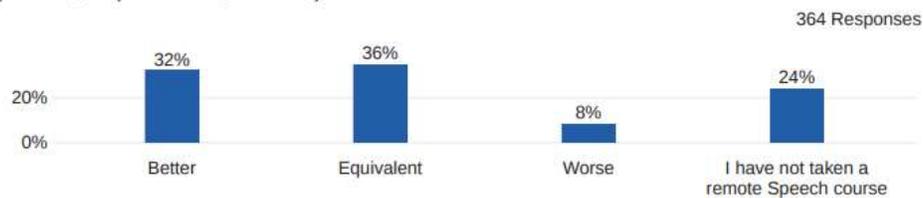
Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. 96% of students reported being satisfied both with the quality of the instruction (78% indicated highly satisfied) within the SPCH program and the “contribution towards your intellectual growth.”
2. There were numerous students who left comments that were specific to their instructor. Mentioning their instructor’s attitude, teaching style, and helpfulness. As a department, we will continue to build rapport with students to keep them engaged in the classroom. Here are a few examples of their comments:
 - a. Overall there is no need for improvement because I believe this course is at its best qualities, from the way Mrs. Miller interacts with us to the way there is flexibility with my work schedule
 - b. This is my first time taking a speech class and I’m very satisfied with my experience. The first impression was huge, my instructor makes me want to learn and come to class.
 - c. Having teachers actually motivated to come and teach and make class an environment that we actually want to come
 - d. None that I can think of at the moment, thoroughly my academic career every speech teacher I have had has been very thorough with expectations and always willing to help if the effort is put in.
 - e. I think that the program is spectacular. I have learned so much within my past two years, and I also believe that all of the professors in this department are wonderfully helpful and knowledgeable
 - f. This course that I just finished was just perfect! it exceeded my expectations. I am so grateful that I took it
3. SPCH, by its nature is an interactive discipline. Being forced into remote learning due to the pandemic caused concern about how well we would be able to provide the same experience to

our students. As we adapted to new tools and teaching techniques, the SPCH department began to see value in this live-remote modality. We wanted to assess the effectiveness from a student's perspective. On the student-survey we asked how their live remote instruction compares to that of face-to-face classroom instruction. The results indicate that the remote instruction is effective. As we continue to practice in this new modality, we will gain experience and tools that will lead to more effectiveness.

Q18 - Do you feel your live remote instruction in your Speech courses is (better, equivalent, worse) than classroom instruction?



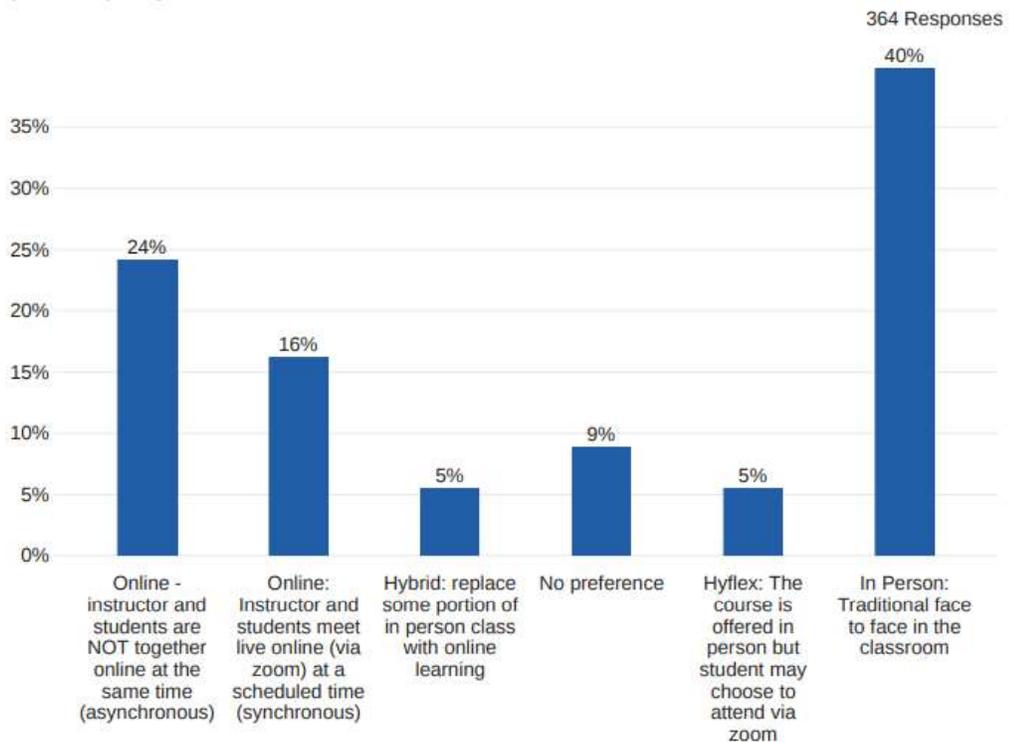
State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. 245/370 students enrolled in a SPCH course because it meets their general education requirements and another 76 students enrolled because their counselor told them to (likely because it meets their GE requirement). While this is not a “negative” thing about the program – it is a fact that it is a GE requirement – it does indicate that the SPCH program can do a better job at promoting our discipline as a major or at least a subject of interest that students will want to study.
2. 20% of students responding to the survey did not have a positive attitude change about SPCH after taking a course in the program. While we understand that not every student will love the subject this is a reminder that we need to continue to find ways to make the content relevant to students.
3. Only 32% of students indicated they plan on taking another SPCH course (despite being highly satisfied with the course they're in). Our faculty should be communicating with students all SPCH courses fulfill a variety of GE requirements, regardless of their major they can continue to enroll in courses within our program.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self study team. What planning implications will result from this information?

The student survey indicates that students are interested in having a variety of course modalities available to them. When asked their “preference” 24% indicated traditional distance learning, 16% synchronous distance learning, and 5% chose hybrid. While it’s easy to look at this chart and interpret it as “the majority of students prefer in-person learning” it’s important to note that the five other options combined are all variations of distance learning and make up the “true majority.”

Q15 - Which type of course format would you most likely enroll in for the Speech program?



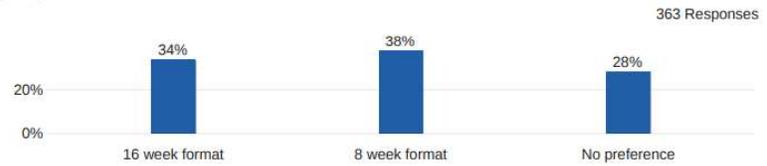
Additionally, in the comments section where students could offer suggestions for improvement, there were multiple comments that suggested “offering more zoom classes.” In the comments section regarding the question “what is most important to you when selecting a class,” students stated the need for courses in person, and in Lompoc, and in zoom.

We also asked students which class length they would prefer. SPCH faculty have been working to provide unique scheduling options, including offering more fast-tracked courses. We've been

confined in our abilities to offer some courses by the "block-scheduling" but as the survey indicates, our students do have a slight preference toward 8-week semester format and so we will continue to offer those sections.

Our conclusion is that students need options, and our intention is to be able to provide them.

Q14 - Which course length would you prefer to enroll in for the Speech program?



Student Learning Outcomes & Assessment Plan

Over the past two years, the SPCH department has worked with the LOAC committee to revise our PLOs and CLO evaluation cycle to align with the college's new evaluation plan. Data collection and evaluation will resume in Spring 2022. The revised SPCH PLOs and evaluation cycle are as follows:

Program Learning Outcomes

- **PLO 1 Theory:** Demonstrates knowledge of communication theories
- **PLO 2 Skill:** Improved skill in a variety of communication situations
- **PLO 3 Critical Thinking:** Critically analyze and/or construct messages
- **PLO 4 Self Awareness:** Develop an awareness of one's personal communication effectiveness

Course Associations:

I = Introduced R = Reinforced/D= developed M = Mastered

	PLO 1 Theory	PLO 2 Skill	PLO 3 Critical Thinking	PLO 4 Self Awareness
SPCH 101	M	M	M	I
SPCH 102	M	M	I	M
SPCH 103	M	M	I	M
SPCH 106	M	M	M	I
SPCH 108	M	M	M	I
SPCH 110	M	M	I	I

Three Year Evaluation Cycle:

Year	PLOs to Assess	Courses to Sample
2021-2022	1, 2, 3, 4	101, 102
2022-2023	1, 2, 3, 4	106, 103
2023-2024	1, 2, 3, 4	108, 110

Measurement Tools

PLO	1. Poor	2- Needs Work	3- Good	4 - Excellent
PLO 1 Theory: Demonstrates knowledge of communication theories	Student does not understand basic communication theories or how to apply them.	Student has some understanding of theories but cannot apply them.	Student understands most communication theories well and can apply some of them.	Student demonstrates a deep understanding of communication theories and how to properly apply them to a variety of communication situations.
PLO 2 Skill: Improved skill in a variety of communication situations	Student does not improve his/her communication abilities.	Student has learned some new communication skills and applied them to limited situations.	Student communicates both verbally and nonverbally in a manner effective to the course material (i.e. public speaking, small group communication, interpersonal communication, etc.)	Student uses verbal and nonverbal communication effectively in a variety of communication situations. Demonstrates a clear understanding of adapting communication to match the situation.
PLO 3 Critical Thinking: Critically analyze and construct messages	Student does not demonstrate the ability to analyze or construct messages with critical thinking.	Student can listen to, analyze, and create some messages with critical thinking skills.	Student properly evaluates messages in speech and writing and can respond appropriately.	Student demonstrates an ability to construct and interpret messages based on various elements of the communication situation and types of appeals used.
PLO 4 Self Awareness: Develop an awareness of one's personal communication effectiveness	Student does not demonstrate an understanding of their role in the communication process.	Student is aware of communication effectiveness but is unable to develop and apply new skills.	Student demonstrates an understanding of one's own effectiveness in communication situations.	Student demonstrates an understanding of one's own effectiveness in communication situations and how to properly adapt their communication style to match the situation/audience.

PLO 1 Theory: Demonstrates knowledge of communication theories

Instructor reports using score from exam, quizzes, papers, or presentations

PLO 2 Skill: Improved skill in a variety of communication situations

Instructor reports by comparing assessment of first major assignment vs. final assignment

PLO 3 Critical Thinking: Critically analyze and construct messages

Instructor reports using score from exam, quizzes, papers, or presentations

PLO 4 Self Awareness: Develop an awareness of one's personal communication effectiveness

Student self-reports

Speech 102: After taking this course in Small Group Communication, how do you feel about your confidence working with and communicating in groups?

1 = I feel less confident

2 = I feel the same

3= I feel a little more confident

4= I feel a lot more confident

Speech 101: After taking this course in Public Speaking, how do you feel about your confidence giving presentations?

1 = I feel less confident

2 = I feel the same

3= I feel a little more confident

4= I feel a lot more confident

Speech 103: After taking this course in Interpersonal Communication, how do you feel about your effectiveness communicating in interpersonal relationships?

1 = I feel less effective

2 = I feel the same

3= I feel a little more effective

4= I feel a lot more effective

Speech 106: After taking this course in Argumentation and Debate, how do you feel about your ability to effectively communicate and support your ideas?

1 = I feel less confident

2 = I feel the same

3= I feel a little more confident

4= I feel a lot more confident

Speech 108: After taking this course in Oral Interpretation of Literature, how do you feel about your ability to effectively communicate the emotional and logical meaning of a literary work?

1 = I feel less confident

2 = I feel the same

3= I feel a little confident

4= I feel a lot more confident

Speech 110: After taking this course in Intercultural Communication, how do you feel about your cross-culture communication effectiveness?

1 = I feel LESS effective

2 = I feel the same

3= I feel a little more effective

4= I feel a lot more effective

When using graded assignments:

Scores of A or B = 4

Scores of C = 3

Scores of D = 2

Scores of F =1

Validation Process

Validation Team

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines. For the 2022 Comprehensive Program review the validation team members for the Speech Program are:

- Jenny Schroeder, Speech Faculty (review author)
- Andrea Sanders, Speech Faculty
- Janae Dimick, English Faculty
- Chris Straub, Geography Faculty
- Mary Patrick, Academic Dean

Validation Team Duties

- Review the self-study and pre-validation plan of action
- Prepare an executive summary

Plan of Action – PRE VALIDATION

Recommendations to improve Student Learning Outcomes and Achievement	Link to ED Plan	Target Date
<ul style="list-style-type: none"> Collect data using our revised PLOs starting in Spring 2022 and enter in the new software SPOL. As we collect data we will use it to evaluate the effectiveness of our courses. FT faculty will work with PT faculty on the importance of SLO outcomes. Review & discuss equity data in comparison to success rates to examine how to close achievement gaps. Gaps were identified in the PR self-study. 	Goal C (C.3, C.4, C.5, C.8)	Spring 22 – Ongoing Fall 2022

Recommendations to accommodate changes in student characteristics	Link to ED Plan	Target Date
<p>Enrollment</p> <ul style="list-style-type: none"> Participate in college outreach efforts to boost enrollment Encourage SPCH faculty to share information about SPCH courses fulfilling GE requirements. Continue to offer flexible scheduling (modalities and times). 	Goal A Goal D & E Goal D	Spring 22 – Ongoing Ongoing

Recommendations to improve the Educational Environment	Link to ED Plan	Target Date
<p>Curricular Changes</p> <ul style="list-style-type: none"> Examine course content and it's relevance/connection with student demographics. Considering current economic and social circumstances, gender, and race/ethnicity, and how to engage students. Examine the possibility of specialized speech courses to align with various other areas of interest/majors. Explore the idea of developing a “survey” course (introduction to communication) and an Organizational Communication course to allow 	Goal C & E Goal B & D Goal B & D	Fall 2024 Spring 2024 Fall 2025

