

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name:** Speech Communication **Academic Year** 2023/24

### Highlights:

1. Multiple OER/ZCT textbooks were adopted
2. Changes were made to DE offerings based on current DE pedagogy
3. Outcomes assessment are up to date
4. 2-year program map is up to date
5. Notable collaboration: SPCH faculty and ENG faculty are working together with athletics to offer a linked public speaking course
6. SPCH 103 (DL) reviewed for RSI (regular, substantive interaction)
7. Course review for all courses were completed this year. CORs are updated in Curriquet
8. SPCH has an uncertainty regarding one of our FT faculty positions. The average fill rate for AHC is 75%. SPCH fill rate is 87%. This justifies our request for a potential replacement for Jennifer Schroeder, should she accept a permanent Guided Pathways Director position

### Has your program mission or primary function changed in the last year?

SPCH 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 mission has not changed.

The primary function has not changed.

### 1. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

- 1.) We submitted paperwork through AP&P seeking approval to change our discipline name from Speech Communication to Communication Studies. It was approved.
- 2.) We submitted paperwork through AP&P to change all our course names to reflect COMM versus SPCH. They were approved. Henceforth in the program review the discipline and courses will be referred to as Communication Studies/ COMM
- 3.) We removed the SPCH AA degree as a degree option, retaining only a SPCH AA-T.
- 4.) We made major modifications to the SPCH 103 (interpersonal communication) COR.

- 5.) SPCH 103 major modifications were approved by AP&P and were submitted for CSU Area 1C and IGETC Area 4 approval.
- 6.) If SPCH 103 gets IGETC approved, we will be submitting it for CalGETC approval in December 2024.
- 7.) We made major modifications to SPCH 106.  
 COMM 106 (formerly SPCH 106) was modified to align with the IGETC Transfer Model curriculum; requiring it to have a prerequisite of English 101. While it is understood that prerequisites may cause scheduling conflicts and other potential barriers to students, the Communication Studies department feels this is the right decision because (1) aligning with the IGETC standards will allow more transfer opportunities for students, (2) the English prerequisite will likely help students' confidence and performance in this course/ success rates, and (3) This course is offered every semester to avoid issues regarding scheduling conflicts.
- 8.) We submitted SPCH 106 for review for IGETC 1C and New for IGETC 1B.
- 9.) We made minor modifications to SPCH 101 and updated the COR. We will submit it for CalGETC approval in December 2024.
- 10.) We made minor modifications to SPCH 102 and updated the COR. We will submit it for CalGETC approval in December 2024.
- 11.) We created a new course: COMM 100: Survey of Communication Studies.
- 12.) We submitted COMM 100 for CSU GE Area A1 and Area D.
- 13.) We submitted COMM 100 for UC transferrable approval (will submit in June 2024).
- 14.) Updated our PLOs.

**2. Is your two-year program map in place and were there any challenges maintaining the planned schedule?**

Yes, our two-year program map is in place. There were no challenges.

All courses are offered each semester, so students can earn their 2-year AA degree within 2 years.

