

Ohlone College
Speech & Communication Studies Department
Program Review 2005-2006

1. Program Description and Scope

“Speech is civilization itself. The word, even in the most contradictory word, preserves contact — it is silence which isolates.” Thomas Mann, The Magic Mountain

The Speech and Communication Studies program’s primary function is to serve students in the completion of their General Education requirements in the areas of Oral Communication, Social Science, Analytical Thinking, and Fine and Performing Arts. The department also plays a fundamental role in serving students majoring in Speech and Communication Studies by offering a variety of courses required for transfer to four-year institutions. Since the department serves numerous transfer students we have worked to insure that our classes are articulated with Bay Area CSU’s and UC’s. These articulation agreements remain a strong indicator of program success. Additional articulation agreements continue to be developed. The majority of the department’s transfer students enroll at either San Jose State or Cal State East Bay. In addition, this program also serves the needs of second language students in the two non-transfer courses offered.

The three subgroups that this program review will focus on is 1) General Education transfer courses, 2) Speech and Communication Studies majors transfer courses and 3) Developmental speech and pronunciation courses. Based on past departmental surveys, approximately ten percent of students taking transfer courses to meet General Education requirements become Speech & Communication Studies majors.

The department currently has three full-time faculty and approximately 10 part-time faculty. Over the past three years the department has averaged 95 sections annually. Please see Appendix A for departmental data review sheet. The department’s WSCH/FTEF is approximately 400. The department would like to increase this number by adding a Speech & Communication Lab to the Ohlone Fremont campus.

The department is proud of its overall retention rate of approximately 90% considering most people’s fear of public speaking. The department is also proud of the numbers of majors and certificate earners in the past three years, 135 certificates and 35 degrees. The new A.A. degree in Speech & Communication Studies was just approved in 2003-2004.

The three full-time faculty have all pursued continuing education beyond their master’s degrees. Two full-time faculty and one part-time faculty member from the Speech & Communication Studies Department are currently pursuing their Ed.D. in a special Ohlone College cohort program with Alliant International University. All full-time faculty and several part-time faculty participate and serve in regional and national communication studies organizations. Faculty in this department are also very active on campus committees such as International Education, Faculty Senate, General Education

Sub-Committee, and Staff Development. Two of the full-time faculty and several part-time faculty have taught offsite in companies through contract education including NUMMI and Flash Electronics. Also, one of the full-time faculty members served on the board at the College of the Holy Rosary (Dominican's Order in Mission San Jose).

This program does use technology in the classroom when available and would like to be using more technology in the classroom and as more Ohlone College – Fremont campus classrooms are updated and converted to Smart classrooms. Several Speech & Communication Studies classes are taught as hybrid online courses that meet state IMPAC guidelines for online communication courses.

The Forensics program has been a part of the Speech and Communication Studies department for the last six years. (It has a separate budget code for bookkeeping purposes.) We offer a variety of ways for students to be involved in speech and debate. We offer 1- and 2-unit courses for students who wish to participate in on-campus tournaments and attend campus speaking events. We offer 3 units to those who wish to participate in off-campus tournaments by competing with students from other colleges and universities. Our students have garnered numerous awards over the years including awards at the national level.

2. Relationship to Ohlone College Mission and Goals

Goal 1 – Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.

In the Speech and Communication Studies Department we have been developing cross-cultural curricula for a number of years. In the revision of all our courses during 2005, we have included additional cross-cultural information as it relates to the particular course. Our intercultural communication course, which meets Ohlone College's Cultural Diversity General Education requirement, and also transfers to CSU and UC, continues to develop using the latest published intercultural research.

Goal 2 – Develop across the curriculum the learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.

Collaborative learning methods have always been an integral part of the Speech and Communication Studies program. Because all communication is interactive, the courses focus on both theory and practice. This philosophy of active learning is also integrated into our AA degree requirements. And, most importantly as a whole both full-time and adjunct are student focused in the development of

curriculum, in staff development activities and in the day-to-day endeavors of student learning.

Goal 3 – Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability.

Two of our full-time faculty and one of our part-time faculty have participated in the planning, development and implementation of learning communities. These include “Building Bridges” a learning community between math/engineering, speech and English; Voices from the Stage: a learning community between speech and theater and dance for evening students; and a learning community between speech and Chicano Studies and a fourth one between speech and English. Two of these have been completed and two of these will be offered in 2006. The department will continue to explore new opportunities to be involved in learning communities.