Recommendations to improve the Educational Environment	Link to ED Plan	Target Date
more opportunity for transfer credits for speech majors (as well identifying possibilities for General Education requirements).		
Neighboring Colleges and University Plans <ul style="list-style-type: none"> • Review articulation agreements to see where we can strengthen opportunities for articulated courses. 	Goal E	Ongoing
Related Community Plans <ul style="list-style-type: none"> • Engage with the Success Teams and Outreach departments on campus to promote the SPCH department 	Goal A & B	Ongoing

Recommendations that require additional Resources	Link to ED Plan	Target Date
Facilities <ul style="list-style-type: none"> • Designate a second speech classroom. 	Goal A & C	Spring 2023
Equipment <ul style="list-style-type: none"> • Continue to fund teaching software that faculty use to supplement course material. 	Goal C, D, E	On going
Staffing <ul style="list-style-type: none"> • Hire a FT SPCH instructor to increase FTES/Grow Department • Assure replacement of faculty members who may retire 	Goal C, D, E	Fall 2024

Executive Summary

Major Findings

1. Strengths of the Discipline
 - a. Developing and implementing OER texts into Speech classes.
 - b. Success and Retention rates are great.
 - c. Speech has multiples modalities and still retains success/retention.
 - d. Speech continues to offer AA/AAT and created identical maps.
 - e. Speech has three full-time faculty who can focus on specialty classes and program development, which allows for more innovation.
 - f. Speech provides a clear focus on student centered innovation that shows the department is responsive to student requests and needs.
 - g. The department's Learning Community for student athletes positively impacts Disproportionately Impacted (DI) groups.
2. Concerns regarding the program/discipline
 - a. A small concern over Speech 106's lower Success/Retention rates and the obstacles this course encounters for transferring/articulation to CalPoly.
 - b. No specific data for Success/Retention rates for face to face versus online live courses.
 - c. Speech has a disproportionate impact on some student populations, for example, black males.
 - d. Learning Community expansion would help provide more opportunities for students to receive targeted topics.
 - e. Speech cannot serve online 101/102 students without online live modality.

Recommendations

- Tracking withdraws for SPCH 106 or other related data can indicate why the Success/Retention rates are lower in this course. It may also be due to the limited number of sections offered.
- Request data from IE to disaggregate face to face and online live 101/112.
- Offer synchronous online classes, so online Speech 101/102 students have equal access to speech courses.
- Address Disproportionately impacted groups through professional development on equity.
- Consider expanding Learning Communities to include B.I.G.E., ESL, Area of Interest Specific (Nursing, STEM)

Validation Team Signature Page

Signatures of Team Members

Jenny Schroeder

Jenny Schroeder (Jun 28, 2022 17:31 PDT)

Jenny Schroeder (Speech Faculty)

Andrea Sanders

Andrea Sanders (Jun 29, 2022 11:41 PDT)

Andrea Sanders (Speech Faculty)

Janae Dimick

Janae Dimick (Jun 29, 2022 11:45 PDT)

Janae Dimick (English Faculty)

Chris Straub

Chris Straub (Jun 29, 2022 17:27 PDT)

Chris Straub (Geography Faculty)

richard mahon (for Mary Patrick)

richard mahon (for Mary Patrick) (Jun 30, 2022 11:40 PDT)

Mary Patrick (Academic Dean)

Plan of Action – POST Validations

Recommendations to improve Student Learning Outcomes and Achievement	Link to ED Plan	Target Date
<ul style="list-style-type: none"> • Collect data using our revised PLOs starting in Spring 2022 and enter in the new software SPOL. As we collect data we will use it to evaluate the effectiveness of our courses. FT faculty will work with PT faculty on the importance of SLO outcomes. • Review & discuss equity data in comparison to success rates to examine how to close achievement gaps. Gaps were identified in the PR self-study. 	Goal C (C.3, C.4, C.5, C.8)	Spring 22 – Ongoing Fall 2022

Recommendations to accommodate changes in student characteristics	Link to ED Plan	Target Date
Enrollment <ul style="list-style-type: none"> • Participate in college outreach efforts to boost enrollment • Encourage SPCH faculty to share information about SPCH courses fulfilling GE requirements. • Continue to offer flexible scheduling (modalities and times). <ul style="list-style-type: none"> ○ Request data from IE to disaggregate face to face and online live 101/112 (Validation Team Suggestion) ○ Offer synchronous online classes, so online Speech 101/102 students have equal access to speech courses (Validation Team Suggestion). 	Goal A Goal D & E Goal D	Spring 22 – Ongoing Ongoing

Recommendations to improve the Educational Environment	Link to ED Plan	Target Date
Curricular Changes <ul style="list-style-type: none"> • Examine course content and it’s relevance/connection with student demographics. Considering current economic and social circumstances, 	Goal C & E	Fall 2024

Recommendations to improve the Educational Environment	Link to ED Plan	Target Date
<p>gender, and race/ethnicity, and how to engage students.</p> <ul style="list-style-type: none"> ○ In order to address Disproportionately impacted groups, speech should plan more professional development on equity, specifically equity and grading. (Validation Team Suggestion). ● Examine the possibility of specialized speech courses to align with various other areas of interest/majors. <ul style="list-style-type: none"> ○ Consider expanding Learning Communities to include B.I.G.E., ESL, Area of Interest Specific (Nursing, STEM) (Validation Team Suggestion). ● Explore the idea of developing a “survey” course (introduction to communication) and an Organizational Communication course to allow more opportunity for transfer credits for speech majors (as well identifying possibilities for General Education requirements). ● Tracking withdraws for SPCH 106 or other related data can indicate why the Success/Retention rates are lower in this course. It may also be due to the limited number of sections offered. (Validation Team Suggestion). 	<p>Goal B & D</p> <p>Goal B & D</p>	<p>Spring 2024</p> <p>Fall 2025</p>
<p>Neighboring Colleges and University Plans</p> <ul style="list-style-type: none"> ● Review articulation agreements to see where we can strengthen opportunities for articulated courses. 	<p>Goal E</p>	<p>Ongoing</p>
<p>Related Community Plans</p> <ul style="list-style-type: none"> ● Engage with the Success Teams and Outreach departments on campus to promote the SPCH department 	<p>Goal A & B</p>	<p>Ongoing</p>

Recommendations that require additional Resources	Link to ED Plan	Target Date
<p>Facilities</p>		<p>Spring 2023</p>

<ul style="list-style-type: none"> • Designate a second speech classroom. 	Goal A & C	
<p>Equipment</p> <ul style="list-style-type: none"> • Continue to fund teaching software that faculty use to supplement course material. 	Goal C, D, E	On going
<p>Staffing</p> <ul style="list-style-type: none"> • Hire a FT SPCH instructor to increase FTES/Grow Department • Assure replacement of faculty members who may retire 	Goal C, D, E	Fall 2024

Plan Prepared By: Jenny Schroeder

Jenny Schroeder
Jenny Schroeder (Jul 22, 2022 10:49 PDT)

Date: _____

Department Chair* *Andrea Sanders*
Andrea Sanders (Jul 22, 2022 10:50 PDT)

Date: _____

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed By:

ricahrd mahon (for Mary Patrick)
ricahrd mahon (for Mary Patrick) (Jul 22, 2022 11:35 PDT)

Dr. Mary Patrick

Dean of Academic Affairs

Date:

Robert Curry
Robert Curry (Jul 29, 2022 15:19 PDT)

Dr. Bob Curry

Vice President, Academic Affairs

Date: Jul 29, 2022

Pages from SPEECH Program Review

Final Audit Report

2022-07-29

Created:	2022-07-25
By:	Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAKFoQ5HfKax0C7CisUZ9KDGHhrRFgwwD5

"Pages from SPEECH Program Review" History

-  Document created by Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)
2022-07-25 - 5:22:24 PM GMT- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2022-07-25 - 5:22:48 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2022-07-29 - 10:19:48 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2022-07-29 - 10:19:57 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.
2022-07-29 - 10:19:57 PM GMT

Appendices

Appendix - A: Previous 6 Year Program Review

Click the icon to access the complete comprehensive program review completed in 2016.



Package

Appendix - B: Course Outlines of Record

The course outlines of record for following courses are attached:

- Speech 101: Introduction to Public Speaking
- Speech 102: Introduction to Small Group Communication
- Speech 102: Introduction to Interpersonal Communication
- Speech 106: Introduction to Argumentation and Debate
- Speech 108: Oral Interpretation of Literature
- Speech 110: Introduction to Intercultural Communication

Board Approval: 04/20/1999
PCA Established:
DL Conversion: 05/14/2019
Date Reviewed: Fall 2021
Catalog Year: 2021 - 2022

Allan Hancock College

Course Outline

Discipline Placement: Communication Studies (Speech Communication) (Masters Required)

Department: Languages & Communication

Prefix and Number: SPCH 101

Catalog Course Title: Public Speaking

Banner Course Title: Public Speaking

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An introduction to the theory and practice of presenting speeches for various situations and audiences. Students will become better communicators by learning how to appropriately select a topic, research, organize, outline, and effectively present informative, persuasive, and special occasion speeches.

Course Content

Lecture

1. Introduction to the communication process
 - . Sender
 - a. Receiver
 - b. Message
 - c. Channel
 - d. Encoding/decoding
 - e. Feedback
2. Organizing and Outlining of Speeches
 - . Working/Formal/Key Word Outlines
 - a. Introduction
 - . Effective Attention Getting Techniques
 - i. Thesis Statement
 - ii. Preview
 - b. Arrangement of Material
 - . Sequential, Spatial, Chronological, Categorical, Comparative, Motivated
 - i. Sequence Design, Refutative Design, Cause/Effect, Problem/solution
 - ii. Designs, Principles of Coordination and Subordination (using main, sub, sub-sub points), Numbering and lettering
 - c. Conclusion
 - . Summarizing
 - i. Effective Concluding Remarks
3. Listening
 - . Nature of listening
 - a. Barriers to listening
 - b. Critical listening

- c. Comprehensive listening
- 4. Audience Analysis
 - . Demographics Diversity/Stereotyping
 - a. Motivations/Beliefs/Attitudes
 - b. Communication situation
- 5. Topic Selection and Research
 - . Personal information
 - a. Library research Internet research
 - b. Recording information
 - c. Incorporating information into the speech
- 6. Use of supporting materials
 - . Facts
 - a. Statistics
 - b. Testimony
 - c. Examples
 - d. Narratives
 - e. Analogies
- 7. Presentational Aids
 - . Advantages of presentational aids
 - a. Preparing presentational aids
 - b. Effective use of presentational aids
 - c. Kinds of presentational aids
 - d. Computer assisted/multi-media presentational aids
- 8. Language
 - . Effective and creative use of language
 - a. Techniques that shape perceptions
 - b. Techniques that arouse emotions
 - c. Techniques that unify the audience
 - d. Techniques that encourage action
- 9. Presentation Skills
 - . Pros and cons of different methods of speaking
 - . Impromptu speaking
 - i. Memorized speaking
 - ii. Manuscript speaking
 - iii. Extemporaneous speaking
 - a. Using your computer assisted/multi-media presentation techniques
 - . Building credibility as a speaker
 - b. Using your voice and body effectively
 - c. Nonverbal communication
- 10. Informative Speaking
 - . Nature of informative speaking
 - a. Techniques to keep attention and retention
 - b. Speeches of description, demonstration, explanation
- 11. Persuasive Speaking
 - . Nature of persuasive speaking
 - a. Process of persuasion
 - b. Challenges of persuasion
 - c. Fallacies of persuasion

- d. Use of evidence for persuasion
 - e. Proving your points (ethos, pathos, logos)
 - f. Forming arguments (deductive, inductive, analogical)
12. Special Occasion Speaking
- . Nature of ceremonial speaking
 - a. Tributes, acceptance, introduction, inspiration, after dinner speaking
-

Course Objectives

At the end of the course, the student will be able to:

1. acquire a foundation of terminology, concepts, and theories of public communication.
 2. use critical thinking skills to effectively organize material.
 3. critically listen, evaluate, and critique public speakers.
 4. analyze an audience and choose the appropriate way to communicate accordingly.
 5. conduct research on a certain subject and incorporate into a speech.
 6. identify and utilize effective language techniques.
 7. identify the difference between and be able to create informative and persuasive speeches.
 8. incorporate evidence as supporting material into a speech.
 9. improve effective use of voice and body to communicate a message to audience.
 10. use presentational software and/or presentational aids in a speech.
 11. exhibit the skills of an ethical speaker with regard to topic selection, research, content, and audience sensitivity.
-

Methods of Instruction

- **Lecture**

Lecture courses may offer a myriad of teaching modalities including, but not limited to: traditional lecture, class discussions, student participation/activities, and use of technology (i.e. Canvas, videos, games, PowerPoint, etc.).

