

2018 Communication Studies (Speech) Annual Program Plan

COMM Communication Studies (Speech)

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

As a department, our goal is to empower our students to increase their communication competence in various contexts and complete the program in a timely manner. To accomplish this, we continually evolve our program with new curricular offerings, partnerships with programs, academies and projects on campus, involvement in learning communities and innovative classroom techniques that respond to emergent needs.

Upon completion of the Communication Studies program, students will not only be competent communicators, but will demonstrate effective critical thinking skills, citizenship and information literacy, which are all institutional level outcomes. Furthermore, Communication courses prepare students to be culturally sensitive, ethical and participatory members of our increasingly global society. The valuable skills learned in our courses transfer to our students' success in other courses across the curriculum in support of their educational goals. Lastly, we prepare students for personal and professional success in different aspects of their lives. All of which we feel are goals of Skyline College and the San Mateo County Community College District.

Associated Objectives
 551-Branding and Marketing of the Department

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Lindsey Ayote - Adjunct Faculty Communication Studies

Vincent Chandler - Adjunct Faculty Communication Studies

Cherakah Cunningham - Adjunct Faculty Communication Studies

Jessica Hurless - Associate Professor Communication Studies

Ryan Lescure - Adjunct Faculty Communication Studies

Patrick McDonnell - Adjunct Faculty Communication Studies

Danielle Powell - Professor Communication Studies

Arielle Schram - Adjunct Faculty Communication Studies

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

The Communication Studies Department has continued to make progress on the action plans set forth in its 2015-2016 Comprehensive Program Review. At that time, the department had identified five major areas where actions/improvements needed to be made:

1. Refine the process for the collection, reporting, analysis and sharing of assessment data
2. Classroom equipment to enhance assessment process
3. Discussion of pedagogy and classroom activities/teaching
4. Textbook cost and consistency
5. Branding & Marketing of the Department

Action Item #1 Progress Report:

Pertaining to our progress on assessment, the Communication Studies faculty was able to meet as a department through the implementation of a departmental retreat. At the retreat, the full and part-time faculty decided that based on the success of the COMM 110: Public Speaking assessment in the Fall of 2016, that new departmental rubrics should be created to assess the SLO's for COMM 127: Argumentation, COMM 130: Interpersonal Communication, COMM 140: Small Group Communication, COMM 150: Intercultural Communication, and COMM 160: Gender and Communication. It was also determined that a 10 question test (5 generic questions and 5 specific to course content questions) would be developed and administered to designated Communication courses starting in the Spring of 2018. Lastly, it was decided that to have a 95% confidence with a 5% margin of error, 50% of students in each course would need to be assessed and meet our benchmark of 75% success to match the Skyline Promise and Comprehensive College Redesign work currently underway on campus. (The students will be randomly selected and identified by G numbers on the assessment rubric.)

Due to these intentional assessment decisions, the Communication Studies department has had to alter its three-year assessment cycle to allow time for the Department to work on and finalize the five departmental rubrics and departmental quiz.

Thus, in the spring of 2018, COMM 130: Interpersonal Communication, COMM 140: Small Group Communication and COMM 160: Gender and Communication will be assessed using the new departmental rubrics and departmental quiz.

Action Item #2 Progress Report:

The Communication Studies Department received notice that the Video Equipment proposal was approved for both classrooms and the faculty members, in collaboration with the dean, are currently in the process of working with the Media Services department to order and install the equipment.

Action Item #3 Progress Report:

The department leadership was able, through division funding, to conduct its first annual departmental retreat on Saturday, February 3, 2018. We had 7 part-time and 2 full-time faculty that met for half a day to discuss course content, assignments, scaffolding and assessment. At the conclusion of the retreat, the faculty had developed 3 departmental rubrics (COMM 127, COMM 130 and COMM 160) as well as the Communication Studies quiz that will be used to assess SLO #4 in a number of courses.

Unfortunately, we were unable to spend time discussing pedagogy, best practices and textbooks, which is something the full-time faculty feel is critical to increasing the success and retention rates throughout the department. These discussions will also aid in assessment practices, norming/grading and creating action plans based on assessment results. Since it is challenging to get all adjunct faculty to a department meeting during the semester, we would like to schedule a departmental retreat at the beginning of each semester (possibly during welcome back days to get a larger number of faculty in attendance).