Goal 4 – Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial and supportive of the Learning College Model.

Full-time and part-time faculty in the department have continued their education through both Alliant International University and outside sources. The department also has a long history of holding biannual meetings with adjunct faculty to share best teaching practices. Often college personnel have elected to take a variety of Speech and communication Studies course in order to develop personally and professionally.

Goal 5 – Promote health, environmental, cultural and economic vitality of the communities served by the District through programs of outreach, community service and partnership ventures.

The department invites guest speakers from the community and universities to speak on a variety of communication topics that enhance our ongoing classroom instruction. In addition we plan to develop a service-learning project that invites elementary students to the campus to participate in an oral interpretation festival.

3. Program Student Learning Outcomes

The Speech & Communication Studies Department met three times for the sole purpose of discussing program review. We reached consensus on four learning outcomes and to best assess the. Learning Outcomes.

Learning Outcome	Applicable Courses
1 Demonstrate the ability to effectively communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.	Spch 115, 101, 103, 105, 102, 104, 106, 122
2 Describe and analyze the symbolic nature of communication and how it creates individual, group and cultural reality.	Spch 105, 103, 102, 104
3 Identify, evaluate and utilize evidence to support claims used in presentations and arguments.	Spch 101, 102, 104, 105, 106, 115, 122, 103
4 To demonstrate through performance and analysis the importance of both verbal and nonverbal communication.	Spch 101, 132, 130, 115, 110, 112, 150, 151

The department divided our courses into three groups.

- **General Education and Transfer Courses** – SPCH 101, 102, 103, 104, 105, 106, 110/112, 115, 120, 130, 132, 190, & 200-203
- **Communication Major Courses and Certificate Courses** – SPCH 101, 102, 103, 104, 105, 106, 110/112, 115, 120, 130, 132, 190, & 200-203
- **Non-Transfer Courses** – SPCH 150 & 151

The department agreed to rewrite all of our courses to include new student learning outcomes that reflect our program student learning outcomes. In the revision process we decided which courses needed to be rearticulated and we have submitted through our Articulation Officer. The department will continue this process of revision in order to reflect the current research trends in communication and business. Please see Appendix B for course and articulation grid.

On the following pages, there are detailed descriptions of the types of assessments to be used to measure these student learning outcomes.

Student Learning Outcome 1: Demonstrate the ability to effectively communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.

Assessment: Examples of persuasive speech outlines from SPCH 101 – Public Speaking.

Student Learning Outcome 2: Describe and analyze the symbolic nature of communication and how it creates individual, group and cultural reality.

Assessment: Grid from SPCH 103 – Interpersonal Communication from a midterm test question on the Sapir-Whorf Hypothesis.

Student Learning Outcome 3: Identify, evaluate and utilize evidence to support claims used in presentations and arguments.

Assessment: Examples of fallacy scrapbooks from SPCH 102 – Critical Thinking/Group Decision Making and examination of fallacies in reasoning from the film “12 Angry Men.”

Student Learning Outcome 4: To demonstrate through performance and analysis the importance of both verbal and nonverbal communication.

Assessment: Tape of Speech Night, an annual performance planned and performed by students from a variety of SPCH courses including forensics.

4. Assessment of Student Success in Reaching Program Outcomes

The four student learning outcomes and assessments for each of these are primarily focused on transfer courses which comprise 12 of our 14 courses. In the future the department plans to develop an online assessment for our non-transfer courses.

Student Learning Outcome 1: Demonstrate the ability to effectively communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.

Assessment: Included are examples of persuasive speech outlines from SPCH 101 – Public Speaking—and audience assessment samples and a sample critique sheet for persuasive speaking. Students retain the videotapes of their speeches.

Explanation of Assessment: The department selected two sets of student outlines from persuasive speeches using the rubric: content, organization and delivery. Please see Appendix C for student samples to address the content and organization section of the rubric. Students retain the videotape of their speeches for their final self-evaluation paper. In persuasion, students must demonstrate an understanding of how to develop appropriate messages for diverse audiences in a variety of contexts.