Assignments

- **Sample Assignment(s)**

0. Speeches:
 - Introductory
 - Impromptu
 - Informative
 - Persuasive
 - Demonstrative

- Special Occasion
 - Presentations using visual aids (i.e. PowerPoint)
1. Writing Assignments:
 - Outlines for speeches
 - Discussion posts
 - Journal/Self-analysis paper
 - Outside speaker observation
 - Critiques of classmate's speeches
 - In-class short writing assignments
 - Essay exams
 2. Participation:
 - Group and individual impromptu speeches
 - Experimental exercises
 - Activities designed to reduce communication apprehension
 - Peer critiques
 - Activities promoting audience analysis
 3. Readings
 4. Objective examination/quizzes

Methods of Evaluation

- Exams/Tests
- Quizzes
- Research Projects
- Papers
- Oral Presentation
- Projects
- Class Participation
- Class Work
- Home Work
- Class Performance
- Writing Requirements
- Other
 0. Graded speeches (including formal written outline)
 - Sample 1 Culture Speech: Student will be evaluated on his/her ability to create a clear outline which covers a unique aspect of their "culture" and effectively communicate that information to the audience
 - Sample 2 Informative Speech: Student will be evaluated on his/her ability to choose an appropriate subject of which the majority of the audience is unfamiliar. Student must research the subject, finding at least 3 different sources, incorporate the information into a clear outline, and effectively communicate that information to the audience.
 1. Instructor designed mid-term and final examinations covering textbook/lecture information
 2. Regular quizzes covering current chapter/lecture information

3. Formal writing assignments Sample Essay Question Self-Analysis Paper: After completing 2 of 5 speeches, each student will write a 3-4 page paper analyzing his/her strengths and weaknesses as a speaker and making goals for improvements. The student must incorporate direct references to the textbook and provide concrete examples of his/her speaking experiences.
 4. Participation In-class written critiques of other student's speeches
 5. Active involvement in class activities and discussions
-

Texts and Other Instructional Materials

Adopted Textbook

1. OER- Alternate Text *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*
2. OR
3. Steven Beebe and Susan Beebe *A Concise Public Speaking Handbook* Edition: 5th 2018

Supplemental Texts

- 1.

Instructional Materials

None

Student Learning Outcomes

1. SPCH101 SLO1 - Demonstrate knowledge of basic public speaking theories.
 2. SPCH101 SLO2 - Increased confidence in public speaking.
 3. SPCH101 SLO3 - Improve public speaking skills.
-

Distance Education

Delivery Methods

- Audio/videoconferencing (Zoom, Cranium Café), etc.
- Internet
- Other

The students may be required to come to campus to present speeches and/or other course

requirements. DL instruction may include synchronous (using zoom or other platforms) or asynchronous modalities.

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Telephone Contacts

As needed

2. Email Communication (group and/or individual communications)

3. In-Person

In-Person

4. Discussion Board

Discussion board

5. Social Networking pages (i.e. Ning, Facebook, VoiceThread)

May include use of YouTube, CircleIn, Zoom.

6. Review Session

Webinar style live and recorded teacher lectures and video. Instructor videos may include a welcome video, how to use Canvas video, chapter introduction videos, etc.

7. Review Session

As a (hybrid) DL modality course, face-to-face instruction/speaking will also take place

8. Other (please specify)

- . Canvas Announcements
- i. Video Messaging
- ii. Zoom conferencing
- iii. Audio/Video Feedback/Grading

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Instructors will provide the appropriate AHC student services when they communicate special needs via email, phone or in person. Instructors will also provide the appropriate links and instructions within the course syllabus.

Additional Comments

None

Board Approval: 04/21/1998
PCA Established:
DL Conversion: 05/16/2006
Date Reviewed: Fall 2021
Catalog Year: 2022 - 2023

Allan Hancock College

Course Outline

Discipline Placement: Speech Communication (Masters Required)

Department: Languages & Communication

Prefix and Number: SPCH 102

Catalog Course Title: Small Group Communication

Banner Course Title: Small Group Communication

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Provides an introduction to the dynamics of communication in task-oriented groups. Through practice and research, students will explore group communication theory including problem solving, decision-making, verbal/nonverbal communication, participation, leadership, conflict management, and effective public speaking. Oral group presentations are required.

Course Content

Lecture

1. Phase One: Small Group Communication Theory
 - . defining small group communication
 - a. the formation and development of groups
 - b. leadership
 - c. personal skills in verbal and nonverbal messages
 - d. listening skills
 - e. managing conflict and creating cohesion
 - f. roles and group participation
 - g. supportive/defensive communication behaviors
 2. Phase Two: Effective Small Group Presentations
 - . methods for becoming an informed group
 - a. communication and confidence
 - b. creating sound arguments
 - c. effective research methods
 - d. using research as support
 - e. organizing material
 - f. creating presentations as a group
 - g. use of PowerPoint and/or other presentation aids
-

Course Objectives

At the end of the course, the student will be able to:

1. analyze themselves as communicators in group situations.
 2. recognize personal biases and prejudices when communicating with groups.
 3. use, describe and analyze listening skills.
 4. identify leadership styles.
 5. identify common elements in group situations including norms and roles.
 6. identify conflict management strategies.
 7. use critical decision making procedures.
 8. conduct and incorporate research as supporting material into a presentation.
 9. use critical thinking skills to effectively organize material.
 10. improve effective use of voice and body to communicate a message to audience.
 11. use presentation software and/or presentation aids in a presentation.
-

Methods of Instruction

- **Lecture**

Lecture courses may offer a myriad of teaching modalities including, but not limited to: traditional lecture, class discussions, student participation/activities, and use of technology (i.e. Canvas, videos, games, PowerPoint, etc.).

Assignments

- **Other Assignments**

1. Presentations, for example: Group Logo, mission statement, theory application presentation (students analyze a group and report their findings), informative panel presentation, symposium presentation, problem-solution presentation. 2. Writing Assignments, for example: outlines for presentation, self group analysis paper, outside group observation analysis paper, journal, article critique, in class short writing assignments. 3. Participation: experiential activities, simulation, communication skills practice

Methods of Evaluation

1. Grade group presentations (including formal written outlines). Example: Students will be evaluated on their ability to analyze small group communication concepts and theories and present that analysis to the class. Students will also be evaluated on their presentation and organizational skills. Example: Students will be evaluated on their ability to follow a specific procedural design (chosen from the textbook) for problem solving and to present the steps, processes, and results of this procedure to the class. Students

will also be evaluating on their presentation and organizational skills. 2. Objective instructor designed mid-term and final examinations. 3. Regular quizzes covering theories/concepts/vocabulary. 4. Formal writing assignments. Sample Essay Question: Group Analysis Paper – After completing the first group presentation, each student will analyze his/her group’s communication incorporating concepts and direct references from the textbook. Analysis will include a discussion of the phases of group development, leadership/power, participation/roles, conflict management, group decision making processes, the task dimension and social climate of the group. 5. Participation In-class written critiques of other group’s presentations Active involvement in class activities/discussions Peer evaluation: students will be given individual evaluation sheets in which they can anonymously distribute participation points to fellow group members. Points will be tabulated and averaged among the members.

Texts and Other Instructional Materials

Adopted Textbook

1. Phil Venditti & Scott McLean *An Introduction to Group Communication - Online Educational Resource* Edition: NA - OER 2021

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. SPCH102 SLO1 - Demonstrate knowledge of small group communication theories.
 2. SPCH102 SLO2 - Increased confidence in group communication.
 3. SPCH102 SLO3 - Improve public speaking skills.
-

Distance Education

Delivery Methods

- Internet

- DE synchronous and asynchronous
- Other Method (explain)
- Other

Hybrid/Internet (traditional classroom & distance learning) OR (synchronous/asynchronous online)

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Discussion Board
2. Email Communication (group and/or individual communications)
3. Group Meetings
4. In-Person
5. Telephone Contacts
6. Review Session
7. Social Networking pages (i.e. Ning, Facebook, VoiceThread)
8. Other (please specify)
 1. Canvas Announcements
 2. Video Messaging
 3. Zoom conferencing
 4. Audio/Video Feedback/Grading

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.

8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

There will be a link under course information for services External links will provide access to services and Internet help sites related to the course material

Additional Comments

N/A

Board Approval: 12/15/1998
PCA Established:
DL Conversion: 12/12/2006
Date Reviewed: Spring 2021
Catalog Year: 2021 - 2022

Allan Hancock College

Course Outline

Discipline Placement: Speech Communication (Masters Required)

Department: Languages & Communication

Prefix and Number: SPCH 103

Catalog Course Title: Interpersonal Communication

Banner Course Title: Interpersonal Communication

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Explores the theories regarding conversational behavior as it is generated, enacted and understood in social and intimate relational contexts. Areas of study will include nonverbal messages, language, perception, power, listening, patterns, regulation, and communication competence.

Course Content

Lecture

1. Communication Process
 - . communication models
 - a. barriers to understanding communication
 - b. basic terminology
 - c. defining communication
2. Listening
 - . importance of listening
 - a. barriers to listening
 - b. listening awareness
 - c. effective listening skills
3. Self Concept
 - . communication apprehension
 - a. awareness as a communicator
 - b. self-concept and its influence on communication behaviors
 - c. communicating with power
4. Perception
 - . variables that effective perception
 - a. differences in perception
 - b. perception and its influence on communication
5. Verbal Communication/Language
 - . abstraction of words and symbols
 - a. semantic reactions
 - b. polarization
 - c. gender patterns and differences
6. Non-verbal Communication

- . kinetics
 - a. proxemics
 - b. dress
 - c. culture
7. Relational Communication
- . personality types
 - a. roles
 - b. self-disclosure
 - c. relationship stages
8. Conflict Resolution/Negotiation Skills
- . types of conflict
 - a. constructive and destructive conflict
 - b. defensive communication
 - c. assertive communication
9. Communicating in the Age of Technology
- . verbal and nonverbal differences
 - a. adjusting to new situations
 - b. future expectations
-

Course Objectives

At the end of the course, the student will be able to:

1. identify a variety of interpersonal communication concepts and principles.
 2. identify appropriate uses of verbal and nonverbal communication.
 3. identify the complexities of the communication process.
 4. identify a systemic method of listening behavior to improve listening ability.
 5. identify the difference between assertive and aggressive communication.
 6. differentiate cultural and sub-cultural differences in communication.
 7. evaluate personal communication abilities.
 8. increase self esteem in interpersonal communication situations.
 9. conduct research on a certain subject and present it to others.
 10. use critical decision making procedures in interpersonal communication contexts.
 11. distinguish among and practice constructive conflict management skills.
-

Methods of Instruction

- **Lecture**

Lecture courses may offer a myriad of teaching modalities including, but not limited to: traditional lecture, class discussions, student participation/activities, and use of technology (i.e. Canvas, videos, games, PowerPoint, etc.).

Assignments

- **Other Assignments**

1. Writing Assignments: weekly free-writing journal assignment; weekly topic related journal assignment; classroom journal with codes (someday that will be through e-mail); 3-5 short papers on specific communication topics; outside observation analysis paper; and in-class short writing assignments. 2. Participation in experiential activities, simulation exercises, role playing, and group discussions 3. Oral Group Presentations 4. Readings 5. Objective Examinations/Quizzes

Methods of Evaluation

- Exams/Tests
- Quizzes
- Research Projects
- Papers
- Oral Presentation
- Simulation
- Group Projects
- Class Participation
- Class Work
- Home Work
- Other

1. Evaluation of writing assignments 2. Participation in active involvement in class activities/discussions 3. Regular quizzes on material 4. Oral Group Presentations 5. Graded instructor designed examinations Sample Questions: Explain the basic components of the communication process and how those components relate to one another. What influence can a person's self-concept have on communication behaviors? Justify the following statement: "We cannot not communicate."

Texts and Other Instructional Materials

Adopted Textbook

1. Adler, R. & N. Towne *Looking out/Looking In* Edition: 15 2017

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. SPCH103 SLO1 - Demonstrate knowledge of interpersonal communication theories.
 2. SPCH103 SLO2 - Develop awareness of one's personal communication abilities.
-

Distance Education

Delivery Methods

- Audio/videoconferencing (Zoom, Cranium Café), etc.
- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Chat room
3. Discussion Board
4. Telephone Contacts
5. Group Meetings
6. Social Networking pages (i.e. Ning, Facebook, VoiceThread)
7. Other (please specify)
 - a. Canvas Announcements
 - a. Video messaging
 - b. Zoom conferencing
 - c. Audio/video feedback/grading

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting

for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

A list of on-line services will be included in the instructor's syllabus. Announcements will be made in the traditional class meetings/orientation and also posted in the announcements section of Blackboard.

Additional Comments

N/A

Board Approval: 12/16/2003
PCA Established: 12/16/2003
DL Conversion: 06/08/2021
Date Reviewed: Spring 2021
Catalog Year: 2021 - 2022

Allan Hancock College

Course Outline

Discipline Placement: Speech Communication (Masters Required)

Department: Languages & Communication

Prefix and Number: SPCH 106

Catalog Course Title: Argumentation and Debate

Banner Course Title: Argumentation and Debate

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

Advisories

ENGL 101 Freshman Composition: Exposition

and

Advisories

SPCH 101 Public Speaking

or

Advisories

SPCH 102 Small Group Communication

Entrance Skills

Upon entering this course, the student should be able to:

1. ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.
- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.
- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

2. SPCH 101 - Public Speaking

- acquire a foundation of terminology, concepts, and theories of public communication.
- use critical thinking skills to effectively organize material.
- critically listen, evaluate, and critique public speakers.
- analyze an audience and choose the appropriate way to communicate accordingly.
- conduct research on a certain subject and incorporate into a speech.
- identify and utilize effective language techniques.
- identify the difference between and be able to create informative and persuasive speeches.
- incorporate evidence as supporting material into a speech.
- improve effective use of voice and body to communicate a message to audience.
- use presentational software and/or presentational aids in a speech.
- exhibit the skills of an ethical speaker with regard to topic selection, research, content, and audience sensitivity.

3. SPCH 102 - Small Group Communication

- analyze themselves as communicators in group situations.
- recognize personal biases and prejudices when communicating with groups.
- use, describe and analyze listening skills.
- identify leadership styles.
- identify common elements in group situations including norms and roles.
- identify conflict management strategies.
- use critical decision making procedures.

Catalog Description

An introduction to argumentation theory. Students develop skills in methods of research, organization, and delivery of arguments. Emphasis is on the development of logical and articulate arguments for claims. Critical listening and analytical thinking are developed through the application of argumentation theory to speeches, cases and debates.