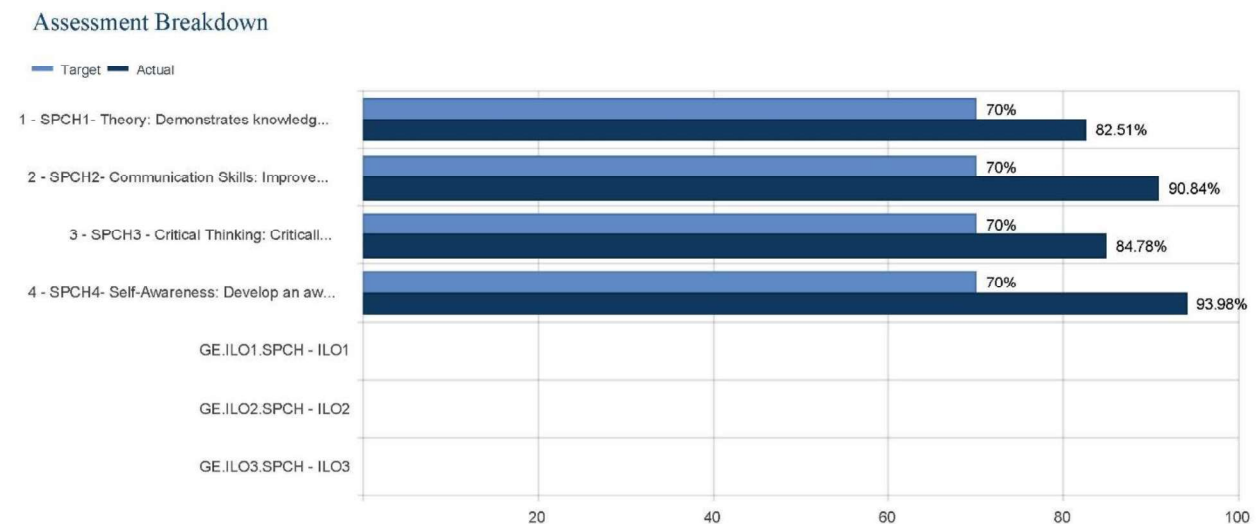
**3. Were there any staffing changes?**

- 1.) FT faculty member Jenny Schroeder was promoted to a 1-year Guided Pathways Director position, which took her out of the classroom in spring, summer, and fall 2024.
- 2.) We requested a 1-year temporary full-time hire to cover Jenny Schroeder's 1-year leave from the department but were denied the position.
- 3.) We hired 2 new part-time faculty members.
- 4.) One part-time faculty member was terminated.

#### 4. What were your program successes in your area of focus last year?

- 1.) We changed our course prefix from SPCH to COMM to reflect the title for most CSUs.
- 2.) We adopted an OER textbook for SPCH 103.
- 3.) We are in the process of adopting an OER textbook for SPCH 110.
- 4.) We are inquiring about SPCH being a zero-cost major.
- 5.) Diane Auten, DE instructor in SPCH, completed the DE Pedagogy Course offered at AHC, certifying her as a DE Peer Mentor.
- 6.) Our two DE courses, SPCH 103 and SPCH 110 were revamped to align with theories learned in the DE Pedagogy Course.
- 7.) We created a new course – COMM 100: Survey of Communication Studies— to give students an intro to the major and open more transfer and articulation options.
- 8.) We continued to offer the Athlete Cohort Group with English, with high retention and success.
- 9.) We revised our PLOs in Curriquet.
- 10.) We updated our PLOs.
- 11.) We updated our certificates to “Certificates of Achievement”

#### Learning Outcomes Assessment



##### a. Please summarize key results from this year’s assessment.

Our assessment data shows that across the board the learning outcomes are being met in all Speech Courses. The average among the four PLOs is between 82 - 94%.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.**

After looking at the assessment data over the previous semesters, we are pleased with the overall effectiveness of our programs. We do not have as much data to look at over an extended period because of the change in processes and technology over the years. For example, we cannot enter data on two of our PLOs prior to Fall 2023 because of the way the software has been set up. This technological limitation creates barriers to the discussions and evaluations we can have regarding the program, but we are looking forward to continuing to evaluate these PLOs in upcoming semesters.

- c. Please summarize recommendations and/or accolades that were made within the program/department.**

We will continue to meet as a department to discuss course standards, assignments and grading to ensure our learning outcomes remain high. Now that the process has become official, and the data entry technology is working properly we will work to engage the part-time faculty in this discussion to widen our data pool and have more robust evaluations.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.**

We need to update our 3-year and 6-year planning cycle. This will happen in Fall 24.

We need to update our PLO assessment type and rubric from a 4-point scale to a 2-point scale. This will happen in Fall 24.

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

Speech Communication 103: Interpersonal Communication was reviewed.  
CRN 40182

b. What were some key findings regarding RSI?

The review noted that CRN 40182 was strong in all RSI categories.

Key findings:

There was significant teacher to student contact and communication

There was significant feedback on all student work

Student work was graded in a timely manner

- Some strengths:

Individualized and personal feedback on all assignments

Weekly lecture videos

Active participation with students and instructor in the Q&A DB

Weekly announcements from the instructor

Modules set up in a consistent week-to-week structure

Grading rubrics attached to each assignment

High retention rate

High success rate

High interaction between student(s) and teacher

- Some areas of possible improvement:

No improvements noted

c. What is the plan for improvement?

There is no explicit plan for improvement.

This course has been developed post- pedagogy course AND post new OER textbook adoption and this is the first time it has been offered with the new pedagogy and textbook. There will be improvements, but they are still to be flushed out.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	Potential new full-time faculty position <b>IF</b> Jenny Schroeder does not return to her faculty position.
<b>Planning years:</b>	2024-2025
<b>Description:</b>	
<p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>Hire one full-time instructor to meet the demands of the Santa Maria and the LVC.</p>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