Students are required to do an audience analysis before they prepare the persuasive speech in order to design a thesis that will both limit and refine the scope of the persuasive message. (Please see a sample of an audience survey following the outline on grade school food options.) After the student completes the audience survey, the student must decide on which persuasive strategies best fit their audience.

The speaker in the “The Same Sex Marriage” speech decided to concentrate on logos (logical arguments) citing research, and ethos (building credibility) by clear organization and citation of sources, as opposed to pathos (emotional arguments) which generally work well with people who already agree with your position.

Student Learning Outcome 2: Describe and analyze the symbolic nature of communication and how it creates individual, group and cultural reality.

Assessment: Grid from SPCH 103 – Interpersonal Communication – from a midterm test question on the Sapir-Whorf Hypothesis.

Explanation of Assessment: The following tables illustrate student success in demonstrating how a culture’s language influences thought.

Sapir-Whorf Hypothesis

Question: Using the pictorial diagram of the Sapir-Whorf Hypothesis, explain how a culture’s language influences its attitudes. For full credit, use an example to illustrate this concept.

Grading criteria

5 Points Possible:

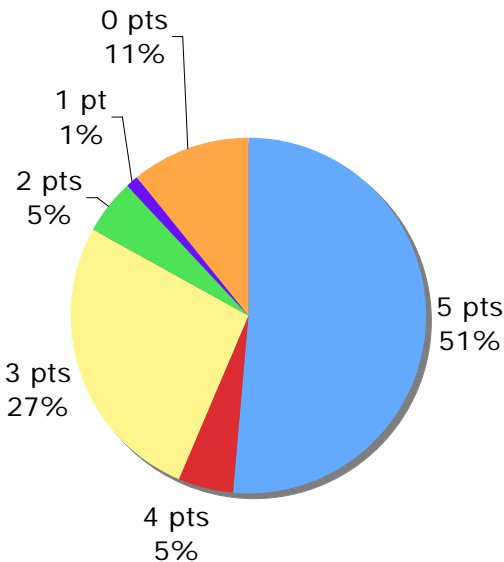
- 1 point for the pictorial diagram
- 2 points for demonstration of the understanding of the concept
- 2 points for providing an example

Results

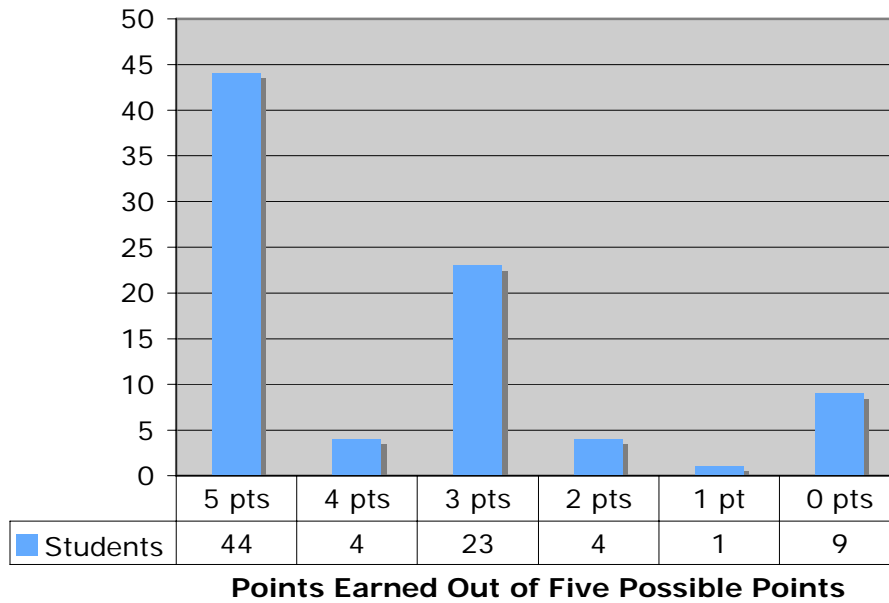
- 5pts. Forty-four (44) students clearly understood, explained and could apply the theory, and therefore received five out of five points
- 4pts. Four (4) students did not follow directions, and therefore received four out of five points

- 3pts. Twenty-three (23) students didn't provide an example, and therefore received three out of five points. This indicates that application is a difficult step for many students.
- 2pts. Four (4) students didn't provide an example or diagram; they could only parrot/repeat/echo the definition, and therefore received two out of five points
- 1pt. One (1) student possibly guessed to get one point, and therefore received one out of five points.
- 0pts. Nine (9) students, most of which were failing the class with histories of poor attendance and an absence of completed homework, received zero out of five points.