Course Content

Lecture

1. Introduction to argumentation and debate
 - . Types of presentations
 - . argumentative speeches
 - i. student debates
 - ii. claim analysis briefs
 - a. Thesis statements
 - b. Debate/Presentation skills

2. Identifying and establishing claims
 - . issue identification
 - a. issue analysis
 - b. establishing proof
 3. The basic purposes of argumentation
 - . to advance claims
 - a. to support claims with reason
 - b. to advance a particular claim
 - c. to receive adherence to the claim
 4. Critical listening/analyzing other's arguments
 - . The role of audience in argumentation
 - . audience Analysis
 - i. audience Adaptation
 5. Rhetorical devices (appeals)
 - . logos (primary)
 - a. ethos
 - b. pathos
 - c. reasoning fallacies
 6. Building the case
 - . claim
 - a. data
 - b. warrant
 - c. the Toulmin Model
 7. Establishing proof
 - . presumption
 - a. burden of proof
 - b. prima facie case
 - c. judgment or assent
 - d. Analysis of cases
 - e. Test and lecture modeling of claims analysis
 8. Research/evidence, preparation, and delivery of arguments
 9. The role of language and ethics in argumentation
-

Course Objectives

At the end of the course, the student will be able to:

1. use critical thinking and listening skills in order to analyze and refute arguments.
 2. acquire a foundation of terminology, concepts, and theories of argumentation and debate.
 3. use of critical thinking in order to effectively organize material/arguments.
 4. incorporate evidence and research into arguments and debates.
 5. make effective use of voice and body in order to communicate a message to an audience.
 6. argue effectively on both sides of an issue.
 7. critically evaluate and refute opposing arguments in a debate setting.
-

Methods of Instruction

- **Lecture**
-

Assignments

- **Other Assignments**

1. Research, organization, and preparation of written briefs for debates and moot courts
2. Group and Individual debates
3. Argumentative/Persuasive presentations
4. Analysis/Position Papers
5. Written outlines for all speeches/presentations
6. Assigned video analysis and presentations
7. Library (how to use) assignment
8. Observation/inference, reasoning, fallacies and tests of evidence exercises
9. Necessary reading of cases and reports to be discussed in class
10. Observation of argumentation principles and practices outside of the classroom
11. Observation of legal and legislative arguments
12. Journal/Self Analysis

Methods of Evaluation

1. Essays/journals
2. Quizzes
3. Exams
4. Analysis/argument papers
5. Outside presentation evaluations
6. Skills demonstration through group and individual speeches, and debates
7. Problem-solving exercises
8. In-class written critiques of other student's speeches
9. Participation points for in class assignments, activities, and discussions

Texts and Other Instructional Materials

Adopted Textbook

1. OER *Argumentation and Debate an Introduction* Edition: 1 2018
2. Rybacki, Karyn Charles and Rybacki, Donald Jay *Advocacy and Opposition: An Introduction to Argumentation* Edition: 7th 2012

Supplemental Texts

1. VHS Video Tape, Notecards

Instructional Materials

None

Student Learning Outcomes

1. SPCH106 SLO1 - Demonstrate knowledge of theories in argumentation.
 2. SPCH106 SLO2 - Present effective arguments.
 3. SPCH106 SLO3 - critically evaluate arguments.
-

Distance Education

Delivery Methods

- Internet
- Other

Distance Learning in "synchronized" or "asynchronous" instruction.

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board

As needed.

3. Other (please specify)

Synchronous or asynchronous modality.

4. Other (please specify)

Zoom videoconferencing.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting

for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Via Canvas, email, and Zoom contact.

Additional Comments

N/A

Generated on: 4/25/2022 2:24:17 PM

Board Approval: 12/15/1998
PCA Established:
DL Conversion:
Date Reviewed: Fall 2020
Catalog Year: 2020 - 2021

Allan Hancock College

Course Outline

Discipline Placement: Speech Communication (Masters Required)

Department: Languages & Communication

Prefix and Number: SPCH 108

Catalog Course Title: Oral Interpretation

Banner Course Title: Oral Interpretation

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Through theory and practice, students will discover and communicate the intellectual, emotional, and aesthetic meaning of literature by choosing, analyzing, rehearsing, and orally presenting short selections of prose, poetry, and drama.

Course Content

Lecture

1. Introduction to Genres of Literature
 - . prose
 - a. poetry
 - b. drama
2. Introduction to Literature Interpretation
 - . selection
 - a. analysis
 - b. emotional content
 - c. logical content
 - d. aesthetic content
 - e. using literary criticism regarding the author and/or subject
 - f. thematic analysis and development
 - g. "cutting" literature
3. Critical Listening Skills
 - . listener's behaviors
 - a. comprehension
 - b. analysis
 - c. application
 - d. assessment/evaluation
4. Presentation Skills of Oral Interpretation
 - . selection of appropriate literature for interpretation
 - a. focus (eye contact)
 - b. nonverbal expression (vocal tone, gestures, posture, reaction, etc.)
 - c. techniques of oral interpretation
 - d. rehearsal techniques
 - e. presentational strategies
5. Individual Performance (intermittent throughout semester)
6. Readers Theater (or Group Interpretation)
 - . thematic development
 - a. selection of appropriate literature

- b. "cutting" literature as a team
 - c. transitions and linkage of literature pieces
 - d. "staging"
 - e. Group Performance
-

Course Objectives

At the end of the course, the student will be able to:

1. recognize personal strengths and weaknesses in oral interpretation style.
 2. recognize elements of nonverbal communication.
 3. acquire a foundation of basic terminology, concepts, and theories of oral interpretation.
 4. recognize special characteristics of each genre of literature.
 5. encode thoughts and emotions of each selection into appropriate non-verbal transmissions.
 6. present the literary selections to a live audience.
 7. listen, evaluate, and critique oral presentations of other students.
 8. improve effective use of voice and body in oral interpretation of literature.
-

Methods of Instruction

- **Lecture**
-

Assignments

- **Outside Assignments**

Prepare for Oral Presentation

- **Outside Assignments**

Written work

- **Outside Assignments**

Readings

- **In-Class Assignments**

Participation in experiential activities, peer critiques, rehearsal assistance, and group work.

- **Sample Assignment(s)**

Oral presentations which may include: performance of a lyric, narrative or dramatic poem; performance of children's literature; performance of a dramatic monologue or scene; performance of a prose; Readers Theater (group performance); and Storytelling.

- **Sample Assignment(s)**

Written work which may include: analyses of the literature to be performed; examination essay questions; in class short writing assignments; critical analyses of other performances, in and/or out of class (example: What emotions did the interpreter convey? How did the interpreter convey them?); written critiques of self (example: What presentational strengths and weaknesses do you feel you had? What could you have done to make a more effective presentation?); and journal writing.

Methods of Evaluation

- Exams/Tests
- Quizzes
- Oral Presentation
- Class Participation
- Home Work
- Class Performance
- Writing Requirements

Texts and Other Instructional Materials

Adopted Textbook

1. Timothy Gura and Benjamin Powell *Oral Interpretation of Literature* Edition: 13th 2019

Supplemental Texts

- 1.

Instructional Materials

None

Student Learning Outcomes

1. SPCH108 SLO1 - Identify literary elements in prose, poetry and drama.
 2. SPCH108 SLO2 - Effectively use voice & body to communicate the intellectual & emotional content of literature.
-

Distance Education

Delivery Methods

- ERT

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Other (please specify)

Emergency Remote Teaching (ERT) in synchronous class meetings.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums

- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.

9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Via Canvas, email, and Zoom contact.

Additional Comments

N/A

Generated on: 4/25/2022 2:21:32 PM

Board Approval: 05/17/2005
PCA Established:
DL Conversion: 05/16/2006
Date Reviewed: Spring 2021
Catalog Year: 2022 - 2023

Allan Hancock College

Course Outline

Discipline Placement: Speech Communication (Masters Required)

Department: Languages & Communication

Prefix and Number: SPCH 110

Catalog Course Title: Intercultural Communication

Banner Course Title: Intercultural Communication

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A study of intercultural communication theory. An understanding of cultural aspects and communication problems within and between ethnic groups is emphasized.

Course Content

Lecture

1. Nature of Culture
 2. Nature of the Communication Process
 3. Relationship of Culture and Communication
 4. Nature of Perception
 5. Socio-Psychological Impact of Culture
 6. Language: Verbal Codes of Behavior
 7. Nonverbal Communication: Codes of Behavior
 8. Skills of an Effective Cross-Cultural Communicator
 9. Culture Conflict and Culture Shock
 10. Intercultural Issues and Problems, including race and racism, ethnocentrism, eurocentrism, white supremacy
 11. Critical events, histories, cultures, traditions, contributions, and social struggles of Native Americans, African Americans, Asian Americans, and/or Latin Americans
 12. Intersection of race and racism as they relate to class, gender, sexuality, religion, and immigration status
 13. Role of social justice as it applies to current social issues/ politics
 14. Nature of equity and equitable societies
-

Course Objectives

At the end of the course, the student will be able to:

1. describe obstacles to competent intercultural communication and display communication skills that improve competence in intercultural communication.
 2. identify the historical dimensions of intercultural relations.
 3. critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, national origin, and immigration status.
 4. analyze and articulate concepts such as race, racism, eurocentrism, white supremacy, and social justice.
 5. analyze and discuss theory and knowledge produced by Native American, African American, Asian American, and/or Latino/a Americans.
 6. identify communication systems and formations from different cultures.
 7. analyze and apply intercultural communication concepts in diverse contexts such as interpersonal, educational, business, etc.
 8. identify the major principles and theories of intercultural and international communication
 9. define and describe basic intercultural communication terms and concepts.
 10. explain the relationship between culture and communication.
 11. explain the role of cultural patterns, verbal codes, and nonverbal codes in the development of intercultural relationships.
 12. identify their own and others' cultural values and belief systems and explain how these affect communication.
 13. identify a newfound cultural self-awareness.
-

Methods of Instruction

- **Lecture**

Lecture courses may offer a myriad of teaching modalities including, but not limited to: traditional lecture, class discussions, student participation/activities, and use of technology (i.e. Canvas, videos, games, PowerPoint, etc.).

- **Methods of Instruction Description:**

Lecture

Assignments

- **Outside Assignments**

1. Write reaction papers that challenge readings 2. Plan, prepare, and develop a college level research project 3. Cultural Collages 4. Reading response papers 5. Intercultural Field Experience

6. Multicultural project/presentation 7. Application of concepts through the use of movies/films
8. Analysis/Position Papers 9. Written outlines for all speeches/presentations 10. Assigned video analysis and presentations 11. Library (how to use) assignment 12. Journal/Self Analysis

- **Sample Assignment(s)**

Sample assignment: Group Presentation Start your project with a section in which you review research that investigates communication of a single ethnic/cultural group in the U.S. Select a group whose members you later will be able to find to interview [and a group that is different from your own ethnicities]. Your task is to describe in detail the communication patterns, explain the underlying world view that forms the communication, and tell how the communication functions for the ethnic group you select. Pick a couple of areas to focus on, in intracultural communication and/or intercultural communication, but pick a single context (e.g., family, organizations, community, school). Note gender differences. You may discuss historical issues only as they relate to current communication behaviors or perceptions. Second, your group shall establish an interview schedule that corresponds to the areas you cover in your rationale. The interviews are to be designed to confirm, disconfirm, or elaborate on what you found in your literature reviews. This should all be combined into a single paper and presentation.

- Interview representative members of the ethnic group. Each group member must conduct at least one of the interviews. The interviews may be videotaped or recorded for use as aids in your group presentation.
- Discuss how the interviews clarified the rationale.
- Provide written guidelines [handouts in class for each class member] for communicating with this ethnic group. Your 40 minute presentation should thoroughly cover aspects of the culture. A handout with the guidelines/suggestions for communicating with that ethnic group should be provided. All members of the group should participate equally in the presentation. A full list of references, using proper MLA or APA referencing and guidelines, as well as a copy of the interview schedule should be attached to your group outline.

SELECTED SOURCES: Communication Monographs
Communication Research Western Journal of Communication Communication Quarterly
Communication Yearbook Southern Communication Journal Journal of International and
Intercultural Relations* Howard Journal of Communication* Aztlan: International Journal of
Chicano Studies Research Journal of Black Studies ABSTRACTS: Communication Abstracts
Sociological Abstracts Psychological Abstracts

Methods of Evaluation

- Exams/Tests
- Quizzes
- Research Projects
- Portfolios
- Papers
- Oral Presentation
- Projects
- Simulation
- Group Projects
- Class Participation
- Class Work
- Home Work
- Other

1. Essays/journals 2. Quizzes 3. Exams 4. Analysis papers 5. Outside presentation evaluations 6. Skills demonstration through group and individual speeches 7. Problem solving exercises 8. In-class written critiques of other student's speeches 9. Participation points for in-class assignments, activities, and discussions Sample essay question: Compare and contrast collectivist and individualistic cultures. Specifically identify three areas of difference that relate to communication behaviors. You may focus on areas such as family, gender, workplace, etc. Tie in specific examples from the textbook, class discussion, or your own experience for each of the three areas.

Texts and Other Instructional Materials

Adopted Textbook

1. Jandt. *An Introduction to Intercultural Communication* Edition: 9th 2018

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. SPCH110 SLO1 - Demonstrate knowledge of intercultural communication theories.
2. SPCH110 SLO2 - develop an awareness of the effect culture has on communication.

Distance Education

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Chat room
3. Discussion Board
4. Telephone Contacts
5. Orientation Sessions
6. Group Meetings
7. Social Networking pages (i.e. Ning, Facebook, VoiceThread)
8. Review Session
9. Other (please specify)
 1. Canvas Announcements
 2. Video Messaging
 3. Zoom Conferencing
 4. Audio/Video Feedback/ Grading
 5. In-Person Meetings

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.

- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be

made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Inform Students

Announcements will be made in the traditional class meetings/orientation and also posted in the announcements section of Canvas. Services will also be listed in the instructor syllabus.

Additional Comments

N/A

Appendix - C: Student Survey

In Spring 2022 the SPCH department surveyed students as part of the program review process. The following questions were administered to the via an anonymous digital survey. Students were given class time to complete the survey.

1. Please answer the following questions are they pertain to your experience in this course and all other courses in the Speech Program at Allan Hancock College.
2. Part 1: Please indicate how satisfied you are, in general, with the following aspects of the Speech program (highly satisfied, somewhat satisfied, neither satisfied or dissatisfied, somewhat dissatisfied, highly dissatisfied, no opinion):
 - a. Quality of instruction within the program
 - b. The way textbooks are other materials used in courses within the program help me learn
 - c. Advice about the program from counselors
 - d. The way this program meets your educational goals
 - e. Contribution towards your intellectual growth
 - f. Clarity of course goals and learning objectives
 - g. The availability of courses offered in the speech program
 - h. The content of courses offered in the speech program
 - i. The coordination of sources offered in the speech program and courses offered in other departments that may be required for your major.
 - j. The physical facilities and space (e.g. Classrooms, labs)
 - k. Instructional equipment (e.g., computers, lab equipment)
 - l. Presentation of classes via the college's canvas course management system
 - m. Course assistance through tutorial services (e.g. through the tutorial center, math lab, writing center)
 - n. Availability of appropriate resources in libraries
3. Which of the following best describes your reason for taking this and other courses in the speech program?
 - a. Recommended by a counselor
 - b. Recommended by a friend
 - c. To meet general education requirements
 - d. Offered at a convenient time
 - e. Other, please specify
4. Compared to the beginning of the semester, your attitude about the Speech program has: Improved, Remained the Same, Decreased.

5. I plan on taking additional courses in Speech: Agree, Neither agree nor Disagree, Disagree
6. Which of the following courses have you taken in the Speech Program (List of all SPCH courses)
7. Which courses are you taking this semester? (List of all SPCH courses).
8. How many units have you completed prior to this semester?
 - a. 0-15 units
 - b. 16-30 units
 - c. 31-45 units
 - d. 46-60 units
 - e. 61 or more units
9. How many units are you currently enrolled in?
 - a. Less than 5 units
 - b. 5-8.5 units
 - c. 9-11.5 units
 - d. 12 or more units
10. What is your final academic goal?
 - a. Certificate
 - b. AA/AS
 - c. Bachelors
 - d. Masters or higher
 - e. Not certain
11. Which course length would you prefer to enroll in for the Speech program?
 - a. 16-week format
 - b. 8-week format
 - c. No preference
12. Which type of course format would you most likely enroll in for the Speech program?
 - a. in Person: Traditional face to face in the classroom
 - b. Online - instructor and students are NOT together online at the same time
 - c. (asynchronous)
 - d. Online: Instructor and students meet live online (via zoom) at a scheduled time
 - e. (synchronous)
 - f. Hybrid: replace some portion of in person class with online learning
 - g. Hyflex: The course is offered in person, but student may choose to attend via zoom
 - h. No preference

13. Rank what is most important to you when selecting a class with the top (1) being the most important to the bottom (4):
- a. _____ Class time fits my schedule
 - b. _____ Class is offered in the modality I prefer
 - c. _____ The instructor teaching the class
 - d. _____ Other, please specify
14. Do you feel your live remote instruction in your Speech courses is (better, equivalent, worse) than classroom instruction?
15. Do you feel your live remote instruction (zoom) in your speech courses is (better, equivalent, worse) than zoom courses you've taken in other subjects?
16. Do you feel your Speech instructor(s) recognize and respect cultural differences in the classroom with regards to race, ethnicity, age, sexuality, gender, and disability? (Yes/No)
17. Do your Speech instructors provide you with the information and support needed to succeed in your course? (Yes/No)
18. What could be done to improve the Speech course you're enrolled in or program overall?

**Speech Program Review
Spring 2022
Total N of Participants = 359**

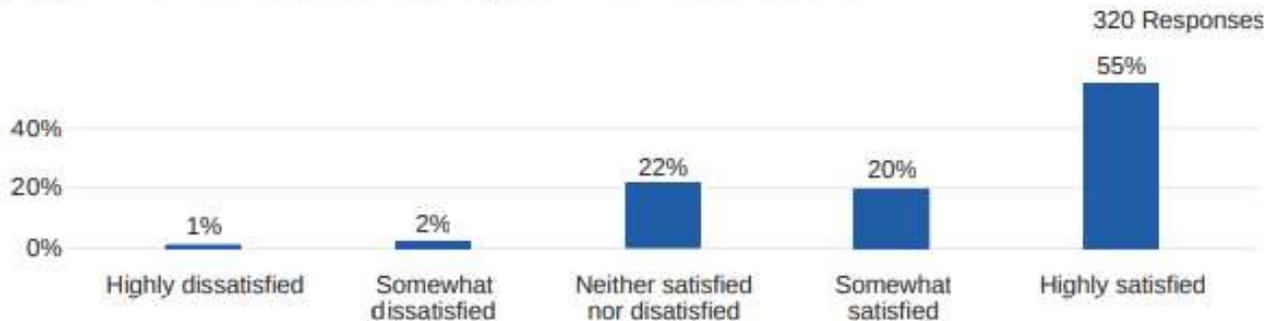
Q2_1 - Quality of instruction within the program



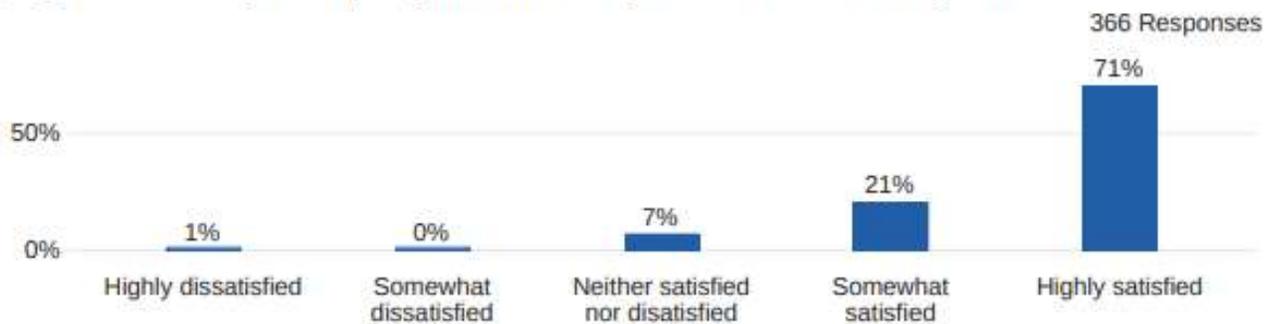
Q2_2 - The way textbooks and other materials used in courses within the program help me learn



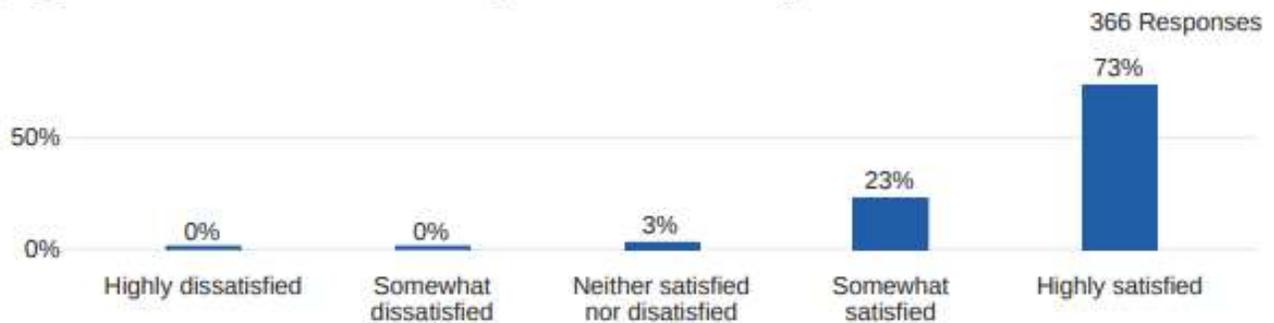
Q2_3 - Advice about the program from counselors



Q2_4 - The way this program meets your educational goals



Q2_5 - Contribution towards your intellectual growth



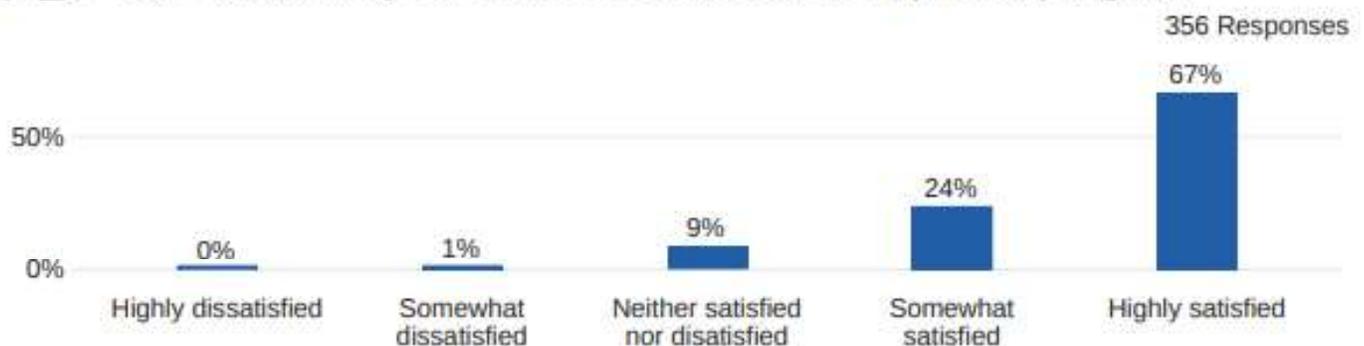
Q2_6 - Clarity of course goals and learning objectives



Q2_7 - Feedback and assessment of progress towards learning objectives



Q2_8 - The availability of courses offered in the Speech program



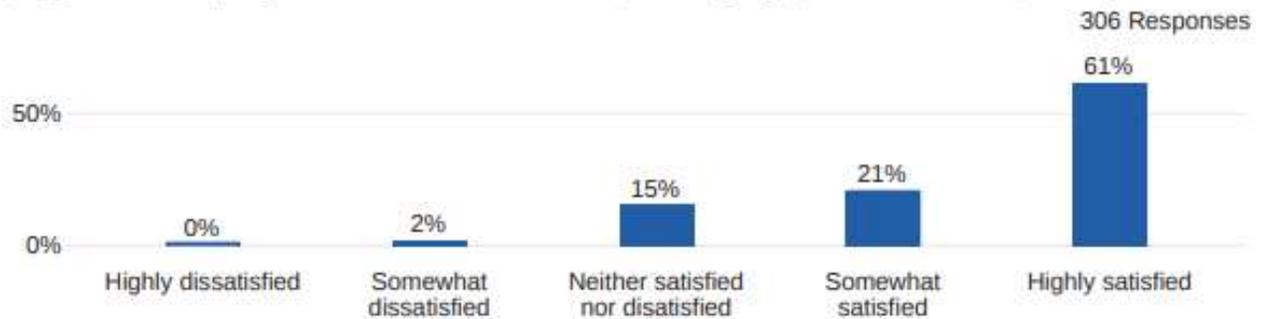
Q2_9 - The content of courses offered in the Speech program.



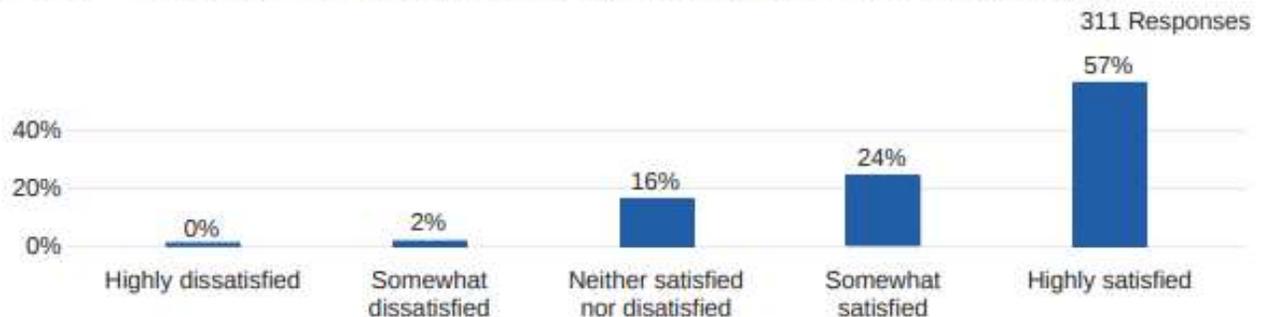
Q2_10 - The coordination of courses offered in the Speech program and courses offered in other departments that may be required for your major



Q2_11 - The physical facilities and space (e.g., classrooms, labs)



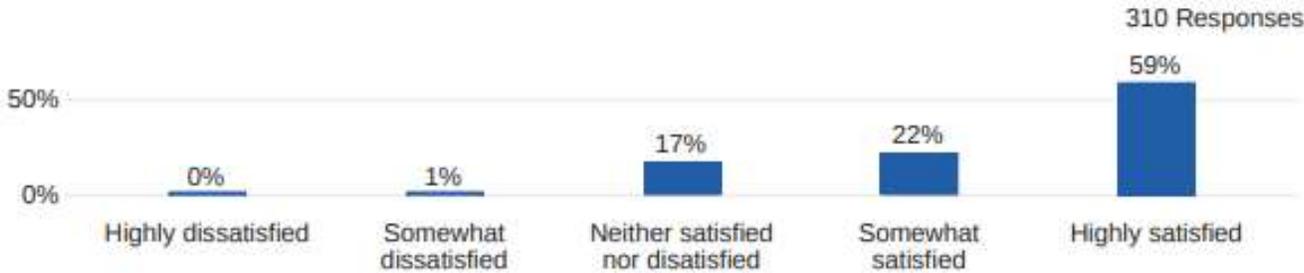
Q2_12 - Instructional equipment (e.g., computers, lab equipment)



