Program Description and Scope

1. **Program Review Title:** Speech and Communication Studies/Forensics
2. **Academic Year:** 2013/2014
3. **Review Type:** Instructional Disciplines
4. **Program/Departments:** Speech and Communication/Forensics (15003,15005)
5. **Authority Code:** 47-Dean, Language and Communication
6. **External Regulations:** ☐ Yes | ☒ No
7. **Provide a brief narrative that describes the instructional program/discipline.**
   
The Speech & Communication Studies Department at Ohlone College is a Western States Communication Association (WSCA) award-winning, interdisciplinary, academic program that offers general education courses and lower-division transfer level coursework in communication studies courses. Several of our courses are rooted in classic rhetorical theory, such as in our Public Speaking, Persuasion/Critical Thinking, Argumentation/Critical Thinking, and Forensics courses. Largely our courses are rooted in the social sciences and examine the ways in which human communication behavior creates and maintains relationships in multiple diverse contexts including interpersonal communication, intercultural communication, family communication, communication theory, gender communication, leadership communication, small group communication and business communication. Finally, we have several fine and performing arts courses such as Oral Communication of Literature and Voice & Diction. We have three AA degrees and seven certificates in Speech & Communication Studies including the new Associate Degree for Transfer in Communication Studies based on SB1440. Finally, we have three interdisciplinary certificates in International Business, Mass Communication, and Gender and Women’s Studies. Our largest course offering per semester is our SPCH 101 – Public Speaking course with 14-20 sections per semester. As for extra-curricular student activities, our department has a competitive forensics team which is a part of the Northern California Forensics Association. It has won numerous state and national competitions. We have a Sigma Chi Eta (Students in Communication with Honors) Honor Society Chapter at Ohlone College, which was awarded the outstanding college chapter nationally in 2010.

As part of SPCH 101, students are required to spend one hour per week (sixteen hours per semester) in the Maggie Morrison Communication Lab, which was established in 2006, to complete and practice their oral communication assignments and lab activities from the required lab manual we publish in partnership with our textbook publisher. Our Communication Lab now serves between 400 (in the fall) and 500 (in the spring) Speech Communication students per semester, and, in addition to the required lab activities, provides tutoring in oral communication and critical thinking skills, including information competency skills. Each semester approximately six instructors and a staff of thirty trained Communication Lab tutors staff the lab. Students can receive help with topic selection, research, outlining, delivery help and visual aids as well as record their speeches for review and critique. Having student tutors is a wonderful way for both students and student tutors to learn and practice their oral communication skills in a safe, risk free environment. Student involvement in the department and other extra-curricular programs, such as the Speech Club, the Speech Speaker's Series, the Forensics Team, and Sigma Chi Eta honor society, are also promoted in the lab.

In the past few semesters the tutor training process has grown and evolved and now we are completing a tutor training manual that will be published and available this fall. Student tutors are trained to help with topic development, thesis writing, speech outlining for informative and persuasive speeches, techniques for critiquing oral presentations, and visual aid creation. Our Communication Lab is hoping to earn national certification for our lab and our tutor training program from the National Association of Communication Centers in the next year.

Both the lab and the tutor training program are assessed with satisfaction surveys that are collected and analyzed every semester. Many of the recommendations for improving the lab facilities and the lab
curriculum and tutor training program are implemented each semester as a result of these surveys. The Speech Communication Department thinks these assessments and surveys are valuable and vital pieces of evidence that inform and guide improvement and change in their program.

8. Describe how the program specifically serves students, faculty and staff.
   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 accepted for transfer to four-year institutions.

   We serve both the faculty and staff by offering a speaker’s series for the entire campus and offering the services of the Communication Lab to faculty and staff who wish to use it.

9. Describe how the program addresses current needs and applies current technologies.
   The Speech and Communication Studies Department offers both General Education and lower division transfer courses in the areas of Oral Communication, Social Science, Analytical Thinking, and Fine and Performing Arts.

   We apply current technologies such as PowerPoint, Flip videos and TED.org speeches in the classroom, the Communication Lab and on the Forensics team. Online classes incorporate video streaming, podcasting and vodcasting, and other innovative collaborative learning technologies. For our information competency requirements, we have students use the Library resources to explore credible sources on the Internet.