Percentage of Student Scores



Break-Down of Student Scores



Exemplary answers from two students:

- 1) An example of the Sapir-Whorf Hypothesis that illustrates that a culture’s language is reflective of its attitudes and values is demonstrated in Spanish language where there are two forms of the English word you, “tu” and “usted.” In English, the word “you” is used for everyone regardless of age or status. In Spanish, “tu” is used with friends in an informal way. “Usted” is used when talking to elders and people with more status. Use of “usted” reflects the cultural value of respect for elders and of status in Mexican culture as compared to in the U.S. where people are more informal with everyone.

- 2) A cultures language reflects its attitudes and values. In the U.S., the denotative meaning of the word “grandmother” is the mother of your mother or father. But the connotative meaning of “grandmother” is a sweet old lady who makes cookies and is nurturing and caring and buys gifts for her grand kids. The connotative meaning of the word reinforces our values about what grandmothers are suppose to be like. Language in a culture tells a lot about the values it enforces or supports.

Student Learning Outcome 3: Identify, evaluate and utilize evidence to support claims used in presentations and arguments

Assessment: Examples of fallacy scrapbooks from SPCH 102 – Critical Thinking/Group Decision Making and examination of fallacies in reasoning from the film “12 Angry Men.”

Explanation of Assessment: We have included two fallacy scrapbooks from SPCH 102. Identifying and using examples of fallacies from current events is often quite difficult for students; however, this assignment gives the student an opportunity to practice both skills. In addition, identification of fallacies in media such as film encourages students to utilize critical thinking skills. These skills empower students to more critically evaluate the information presented to them in the current mass media.

Student Learning Outcome 4: To demonstrate through performance and analysis the importance of both verbal and nonverbal communication

Assessment: Tape of Speech Night, an annual performance planned and performed by students from a variety of SPCH courses including forensics, is being submitted with this report.

Explanation of Assessment: Through the planning, practice and presentation of speech night, students are able to participate in the entire communication process including the analysis of the performance.

5. Assessment of Program Through Review of the Teaching Learning Process

For this section of our program review, we focused on three areas. First, we rewrote and updated all of our courses including new student learning outcomes and the required assignments (performances, papers, projects, etc.) for each course. We submitted our revisions for articulation. Please see attached revised course descriptions in Appendix D. Second, we wrote an instructor evaluation for SPCH 103 – Interpersonal Communication that was posted on Survey Monkey during the Fall semester. Please see our Instructor Evaluation form in Appendix E. The SPCH 103 – Interpersonal Communication course has been a very popular course with Ohlone students for more twenty years. The majority of students either agreed or strongly agreed with each of the twenty questions asked about the effectiveness of their Interpersonal Communication Instructor. Of the responses received the strongest areas of disagreement were about uses of technology in the classroom. Three students felt that not enough technology was used. Our department agrees with these survey results as many of our courses are not taught in Smart classrooms. We hope as classrooms receive equipment that we will be scheduled in Smart classrooms in the future allowing us to incorporate more technology in the instruction of this course.

Third, we evaluated our hybrid online SPCH courses using both focus groups and online evaluations. The results of these assessments are as follows:

- Students like the hybrid format (5 class meetings and weekly online instruction) for SPCH courses
- Students would like to see more hybrid courses
- Students find group projects difficult to manage in the online format
- Students would like more clarification on online assignments.
- Student feel that five in-class sessions is enough in-class sessions.
- Student would like more feedback from the instructor about assignments and grades.

6. Assessment of Program Improvement Since Previous Program Review

(Note this step will be implemented during the second program review cycle.)

7. Describe Review and Dissemination Team Involvement

Our Program Review Team consisted of our Division Dean, Mikelyn Stacey, the three full-time faculty members: Kay Harrison, Brenda Ahnholz, and Teresa Massimo; a faculty member outside of the department, counselor Maria Ramirez, and a member of the community, Rae Ann Ianeillo, and a student Kevin Pham.

Poem for the end of the report:

“A word is dead
 When it is said,
 Some say.
 I say it just
 Begins to live
 That day.” Emily Dickinson, “A word is dead”