# Area of Focus Discussion Template

## CURRICULUM AND TEACHING DESIGN- Speech Communication

**Curriculum and Teaching Design** analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

**Possible topics:**

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

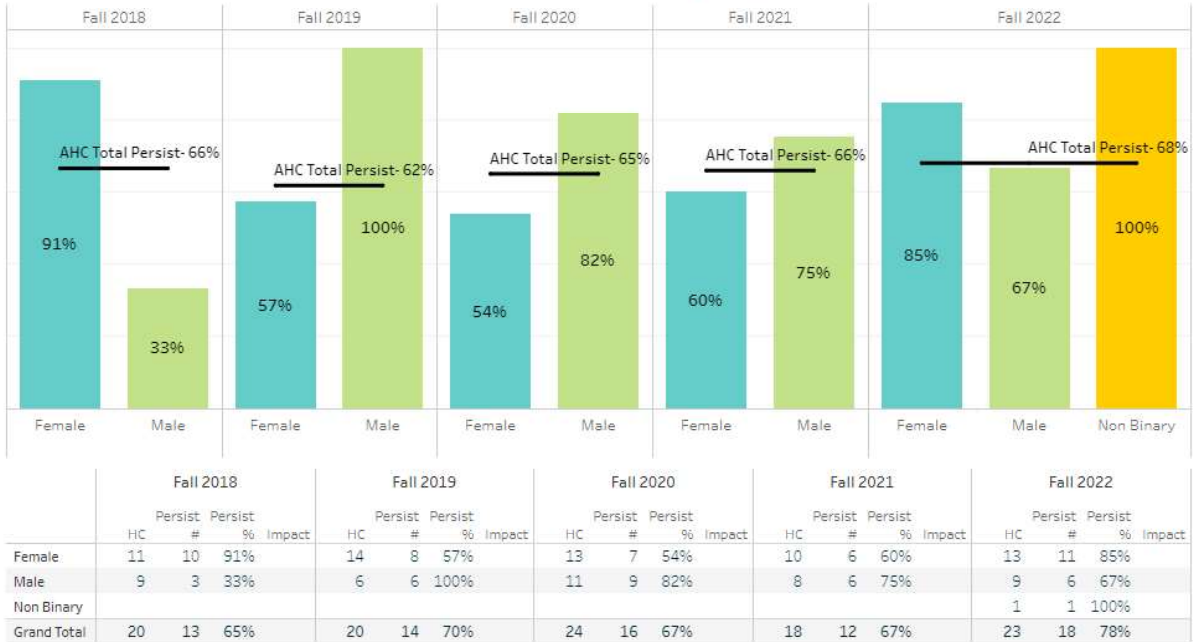
### 1. What data were analyzed and what were the main conclusions?

Based on the recommendations for our Area of Focus, we analyzed success rate, retention rate, persistence, and awards and trends.

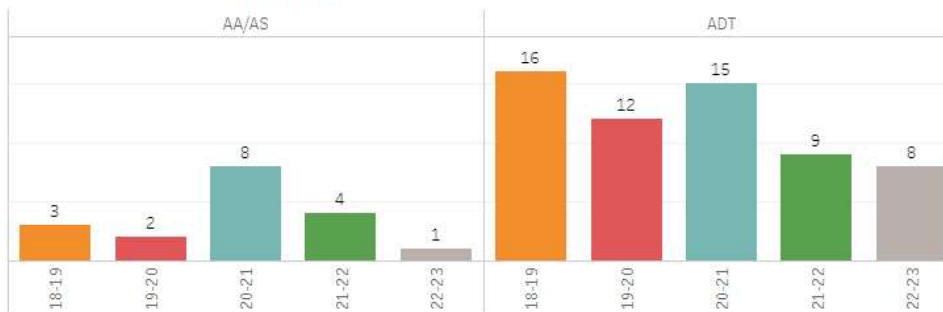
Data:



### First time AHC students Persistence % fall to spring



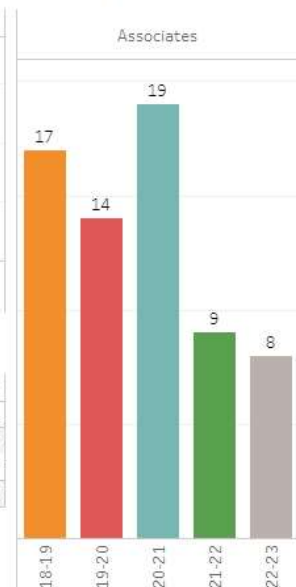
### Program: All | Degree Summary - Unduplicated



#### Degree Description Detail

		18-19	19-20	20-21	21-22	22-23
AA	Speech Communication	3	2	8	4	1
AA-T	Comm Stud for Transfer UC			3	2	5
	Comm Studies for Transfer CSU	16	12	14	8	7
Grand Total		17	14	19	9	8

### Degrees Total





## Main Conclusions:

SPCH had a high retention/ success rate and are doing an excellent job teaching and retaining students.