10. Discuss the impact of the program on the college and/or other programs.
    Ohlone College students who transfer to CSUs and UCs can take a wide range of Speech Communication courses that meet general education requirements. Also, the CSUs require a speech communication class to meet their oral communication requirement. For our transfer students, the nearby CSUs have agreed to take 9-12 of our lower-division units into their programs. We offer several cross-referenced classes with other departments at Ohlone College.

    Overall, skills obtained in Speech Communication classes can help students meet their personal, professional and educational pursuits.

11. Discuss the impact of the program on the community and the impact of the community on the program.
    Our Speech Communication instructors, both full- and part-time, are available to offer workshops at off-site locations and through Community Education. We also offer the opportunity for community members to use the Communication Lab and to attend the Communication Studies Speakers Series. The Forensics team hosts debates on election issues in order that the community can obtain information.

College Mission
1. Mission Statement
   The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. Vision Statement
   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. Core Values, Goals & Objectives:
   a. College Core Values
      - We promote diversity and inclusiveness.
      - We maintain high standards in our constant pursuit of excellence.
      - We value trust, respect and integrity.
      - We promote team work and open communication.
   b. College Goals & Objectives
      1. Through innovative programs and services, improve student learning and achievement.
         1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate
improvement plans.
2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
7. By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.
10. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
1. By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.

4. Briefly describe how the program supports the college mission, vision selected college values.
The Speech Communication Studies Department supports the primary mission of Ohlone College in that we offer general education and transfer programs for university-bound students for our community.

5. Briefly describe how the program supports selected college goals.
Goal 1: We support college goals by offering two transfer-focused AA degrees and multiple certificates in Communications Studies for students to obtain. We also work on various pedagogical approaches to enhance student learning and retention such as the Communication Lab and supervised tutoring for public speaking courses. Through all of this we provide a foundation for students to better communicate their ideas in classes and on campus.

Goal 2: Employers have reported for decades that oral communication skills are the number one skill they are seeking in the workplace.

Goal 6: In the Speech Communication Studies Department, we continue to offer and infuse multicultural perspectives in every course in the department. Our intercultural communication course, which meets Ohlone College’s Intercultural/International Studies GE requirement, also transfers to CSU and UC. We also offer communication courses that are part of interdisciplinary curriculum in gender & women's studies and international business.

6. Briefly describe how the program supports selected college objectives.
Our primary mission in the Speech & Communication Studies Department is to encourage students to earn certificates, degrees, and to transfer to four-year universities. Overall, our classes meet a wide range of general education requirements from Oral Communication, Social Sciences, Critical Thinking and Humanities courses. The Forensics team offers added opportunities for students to engage in critical thinking and oral communication activities via intercollegiate speech and debate tournaments. We offer classes at both the Fremont and Newark campuses as well as online.

Program SLOs and Assessment
1. Program SLO One
Demonstrate the ability to effectively communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.
a. Indicate program assessment strategies used.
   - Rubrics
   - Other
b. Describe the criteria and standards used to appraise student work.
   Click here to enter text.
c. Enter assessment results and analyze student success in achieving this program SLO.
   Click here to enter text.
d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   Click here to enter text.

e. Future Action (Improvements)

   Click here to enter text.

2. Program SLO Two
Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.

   a. Indicate program assessment strategies used.
   - Rubrics
   - Other: Midterm Exam: short answer essay question

   b. Describe the criteria and standards used to appraise student work.
   Collected data over two semesters in SPCH 103.

   c. Enter assessment results and analyze student success in achieving this program SLO.
   Students demonstrated competence in defining and illustrating the Sapir-Whorf Hypothesis even though few were able to illustrate the concept correctly.

   d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   Click here to enter text.

e. Future Action (Improvements)

   Click here to enter text.

3. Program SLO Three
Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.

   a. Indicate program assessment strategies used.
   - Performance Assessment
   - Rubrics

   b. Describe the criteria and standards used to appraise student work.
   SPCH 101 meets the college's information competency requirement and we assessed students’ research for the informative speech in five sections in Spring 2012.

   c. Enter assessment results and analyze student success in achieving this program SLO.
   The data revealed that students need to use the library tools to access academic research and topics need to be more scholarly although our department passed the librarians assessment by approximately 75%.

   d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
   We are adding a requirement for four, not three, library sources and the library tour in addition to the library assignment.

   e. Future Action (Improvements)

   Click here to enter text.

4. Program SLO Four
Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.

   a. Indicate program assessment strategies used.
   - Rubrics
   - Other: Use of the rubric in classroom presentations in SPCH 101.

   b. Describe the criteria and standards used to appraise student work.
   The full-time faculty in the department used the same rubric for four sections of SPCH 101-Public Speaking during the fall semester of 2009. Rubric attached.