Action Item #4 Progress Report:



The Communication Studies Department has been exploring OER's as supplements in COMM 110: Public Speaking, COMM 140: Small Group Communication, and COMM 150: Intercultural Communication. One free OER "Stand Up, Speak Out: The Practice and Ethics of Public Speaking has been adopted by Jessica Hurless as the textbook in her COMM 110: Public Speaking course. She has started to recommend this OER textbook to the department for consideration. The Department will continue to explore ways to condense the number of textbooks for each course and lower the cost to students, but will need the departmental time to discuss and work with publishers to negotiate lower costs.

Action Item #5 Progress Report:

The Communication Studies Department has not yet had the time or resources to create or develop branding and marketing materials for the department. However, the department has engaged in efforts to increase visibility of our major and course offerings by participating in campus wide events and offering our Communication Studies courses in campus and district programs. We have participated in Career and Major Fairs for the last 2 years, and our courses are offered as part of the San Mateo County Community College District's Study Abroad Program. Full-time faculty member, Danielle Powell, successfully led a short-term Study Abroad program to South Africa in Summer 2017 using our COMM 150: Intercultural Communication course. This study abroad program is open to all students in the San Mateo County Community College District.

With the success of this study abroad course offering and student feedback about how this travel opportunity, linked to a course, has made their coursework more meaningful and relevant, the Department has examined other ways to provide additional students a similar experience. One of the ways is to create a Speech & Debate Team (Forensics Team) that would travel and compete on a state-wide and national level. Not only would a team increase the visibility of the Communication Department and AA-T degree, but it would provide an opportunity for all Skyline College students to hone their oral communication and performance skills, learn about and debate global issues, travel, and bring home accolades that could increase their confidence. More importantly, many 4 year institutions offer scholarships in Speech & Debate, so the coaches could connect students with programs and increase the financial support students would receive while transferring.

Associated Objectives

-  [551-Branding and Marketing of the Department](#)
-  [528-Departmental Retreat](#)
-  [627-Speech and Debate Team](#)

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

Internal Changes:

With the increase of Communication Studies majors, our courses being an integral part of the general education and graduation requirements, and the two full-time faculty members receiving reassignment for campus projects and programs, the Communication Studies Department needed to hire three new adjunct faculty in the 2017-2018 academic year. These adjuncts covered a total of 7 sections in COMM 110: Public Speaking, COMM 130: Interpersonal Communication, and COMM 150: Intercultural Communication.

In Fall 2018, the number of Communication Studies sections will be decreased to respond to the drop in institutional enrollment and with the department being approved to hire a new, full-time, tenure track, faculty position, we should not have a need to hire this next academic year.

External Changes:

On August 23, 2017, the California State University Executive Order 1100 was signed by the State Chancellor and made some changes to California State University General Education Breadth (CSU GE Breadth) requirements. One of the updates is that starting in the Fall of 2018, the Golden Four (which includes Communication Studies courses) can be transferred using any modalities (face-to-face, hybrid or online). Prior executive orders had excluded Communication Studies courses from being taught completely online. To provide students more access to specific Communication courses, the department will work on modifying course outline of records to include the option to teach in a fully online format. The first courses will be COMM 110: Public Speaking and COMM 140: Small Group Communication.

Associated Objectives
 528-Departmental Retreat

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

SPRING 2018 Assessment Cycle: COMM 160: Gender and Communication

In the Spring of 2018, the Communication Studies Department offered 1 section of COMM 160: Gender and Communication with approximately 30 students registered at the census date. At the end of the assessment period, we were able to gather assessment data (using the new departmental rubric) from 15 students.

This is the first time that COMM 160: Gender and Communication is being assessed and the data concluded that the department is:

- Not meeting SLO #1, “Describe and apply biological, psychological and critical approaches of gender and communication.”
- Meeting SLO #2, “Identify how communication, identity, and culture inform individuals’ gendered experiences in everyday life.”
- Inconclusive on SLO #3, “Explain how gender and communication influences and is influenced by various interpersonal and institutional contexts including media and popular culture.”
- Inconclusive on SLO #4, “Investigate potential solutions to socio-cultural problems related to gender and communication.”