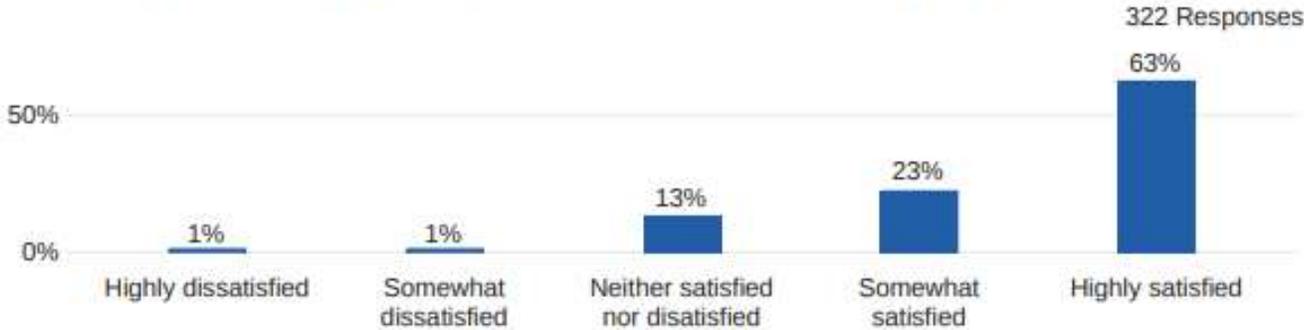
Q2_13 - Presentation of classes via the college's Canvas course management system



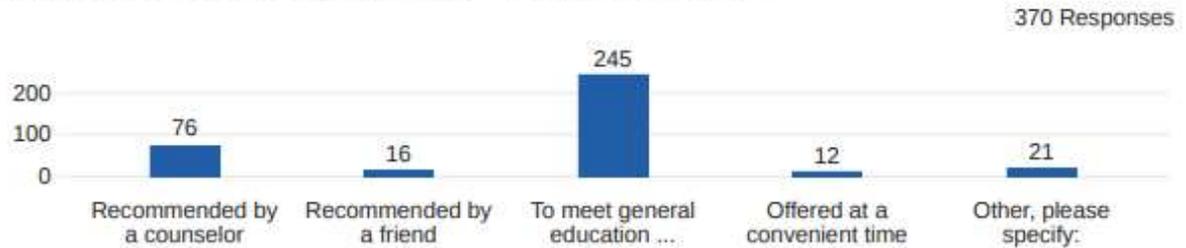
Q2_14 - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)



Q2_15 - Availability of appropriate resources in the libraries



Q4 - Which of the following best describes your reason for taking this and other courses in Speech? - Selected Choice



Q4_5_TEXT - Other, please specify: - Text

Other, please specify: - Text

It was an educational requirement and it was recommended by a counselor

Learning experience

I just want to take this class so that I can get use to talk in front of people and get rid of my comfort zone.

Just wanted to.

I wanted to be a speech communications major

To better speak in front of business meetings

I wanted to improve my speaking.

I do a lot of public speaking so I thought this class would be beneficial and help me improve in areas that I am lacking

For fun

I'm trying to become a better speaker and to become as articulate as possible

Degree

To meet my associates degree requirements for communications

Something I'm passionate about and a decision I made on my own by the help of my counselors

Required but also wanted to take it

To learning talking in public without getting nervous

Wanted to speak on television professionally

For better understanding

Recommended by instructor

High school student seeking enrichment

Needed to meet my requirement for my Associate's Degree in Communications

Hybrid option

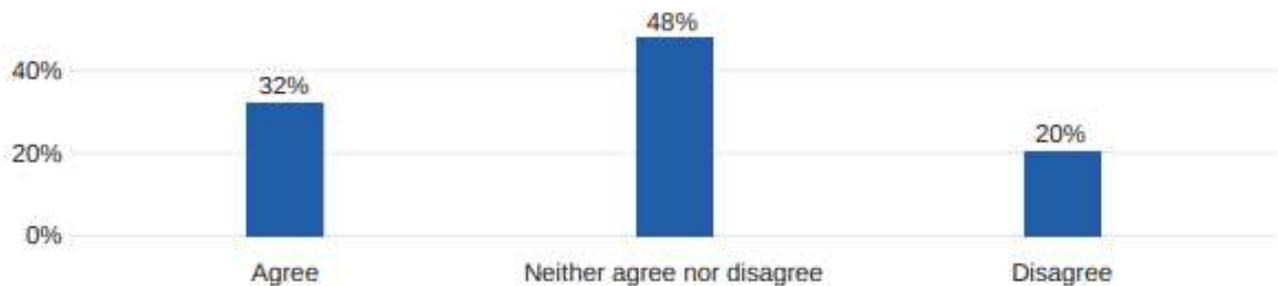
Q5 - Compared to the beginning of the semester, your attitude about Speech has...

370 Responses



Q6_2 - I plan on taking additional courses in Speech.

366 Responses



Q7 - Which of the following courses have you taken in Speech?

311 Responses



Q8 - Which courses are you taking this semester in Speech?

360 Responses



Q10 - How many units have you completed prior to this semester?



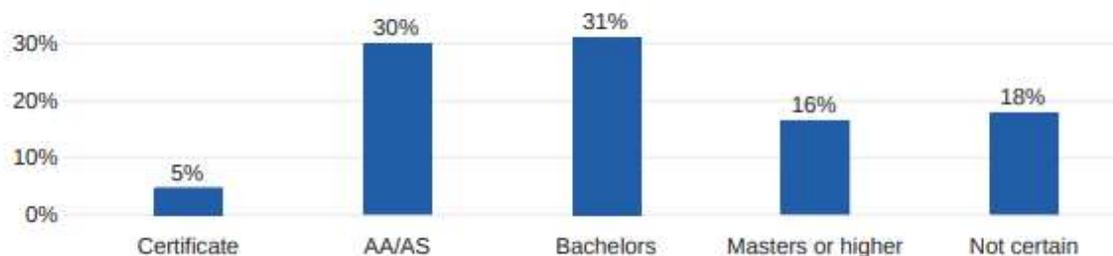
Q11 - In how many units are you currently enrolled?

351 Responses

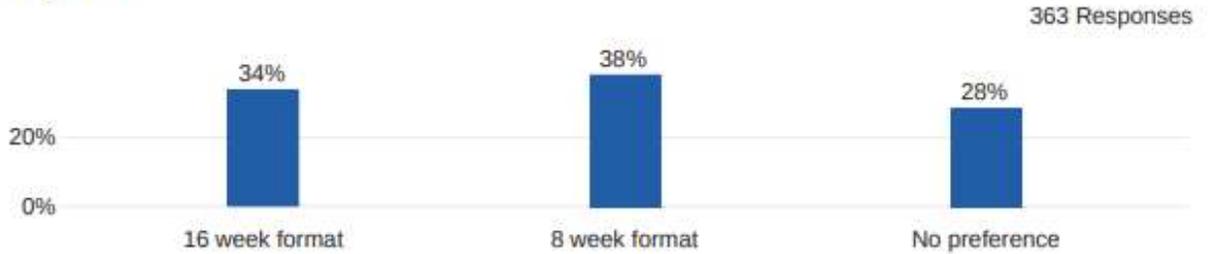


Q12 - What is your final academic goal?

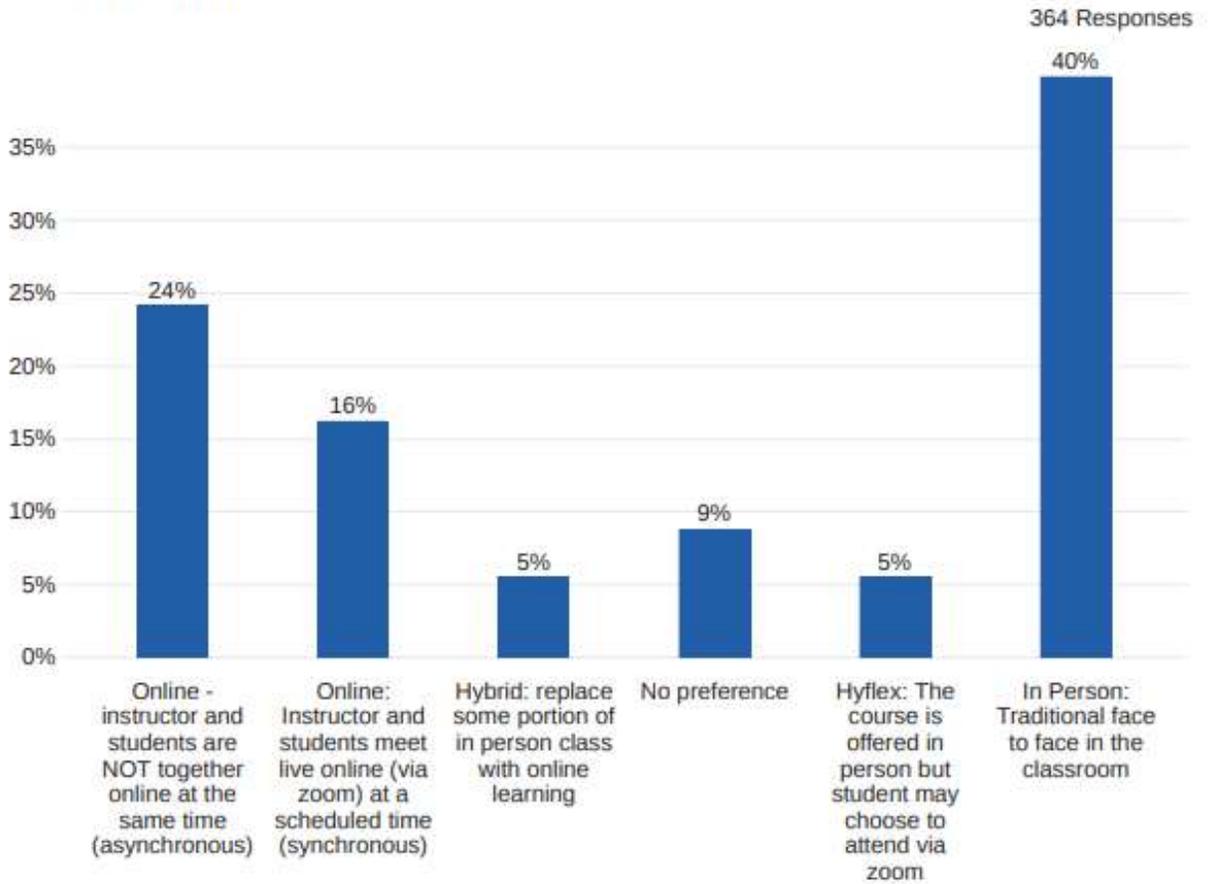
370 Responses



Q14 - Which course length would you prefer to enroll in for the Speech program?



Q15 - Which type of course format would you most likely enroll in for the Speech program?



Q67 - Rank what is most important to you when selecting a class with the top (1)...

316 Responses

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Class time fits my schedule	1	4	2	1	0	316	474
Class is offered in the modality I prefer	1	4	2	1	1	316	750
The instructor teaching the class	1	4	2	1	1	316	713
Other, please specify:	1	4	4	0	0	316	1223

Q67 - Rank what is most important to you when selecting a class with the top (1)...

316 Responses

Field	1	2	3	4
Class time fits my schedule	188	101	24	3
Class is offered in the modality I prefer	53	100	155	8
The instructor teaching the class	70	109	123	14
Other, please specify:	5	6	14	291

Q67_4_TEXT - Other, please specify: - Text

Other, please specify: - Text

availability of teacher

More in person credentials rather than homework

How long the class is

I like the room

Am I able to understand what my instructor is teaching me

The instructor

Zoom

I want to take the class for personal reasons

Is an interesting topic of study

Amount of credits

how it fits into my requirements

Location

u

If the class gives homework

In person

No covid 19

Being together

time

The teacher is willing/able to help me with my questions and accommodations

The teaching style

The Class is in person

Having the class I need in the Lompoc campus

Making sure the class is in Lompoc

Class is needed for my major

Location

Number of students taking said class

Which campus its at

LEARNING MATERIAL

the requirements it meets

N/A

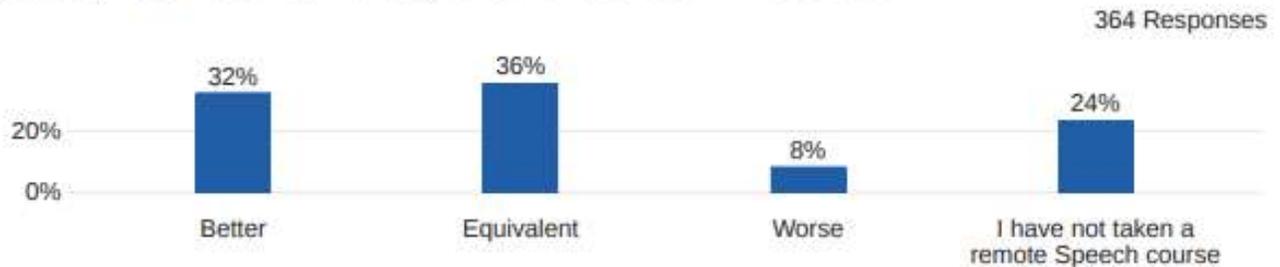
feed back

Length of course

Lompoc vs. Santa Maria

Lompoc vs. Santa Maria

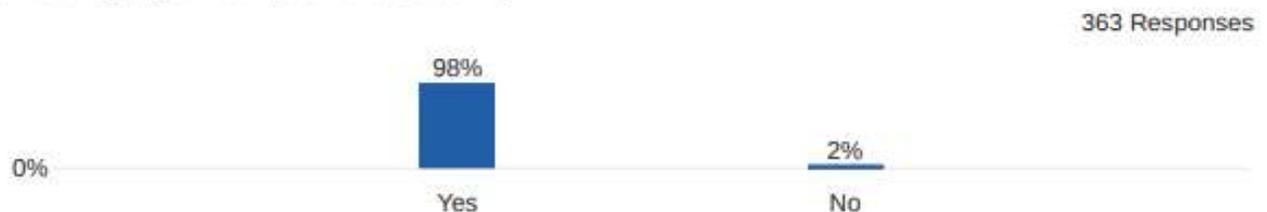
Q18 - Do you feel your live remote instruction in your Speech courses is (better, equivalent, worse) than classroom instruction?