   Public Speaking (Spch 101) Evaluation rubric provides the standards and criteria for evaluating the introductory speech, the informative speech and the persuasive speech. (attached)

   The time line:

   Fall 2009: Data collected from 2 online sections and 2 classroom sections. Data on 3 speeches in 4 sections will give us approximately 480 speeches for our assessment. We project that this will give us statistically significant data.
Spring 2010: Analysis and interpretation of data and suggestions for improvements.

c. Enter assessment results and analyze student success in achieving this program SLO.
SLO#4 Data tables attached.
Analysis: We hoped to prove that students using the in-person lab vs. the online would show
statistically higher grades in delivery (verbal & nonverbal) over the course of the semester. We did find
that delivery improves as students do more speeches throughout the semester. These findings were
statistically significant. However, we were unable to show that the sections that used the in-person lab
were significantly different from the sections that used the online lab because we did not tie the data to
the number of hours spent in the lab. From these data we learned that more practice and more
experience giving speeches improves delivery (SLO#4). Secondly, when collecting these data in the
future, we need tie delivery performance with the number of practice/lab hours.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
Continued use of the lab and a more structured approach to requiring student use of the lab. We are
currently revising both tutor/consultant training and lab modules for student use in the lab. In addition,
in the future we will have each student tape a speech in the lab, and it will be e-mailed to both the
student and the instructor.

e. Future Action (Improvements)
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SLO Matrix
Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

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SLO Matrix Comments:
Program Analysis

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

1. **Describe program achievements and successes.**
   
   We expect all students in the program to achieve the four program SLOs, and we feel our curriculum and course success rate reflect it (high 70% since fall 2009 to present). Students cannot complete a SPCH 101 course without successfully completing three oral speeches. These speeches reflect the overall program SLO's.

   Applications for certificates dropped in 2007-08. We had usually awarded approximately 50 certificates. We surmise that despite the fact that we have more Speech & Communication Studies AA degrees and more students qualifying for our Speech Honorary Society, our students are not applying for certificates or they are unaware that they have to apply for them.

   We plan to enlist our adjunct faculty in promoting our certificates, our AA degree and our Honorary Society. In addition, we need to attend a counseling meeting and present information on our certificates.

2. **According to the evidence, what are the areas needing improvement?**

   The following items are necessary for the success of the Speech Lab:
   - A full-time lab supervisor to assist with the development of lab materials and tutor/consultant training.
   - A larger lab and taping suite near the existing lab where students can tape and view speeches to accommodate the large number of student using the lab for thousands of hours per semester.

**Outside Review Results**

a. **List each team members name and title.**
   
   Click here to enter text.

b. **Discuss key feedback provided by team and how it was incorporated into the report.**
Speech 101 – PUBLIC SPEAKING

Instructor:  ☐ K. Harrison  ☐ T. Massimo  ☐ B. Ahntholz

Speaking Assignment:  ☐ First/Introductory Speech  ☐ Informative Speech  ☐ Persuasive Speech

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Scale  
3=C  2=D  1=F  5=A  4=B

Speech 101 – PUBLIC SPEAKING

Instructor:  ☐ K. Harrison  ☐ T. Massimo  ☐ B. Ahntholz

Speaking Assignment:  ☐ First/Introductory Speech  ☐ Informative Speech  ☐ Persuasive Speech

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Scale  
3=C  2=D  1=F  5=A  4=B
Average grade scores for the content of speeches were statistically higher for online versus offline classes. Speech organization scores were slightly higher, although not statistically so. Delivery for online speeches was 3.68 versus 3.65 for inclass, not statistically significant.
Scores for the content portion of the First/Introductory speech were typically higher than for the areas of organization and delivery. Delivery scored lowest. This is also the case regarding the Informative speech. Grades were better for the content portion of the speech and were lowest for the delivery portion.

Grades for each area of the Persuasive speech were statistically the same.

Interestingly, content scores were higher for the First/Intro speech and lowest for the Persuasive speech. Organization scores stayed the same. Perhaps more interestingly, delivery scores improved with each speech, from 3.47 to 3.91, a difference that is statistically significant.
Overall scores (The average of Content, Organization and Delivery) decreased slightly from the First/Intro Speech to the Informative speech, from 3.18 to 3.03. Overall scores for the Persuasive and Informative speech were statistically even.

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