All of the data was updated and recorded in TracDat.

Findings:

- An examination of the assignment prompts selected to assess SLO’s (Reaction Paper #1 & Reaction Paper #2) may be needed. For example, media and popular culture as well as potential solutions to socio-cultural problems were not specifically stated in the questions students were asked.
- Course content will need to be reviewed and possible changes made to the scaffolding of classroom activities to try and help students achieve the SLO’s.

- Further discussion and work on the rubric is needed.
- Collaboration with the PRIE office to transition our departmental rubric into an electronic format will be needed by the end of the three-year assessment cycle.

Further disaggregation will take place with the data to try and identify trends having to do with the disproportionate populations identified in the Comprehensive Program Review. This will require more data to be provided by the PRIE office.

Associated Objectives
 528-Departmental Retreat

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

The Communication Studies Department continues to stay an involved department on campus; including committees, learning communities, initiatives, leadership roles, workshops and other programs. This departmental involvement has resulted in a growth to the program, curricular offerings, distance education offerings and interdisciplinary collaborations.

The Communication Studies Department has focused on pedagogy and scaffolding strategies over the last couple of years and was excited to report that our varied efforts increased student success and retention with disproportionately impacted populations. However, this last year, with both full-time faculty members receiving reassignment for campus projects and programs, the training and faculty mentorship has not been as prevalent. In the 2016-2017 academic year according to data compiled by the PRIE office our student enrollments were up by 120 students in the Fall and 86 students in the Spring.

- The **success rate** of the department has decreased from 82.4% (15-16) to 81.7% (16-17)
- The **retention rate** of the department has decreased from 91.9% (15-16) to 89.3% (15-16)

It is important to note that the success rate is still higher than the 79.2% in 2014-2015 (the start of our six year program review assessment cycle). At this point, the department is unsure what is causing the decrease and will work with the PRIE Office to further disaggregate the data to try and identify a cause and solution.

Disproportionately Impacted Populations:

- The **success rate** of Black/Non-Hispanic students has seen an almost 8% decrease from 77% in 2015-2016 to 69% in 2016-2017.
- The **retention rate** of Black/Non-Hispanic students has decreased from 90% (15-16) to 82% (16-17).

In looking at the longitudinal data for Black/Non-Hispanic students, it seems that the 2015-2016 year might have been an anomaly, but further data disaggregation is needed. We also need to examine our course syllabi, assignments, classroom practices and policies, to determine if we are unintentionally creating barriers that prevent student success.

- The **success rate** of Hispanic/Latinx students increased from 78% (15-16) to 79% (16-17)
- The **retention rate** of Hispanic/Latinx students decreased from 94% (15-16) to 87% (16-17)

In addition to further data disaggregation, the department would like to examine the introduction of the increased class cap size and the impact that might be having on success and retention rates.

- The **success rate** of Female students increased from 84.5% (15-16) to 84.9% (16-17)
- The **success rate** of Male students decreased from 80.2% (15-16) to 78.6% (16-17)
- The **retention rate** of Female students decreased from 92.3% (15-16) to 91.2% (16-17)
- The **retention rate** of Male students decreased from 91.4% (15-16) to 87.5% (16-17)

This means that our male students are currently less likely to remain in our classes and those that do have a 6.3% lower chance of success. Given the results of this data, coupled with the overall male student population in Communication Studies courses decreasing, we need to further disaggregate the data to try and understand what might be causing these results as well as examining our course syllabi, assignments, practices and policies.

Hybrid Courses:

- The annual headcount has continued to increase within Communication hybrid courses.
- The **success rate** of hybrid students has increased from 80.6% (15-16) to 86% (16-17)
- The **retention rate** of hybrid students has decreased from 90.3% (15-16) to 89.3% (16-17)

We still feel these are strong success and retention rates as many online/hybrid courses have a high attrition rate. Our retention rate has remained relatively consistent and mirrors our face-to-face classroom retention rates.