Q68 - Do you feel your live remote instruction (zoom) in your speech courses in (better, equivalent, worse) than zoom courses you've taken in other subjects?

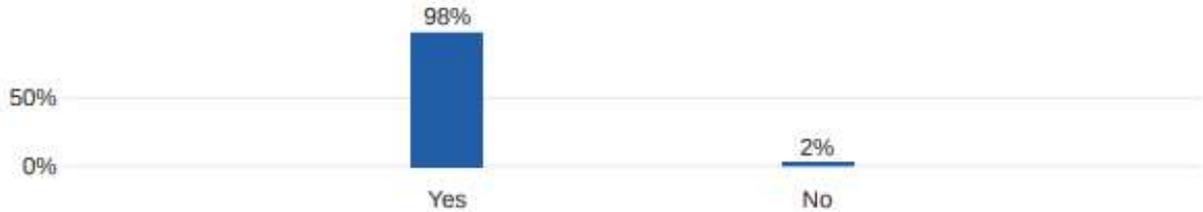


Q19 - Do you feel your Speech instructor(s) recognize and respect cultural differences in the classroom with regards to race, ethnicity, age, sexuality, gender, and disability?



Q20 - Do your Speech instructors provide you with the information and support needed to succeed in your course?

364 Responses



Q21 - What could be done to improve the Speech course you're enrolled in or program overall?

What could be done to improve the Speech course you're enrolled in or program overall?

not have so much due in one week. 2 quizzes, 2 page paper, DB, and two responses in a bit much

Overall there is no need for improvement because I believe this course is at its best qualities, from the way Mrs. Miller interacts with us to the way there is flexibility with my work schedule.

Nothing honestly the teachers great

n/a :)

I believe the teacher I have has done everything to the best potential

Taken this sooner.

I have enjoyed my spch 102 more so far, because i feel more engaged with my fellow classmates and not as pressured with assignments.

No comment

I think the speech program is fine the way it is

Other teachers should allow students to choose their topic within a reasonable frame.

Nothing I am completely satisfied with my speech 101 course.

Stay Focused

Practice speeches more for more time and better quality

NA

It's good as it is

Making the requirements for an A more realistic.

I would want the instructor to make the class more fun.

N/A

I think is a great course and I have learned a lot from it. Improve by doing group activities it helps us students understand and engage with their classmates.

I would say if the instructor makes the class fun and more active. I think that would be the other thing that make a student like the class and continue to do their work and continue to come to class.

Offer more times for certain classes and not just one option out of the week.

No opinion

Nothing really

When giving presentations to let us use electronics to make our presentations more interesting

I would appreciate having some of the reading materials available in more than one format. (It is currently online, but I would prefer physical access to virtual access.)

This is my first time taking a speech class and I'm very satisfied with my experience. The first impression was huge, my instructor makes me want to learn and come to class.

Nothing great instructors :)

Having teachers actually motivated to come and teach and make class an environment that we actually want to come

I have no complaints so I don't know anything to be improved.

Best class , instructor is awesome.

I think I do better by in person then online

Nothing, Ms. Sanders is the best.

More student-centered teachers who communicate in a timely manner.

nothing everything good

it all seems so great

.

More Organized

Everything seems appropriate.

more structure when laying out assignment requirements and timeline

It's a really fun class

Have more class maybe

More in person classes be available

...

None that I can think of at the moment, throughly my academic career every speech teacher I have had has been very thorough with expectations and always willing to help if the effort is put in.

I say more social interaction. With instructor and peers. I feel like it's limited it should be expanded. More activities.

More attention to this subject in terms of funding. It's proved to highly important.

N/a

More example speeches practicing more in the beginning maybe having extra 2 practices rerun.

I really enjoy this course!

I think professor ward is doing an amazing job and I couldn't think of anything that would need to be improved.

I'm really happy with my speech class. It being in person comes with the disadvantage of when someone tests positive and we have to cancel class. This has happened at least 4 times and we only get a couple hours notice. For living out of town this kinda sucks. I understand the school doesn't get notified probably till the day before but if there's a way to minimize students driving to campus when class is cancelled it should be looked into. There has been a group of us that have done that this semester that have lived in Lompoc, SLO and SB.

Not much! I found this class very easy to follow and participate in.

I don't think there is anything else

The course I am in at the moment is doing great as far as zoom classes are related. Professor Ward is doing great and is eager to work around our needs.

Nothing at all, i hsvc professor Amy Ward and she is amazing

I would not change a thing

Nothing I like to keep it like that

I could be more active in participation

Everything is well put together, however, based on my learning type, I would like more examples on previous speeches. Maybe even giving an option of recording your speeches and sending them, instead of doing in front of the class.

Overall, make it a requirement for the professors who teach the course to not give out homework on top of a presentation. The homework provides no kind of aid in completing or organizing our presentations. Not only that, but the professors even make it clear that homework doesn't give nearly as much points as the presentations do. Yet, they insist on giving out homework despite explaining the lack of worth the homework poses.

No virus

Nothing much

If we spent more time practicing our speech before our speech date to our classmates. I feel as if my teacher has been trying to rush all 4 speeches in and doesn't give us enough time to actually prepare in front of our peers.

More in-depth or recognizable outlines for each speech.

Nothing. The program is great!

I have been really happy with the class!

I think that the program is spectacular. I have learned so much within my past two years, and I also believe that all of the professors in this department are wonderfully helpful and knowledgeable. The only suggestion I have is to maybe offer some more fully online, or zoom courses.

I am incredibly happy with the speech course mr Senior planned out. Maybe more book reading or looking at speeches throughout history.

Better air conditioning in the room

Air conditioning in rooms

So far grading has been a little slow, that's my only complaint.

I'm satisfied with the course as it is

I know this is a general requirement but there are so many people who are unwilling to improve their public speaking skills, having an effect on everyone else in the class. I don't have a solution for you but it is just a complaint that there are so many people in this class and Speech classes in general who don't care for their professors or classmates in general.

I don't have much to recommend, I enjoyed this class a lot and feel like its helped me start overcoming my stage fear. The only thing I could possibly recommend is to ask the students to present their intro more often that way the class doesn't procrastinate as much and more than one workshop days to talk to the Professor about their speech and corrections they can make before presentation days.

Nothing. Professor Ward is one of the best professors I've had thus far. Clear expectations and an amazing ability to truly connect with individual students through a digital platform which is truly a feat.

In my opinion, there is nothing that needs to be improved about the speech course. My last speech class and this one that I am taking, both are just perfect.

Good Class.

Good Class.

Nothing major comes to mind . I am very satisfied with the organization and flow of the class. I wish the textbook was on audio.

nun

I can't really think of anything, my teacher helps me with whatever I need!

I think my professor is absolutely great!

Get more locked in on the work and book

More time in class to work on our speeches

MR. SENIOR IS THE BEST PROFESSOR EVER. HE NEEDS A RAISE ASAPPP

in the speech course i am in currently, i would suggest finding 1-2 in class days per large speech assignments to work with my group because scheduling out of class times can be difficult die to work or other classes and even living locations

None for now.

Maybe more time with certain assignments.

It'd overall be easier if the class had more days in the week honestly.

Nothing

Maybe offer textbooks that are free online as an incentive to join

Nothing great teacher

Nothing. Great teacher

nothing. I would leave this course as is.

We need bigger chairs. 90% of the students don't fit. Good thing we don't have an over weight student.

Remove the grading system as it discourages students and only allow a system of helpful feedback that can improve students' performance. Feedback helps to guide a student in the right direction. On the other hand, a numerical value or a letter hrade only goes as far as showing a student what the worth of their perfomance is.

Giving the instructor the proper set up

Maybe a slightly bigger classroom.

Have students pair up and practice with each other.

Nothing.

Nothing, Mr. Henderson is amazing!!

N/A

Personally one more meeting a week but the only online course like this was offered once a week

N/a course is well structured

nothing i've learned alot from my speech course

Nothing that comes to mind with regards to speech

When switching to new groups, separate us into breakout rooms sometime during class so we can get each other's contact information.

nothing

Na

I wouldn't really change much, I thought the material, teacher, and speeches were all great. If I had to say something I would just say that within the class make an assignment about how to get a mobile hotspot, or laptop from Hancock for the students that dont have laptops or dont have Wi-Fi.

Possibly demonstrations from professionals.

Honestly nothing, The class is great as is

nothing

Everything was absolutely great!

There is nothing to improve since my prof was really nice and I learned a lot in her class

Every assessment should have an example sheet to help students better understand what their paper should look like.

This speech course that I'm currently taking is one of the best, if not the BEST class I've ever taken at a college level. I learned so much on a personal level as well on a professional level. I would highly recommend this course to anyone taking college-level courses. Professor Diane Auten is absolutely the best instructor I have ever had. Much respect to her level of teaching and style of guiding. It made this course very easy to understand and learn. In my opinion, the only recommendation I could think of is to have more instructors like Professor Auten teaching classes like this all the time. Thank you for everything and for making a positive difference in my life.
with respect, Job Diaz

I would recommend more example slides and more time with groups to practice presentations and give feedback to each other.

Nothing comes to mind, they all work together efficiently from what I have noticed this semester and last.

Everything is great the way it is.

I think everything was great the way it was!

The only thing I would recommend would be some more courses! Maybe a few that go into some more niche areas of communication. The ones the college has thus far are great foundational ones.

Nothing at all! My speech instructor was AMAZING!

This course that I just finished was just perfect! it exceeded my expectations. I am so grateful that I took it.

nothing

I really enjoyed this course.

Nothing at all, everything was perfect.

It was great!

I loved Mrs Auten. She made me feel heard.

Not having points taken off for not being able to attend class on a certain day

I think my instructor is great at what they do.

none

nothing

It would be more helpful to add more example presentations to understand what to write. Another is to have more examples of transitions.

I think it's fine the way it is.

To be honest, the speech course I enrolled in was a great class and I can't think of anything that needs to be improved.

Have more options where if you want to have a zoom class.

Appendix - E: Course Verification Sheet

Discipline: Speech Communication **Year:** 2021- 2022

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

SPCH 101, SPCH 102, SPCH 103, SPCH 106, SPCH 108, & SPCH 110

2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20____ SPRING 20____:

None

3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____:

None

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes).

- SPCH 101
- SPCH 102
- SPCH 103
- SPCH 106
- SPCH 108
- SPCH 110

All courses were reviewed Spring/Fall 2021

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed):

- SPCH 110 – Reviewed Spring 2021

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed):

- None

Course Review Team Members:

Jenny Schroeder

Diane Auten

Andrea Sanders

Appendix - F: Degree and Certificate Requirements



Speech Communication Associate in Arts

Program Requirements:

"Program Requirements" specify the courses required for this program. See suggested course sequence for additional information.

A major of 18 units is required for the associate in arts degree. Required core courses (18 units):

COURSE	TITLE	UNITS
<input type="checkbox"/> SPCH 101	Public Speaking	3
<input type="checkbox"/> SPCH 102	Small Group Communication	3
<input type="checkbox"/> SPCH 103	Interpersonal Communication	3
<input type="checkbox"/> SPCH 106	Argumentation and Debate	3
<input type="checkbox"/> SPCH 108	Oral Interpretation	3
<input type="checkbox"/> SPCH 110	Intercultural Communication	3



Communication Skills for the Professional Speaker Certificate of Accomplishment

Program Requirements:

"Program Requirements" specify the courses required for this program. See suggested course sequence for additional information.

A total of 10-12 units is required for the certificate.

COURSE	TITLE	UNITS
<input type="checkbox"/> SPCH 101	Public Speaking	3
<input type="checkbox"/> SPCH 106	Argumentation and Debate	3
<input type="checkbox"/> SPCH 108	Oral Interpretation	3
<input type="checkbox"/> SPCH 189	Independent Projects	1 - 3.0 units



Communication Skills for Public Safety and Health Professionals Certificate of Accomplishment

Program Requirements:

"Program Requirements" specify the courses required for this program. See suggested course sequence for additional information.

A total of 7-9 units is required for the certificate.

COURSE	TITLE	UNITS
<input type="checkbox"/> SPCH 103	Interpersonal Communication	3
<input type="checkbox"/> SPCH 110	Intercultural Communication	3
<input type="checkbox"/> SPCH 189	Independent Projects	1 - 3.0 units



Communication Skills for the Business Professional Certificate of Accomplishment

Program Requirements:

"Program Requirements" specify the courses required for this program. See suggested course sequence for additional information.

A total of 10-12 units is required for the certificate.

COURSE	TITLE	UNITS
<input type="checkbox"/> SPCH 102	Small Group Communication	3
<input type="checkbox"/> SPCH 103	Interpersonal Communication	3
<input type="checkbox"/> SPCH 110	Intercultural Communication	3
<input type="checkbox"/> SPCH 189	Independent Projects	1 - 3.0 units

Appendix - G : Articulation Status of Courses

SPEECH 101 Public Speaking (3)

Articulation Institution	Prefix	Title
Cal Poly Pomona	COM 1100	Public Speaking (4)
Cal Poly San Luis Obispo	COM 101 or COM 102	Public Speaking or Principles of Speech Communication (4)
CSU Bakersfield	COMM 1008	Strategies of Public Communication(5)
CSU Channel Islands	COMM 101	Public Speaking (3)
CSU Chico	CMST 131	Speech Communication Fundamentals(3)
CSU Dominguez Hills	THE 120	Fundamentals of Speech (3)
CSU East Bay	COMM 100	Public Speaking (3)
CSU Fresno	COMM 3	Fund of Public Communication (3)
CSU Fullerton	HCOM 102	Public Speaking (3)
CSU Long Beach	COMM 130	Essential Public Speaking (3)
CSU Los Angeles	COMM 1100	Oral Communication (3)
CSU Monterey Bay	NEED Artic Request	HCOM 110, Foundation of Speaking and Listening (3)
CSU Northridge	COMS 151 & COMS 151L or CH S/ PAS 151 or AAS 151 or AFRS 151	Fundamentals of Public Speaking (3) & Fundamentals of Public Speaking Lab or (1) or Freshman Speech Communication (2)
CSU Sacramento	COMS 4	Introduction Public Speaking (3)
CSU San Bernardino	COMM 120	Oral Communication (4)
CSU San Marcos	-----	NEC
CSU Stanislaus	COMM 2000	Public Speaking (3)
Humboldt State	COMM 100	Fundamentals of Speech Communication (3)
San Diego State	COMM 103	Oral Communication (3)
San Francisco State	COMM 150	Fundamentals of Oral Communication (3)
San Jose State	COMM 20	Public Speaking (3)
Sonoma State	-----	No Equivalent Course
UC Transferable	Yes	
UC Berkeley	-----	No Equivalent Course
UC Davis	COMUNCN 1	Introduction Public Speaking (4)
UC Irvine	-----	No Equivalent Course
UC Los Angeles	COMM ST 1	Principles of Oral Communication (4)
UC Riverside	TFDP 50	Public Speaking (4)
UC San Diego	-----	NEC
UC Santa Barbara	-----	NEC
UC Santa Cruz	-----	NEC
C-ID	COMM 110	Public Speaking
CSU GE	A1	
IGETC	1C	

SPEECH 102 Small Group Communication (3)

Articulation Institution	Prefix	Title
Cal Poly Pomona	COM 2237	Group Discussion (3)
Cal Poly San Luis Obispo	COM 212	Small Group Communication (3)
CSU Bakersfield	COMM 2600	Small Group Communication (e)
CSU Channel Islands	COMM 220	Group Communication (3)
CSU Chico	CMST 132	Small Group Communication (3)
CSU Dominguez Hills	-----	No Equivalent Course
CSU East Bay	-----	No Equivalent Course
CSU Fresno	COMM 8	Group Discussion (3)
CSU Fullerton	-----	No Equivalent Course
CSU Long Beach	COMM 132	Small Group Discussion (3)
CSU Los Angeles	COMM 278	Problem Solving Through Group Discussion (3)
CSU Monterey Bay	NEED Artic Request	HCOM 110, Foundation of Speaking and Listening (3)
CSU Northridge	-----	Upper Division Equivalent [COMS 323, Group Communication (3)]
CSU Sacramento	-----	Upper Division Equivalent [COMS 105, Communication in Small Groups (3)]
CSU San Bernardino	COMM 2231	Small Group Communication (3)
CSU San Marcos	-----	No Equivalent Course
CSU Stanislaus	COMM 2110	Group Discussion Processes (3)
Humboldt State	-----	Denied 09/08/09 [COMM 101, Critical Thinking in Small Groups (3)]
San Diego State	-----	No Equivalent Course
San Francisco State	COMM 250	Introduction to group Discussion and Teamwork (3)
San Jose State	-----	No Equivalent Course
Sonoma State	-----	No Equivalent Course
UC Transferable	Yes	
UC Berkeley	-----	No Equivalent Course
UC Davis	-----	No Equivalent Course
UC Irvine	-----	No Equivalent Course
UC Los Angeles	-----	No Equivalent Course
UC Riverside	-----	No Equivalent Course
UC San Diego	-----	No Equivalent Course
UC Santa Barbara	-----	Upper Division Equivalent [COMM 106, Small Group Communication (4)]
UC Santa Cruz	-----	No Equivalent Course
C-ID	COMM 140	Small Group Communication
CSU GE	A1	
IGETC	1C	

SPEECH 103 Interpersonal Communication (3)

Articulation Institution	Prefix	Title
Cal Poly Pomona	COM 1103	Interpersonal Communication (4)
Cal Poly San Luis Obispo	SCOM 212 Or PSY 212	Interpersonal Communication (4) Or Interpersonal Communication (4)
CSU Bakersfield	-----	Upper Division Equivalent [COMM 376, Interpersonal Communication (5)]
CSU Channel Islands	COMM 210	Interpersonal Communication (3)
CSU Chico	CMST 233	Foundations of Interpersonal Communication (3)
CSU Dominguez Hills	-----	Upper Division Equivalent [THE 323, Interpersonal Communication (3)]
CSU East Bay	COMM 104	Interpersonal Communication (3)
CSU Fresno	COMM 4	Introduction to Interpersonal Communication (3)
CSU Fullerton	-----	Upper Division Equivalent [HCOM 413, Communication in Interpersonal Relationships (3)]
CSU Long Beach	COMM 110	Interpersonal Communication (3)
CSU Los Angeles	COMM 2300	Interpersonal Communication (3)
CSU Monterey Bay	-----	NEC
CSU Northridge	COMS 251	Introduction to Interpersonal Communication (3)
CSU Sacramento	COMS 8	Interpersonal Communication Skills (3)
CSU San Bernardino	COMM 2251	Fundamentals of Interpersonal Communication (3)
CSU San Marcos	-----	Upper Division Equivalent [COMM 437, Interpersonal Communication (3)]
CSU Stanislaus	-----	No Equivalent Course
Humboldt State	COMM 213	Interpersonal Communication Skills (3)
San Diego State	-----	No Equivalent Course
San Francisco State	-----	No Equivalent Course
San Jose State	COMM 10	Communication Human & Relations (3)
Sonoma State	-----	No Equivalent Course
UC Transferable	Yes	
UC Berkeley	-----	No Equivalent Course
UC Davis	COMUNCN 3	Interpersonal Communication Competency (4)
UC Irvine	-----	No Equivalent Course
UC Los Angeles	-----	No Equivalent Course
UC Riverside	-----	No Equivalent Course
UC San Diego	-----	No Equivalent Course
UC Santa Barbara	-----	Upper Division Equivalent [COMM 107, Interpersonal Communication (4)]
UC Santa Cruz	-----	No Equivalent Course
C-ID	COMM 130	Interpersonal Communication
CSU GE	D1	
IGETC	N/A	

Speech 106 Argumentation and Debate (3)

Articulation Institution	Prefix	Title
Cal Poly Pomona	COM 2204	Advocacy and Argument (4)
Cal Poly San Luis Obispo	COM 126	Argument and Advocacy (4)
CSU Bakersfield	-----	No Equivalent Course
CSU Channel Islands	-----	Upper Division Equivalent [COMM 320, Persuasion and Argumentation (3)]
CSU Chico	CMST 255	Argumentation and Debate (3)
CSU Dominguez Hills	-----	No Equivalent Course
CSU East Bay	COMM 224	Argumentation & Debate (4)
CSU Fresno	COMM 5	Argumentation (3)
CSU Fullerton	HCOM 235	Essentials of Argumentation (3)
CSU Long Beach	COMM 131	Essentials of Argumentation (3)
CSU Los Angeles	COMM 1200	Argumentation (3)
CSU Monterey Bay	NEED Artic Request	HCOM 110, Foundation of Speaking and Listening (3)
CSU Northridge	COMS 225 & 225L	Argumentation & Lab, (2) & (1)
CSU Sacramento	COMS 2	Argumentation (3)
CSU San Bernardino	COMM 1007	Critical Thinking Through Argumentation (3)
CSU San Marcos	NEED Artic Request	COMM 200, Principles of Argumentation and Persuasion (3)
CSU Stanislaus	-----	No Equivalent Course
Humboldt State	COMM 103	Critical Listening and Thinking (3)
San Diego State	COMM 160	Argumentation (3)
San Francisco State	COMM 230	Argumentation and Debate (3)
San Jose State	COMM 40	Argument/Advocacy (4)
Sonoma State	-----	No Equivalent Course
UC Transferable	Yes	
UC Berkeley	-----	No Equivalent Course
UC Davis	-----	No Equivalent Course
UC Irvine	-----	No Equivalent Course
UC Los Angeles	-----	No Equivalent Course
UC Riverside	-----	No Equivalent Course
UC San Diego	-----	No Equivalent Course
UC Santa Barbara	-----	No Equivalent Course
UC Santa Cruz	-----	No Equivalent Course
C-ID	COMM 120	Argumentation and Debate
CSU GE	A3	
IGETC	1C	

SPEECH 108 Oral Interpretation of Literature (3)

Articulation Institution	Prefix	Title
Cal Poly Pomona	-----	No Equivalent Course
Cal Poly San Luis Obispo	COM 208	Performance of Literature (4)
CSU Bakersfield	-----	No Equivalent Course
CSU Channel Islands	-----	No Equivalent Course
CSU Chico	-----	No Equivalent Course
CSU Dominguez Hills	-----	Upper Division Equivalent [THE 322, Oral Interpretation of Literature (3)]
CSU East Bay	-----	No Equivalent Course
CSU Fresno	DRAMA 22	Oral Interpretation of Literature (3)
CSU Fullerton	THTR 110	Oral Communication of Literature (3)
CSU Long Beach	-----	No Equivalent Course
CSU Los Angeles	COMM 2700	Introduction Into Oral Interpretation (3)
CSU Monterey Bay	-----	No Equivalent Course
CSU Northridge	COMS 104 & COMS 104L	Literature in Performance & (2) Literature in Performance Lab (1)
CSU Sacramento	-----	No Equivalent Course
CSU San Bernardino	TA 2612	Oral Interpretation of Literature (3)
CSU San Marcos	-----	No Equivalent Course
CSU Stanislaus	-----	No Equivalent Course
Humboldt State	COMM 108	Oral Interpretation (3)
San Diego State	-----	No Equivalent Course
San Francisco State	COMM 222	Introduction to Performance of Literature (3)
San Jose State	-----	No Equivalent Course
Sonoma State	-----	No Equivalent Course
UC Transferable	Yes	
UC Berkeley	-----	No Equivalent Course
UC Davis	-----	No Equivalent Course
UC Irvine	-----	No Equivalent Course
UC Los Angeles	-----	No Equivalent Course
UC Riverside	-----	No Equivalent Course
UC San Diego	-----	No Equivalent Course
UC Santa Barbara	-----	No Equivalent Course
UC Santa Cruz	-----	No Equivalent Course
C-ID	COMM 170	Oral Interpretation of Literature
CSU GE	C2	
IGETC	N/A	

SPEECH 110 Intercultural Communication (3)

Articulation Institution	Prefix	Title
Cal Poly Pomona	COM 327	Intercultural Communication (4) NOTE: Upper-division "Subject Credit" only
Cal Poly San Luis Obispo	-----	Upper Division Equivalent [COMS 416, Intercultural Communication (4)]
CSU Bakersfield	-----	No Equivalent Course
CSU Channel Islands	-----	No Equivalent Course
CSU Chico	CMST 235	Intercultural Communication Theories and Practice (3)
CSU Dominguez Hills	-----	No Equivalent Course
CSU East Bay	-----	No Equivalent Course
CSU Fresno	-----	Upper Division Equivalent [COMM 164, Intercultural Communication (3)]
CSU Fullerton	-----	No Equivalent Course
CSU Long Beach	-----	No Equivalent Course
CSU Los Angeles	NEED Artic Request	COMM 2890, Introduction to Intercultural Communication (3)
CSU Monterey Bay	-----	No Equivalent Course
CSU Northridge	-----	Upper Division Equivalent [COMS 356, Intercultural Communication (3)]
CSU Sacramento	-----	No Equivalent Course
CSU San Bernardino	-----	No Equivalent Course
CSU San Marcos	-----	Upper Division Equivalent [COMM 330, Intercultural Communication (3)]
CSU Stanislaus	-----	Upper Division Equivalent [COMM 4160, Intercultural Communication (3)]
Humboldt State	-----	Upper Division Equivalent [COMM 322, Intercultural Communication (4)]
San Diego State	-----	Upper Division Equivalent [COMM 371, Intercultural Communication (3)]
San Francisco State	-----	No Equivalent Course
San Jose State	COMM 74	COMM 74, Fundamentals of Intercultural Communication (3)
Sonoma State	-----	No Equivalent Course
UC Transferable	Yes	
UC Berkeley	-----	No Equivalent Course
UC Davis	-----	No Equivalent Course
UC Irvine	-----	No Equivalent Course
UC Los Angeles	NEED Artic Request	ANTHRO 4, Cultural Communication (5)
UC Riverside	-----	No Equivalent Course
UC San Diego	-----	No Equivalent Course
UC Santa Barbara	-----	No Equivalent Course
UC Santa Cruz	-----	No Equivalent Course
C-ID	COMM 150	Intercultural Communication
CSU GE	D7	
IGETC	4G	