Associated Objectives
 528-Departmental Retreat

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

The Communication Studies department, and its courses, have been actively involved in the assessment of the Citizenship ISLO.

In Spring 2017, three Communication Studies faculty members participated in the Citizenship ISLO assessment. The courses that were assessed were: COMM 140: Small Group, COMM 150: Intercultural Communication and COMM 160: Gender and Communication. Between the three courses, 83 students were evaluated and the department found that its strongest results were in the “teamwork and collegiality” criterion, where 75% of students were deemed to have proficiency or high proficiency. The other three criteria of “perspective shaping,” “cultural sensitivity,” and “ethical perspectives,” had 64%, 61%, and 67% of students deemed to have proficiency or high proficiency, respectively. The department did notice that the two criteria of “understanding of their individual role in an interconnected world” and “commitment to active citizenship” only had 54% and 57% of students, respectively, fall in the proficiency and high proficiency categories. Lastly, Communication Studies students tended to have the hardest time with the criterion of “understanding of the interconnectedness of global systems,” with only 33% of students being deemed proficient and no students at a high proficiency. In the end, we can conclude that Communication Studies is somewhat helping the college meet its goal of, “Students being able to use knowledge acquired from their experiences at this college to be ethically responsible, culturally proficient citizens, informed and involved in civic affairs locally, nationally, and globally,” just not to the degree that we would like. Our department has work to do.

Since COMM 140, 150 and 160 tend to be courses that focus more on cultural and ethical perspectives, it is an area for departmental conversation and interrogation, especially around pedagogy, assignments, and best practices. We will need to be more intentional about framing the interconnectedness of global systems in our courses and focus on their individual commitments to active citizenship.

Associated Objectives
 528-Departmental Retreat

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

The Communication Studies Department plans to continue its work on the steps laid out in the action plan portion of the 2015-2016 Comprehensive Program Review Document. To make larger gains on the action plan, the department will try and continue the workday/retreat format to increase the input and participation from part-time faculty.

At this time, the only addition to the action plan that is being made is to try and implement a Speech & Debate Team in Fall 2018.

Associated Objectives
 528-Departmental Retreat
 627-Speech and Debate Team

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

Associated Objectives
 551-Branding and Marketing of the Department
 528-Departmental Retreat
 627-Speech and Debate Team
 Budget and Objectives of Communication Studies Department

Objectives of Communication Studies Department

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2413COMM00	Communication Studies (Speech)	Hurless, Jessica

Objective Status: New/In Progress

528 Departmental Retreat

The Communication Studies Department has identified a need for a summer retreat for full-time and part-time faculty. Since the current number of adjunct faculty (10) far outnumbers the full-time faculty (2) we are challenged to get all 12 faculty members together during departmental meetings. Since every faculty member and class is involved in the program and course level assessments, the department needs to have a space and time to conduct conversations and work around rubrics, norming, pedagogy, assessment and strategic planning. Furthermore, trends concerning student success and retention have warranted a further disaggregation and analysis. Without this additional meeting workshop time, the assessment of the department will continue to be incomplete.

551 Branding and Marketing of the Department

As the Communication Studies department continues to grow, it will need to address its lack of branding and marketing on campus. The department would like to re-establish its website and promotional materials. Also, the department would like to work with Admissions to identify possible majors and host events, both on and off campus, to introduce students to the faculty and other Communication Studies majors. We feel this will start to build a community, but also bring a distinctive identity to the department.

627 Speech and Debate Team

The Communication Studies Department is interested in creating a competitive Speech & Debate team to allow all Skyline College students the opportunity to hone their oral communication skills, learn about and debate global issues, experience statewide and national travel, and help make meaningful connections to their coursework. More importantly, many 4-year institutions offer students scholarships for Speech & Debate, which would increase a student's access to financial support at transfer institutions. A team would require funds for the following:

Entry fees at state tournaments (approximately 3-4 tournaments/semester)

Travel costs (food, gas, transportation)

Literature Resources (prose, drama, poetry, binders, files, sheet protectors, etc.)

Coaching staff

Entry fees at a National tournament (Phi Rho Pi)

Team Room (meetings, practice, competition)

Tournament hosting