SPCH Retention Rate: 90% (AHC average was 87%)

SPCH Success Rate 78% (AHC average was 72%)

SPCH persistence rate (data from 2022) exceeded the AHC average (68%) in 2 categories:

Female (85%)

Nonbinary (100%).

SPCH persistence rate was slightly lower than the AHC average (68%) in 1 category:

Males (67%)

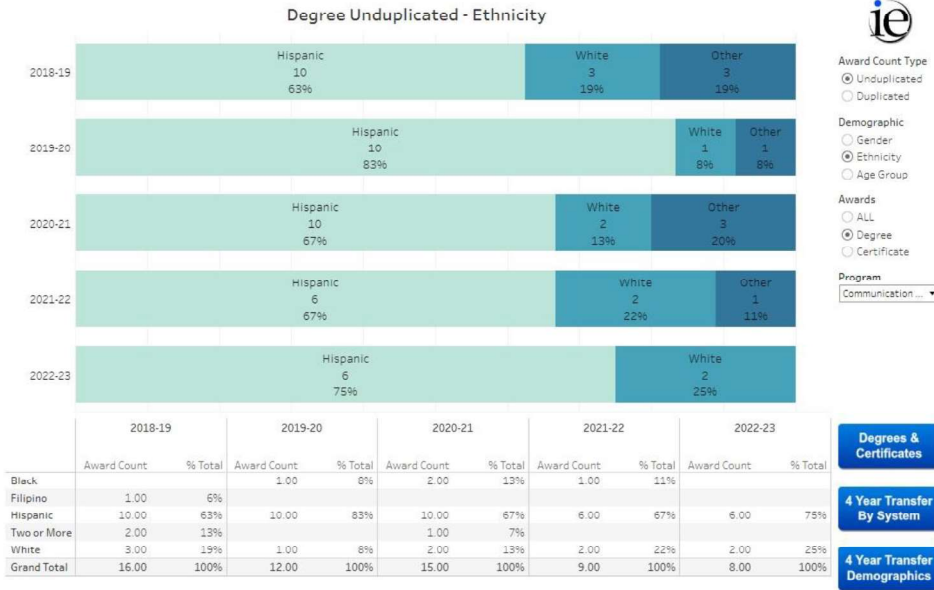
SPCH awarded 1 certificate in 2022/23: Communication Skills for the Business Professional

The SPCH program has an excellent reputation. SPCH awarded 8 degrees in the most recent data year. By the number of students taking other SPCH courses, it means non-majors are electing to take additional SPCH courses after completing the required oral comm.

As a discipline, we have discussed how to target our male population more strategically. Many (male) student athletes major in communication studies. Because of this, SPCH faculty member Andrea Sanders created an athlete link class with English.

When it comes to persistence and our male students, many of them (again because many of them are athletes) struggle to balance their sport and school.

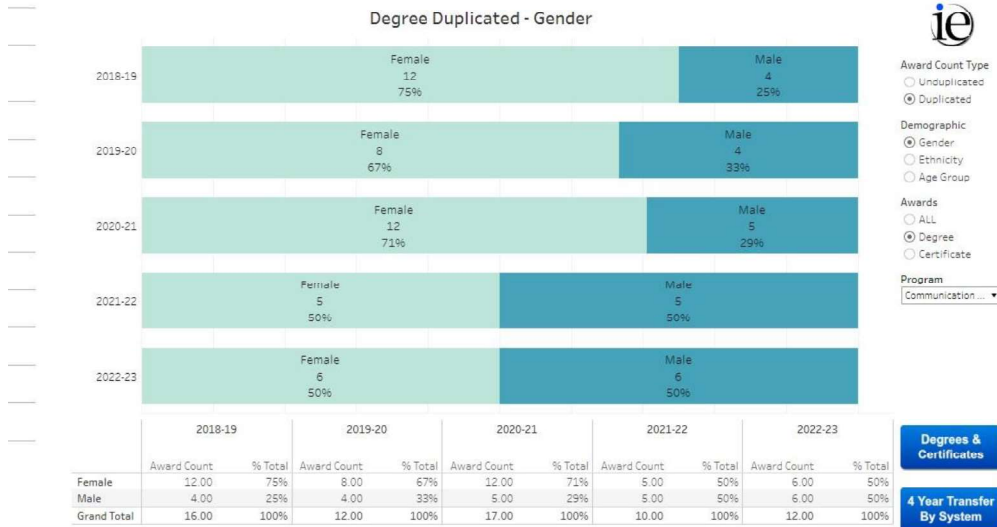
**2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?**



Home / Institutional Effectiveness / Program Review: Awards

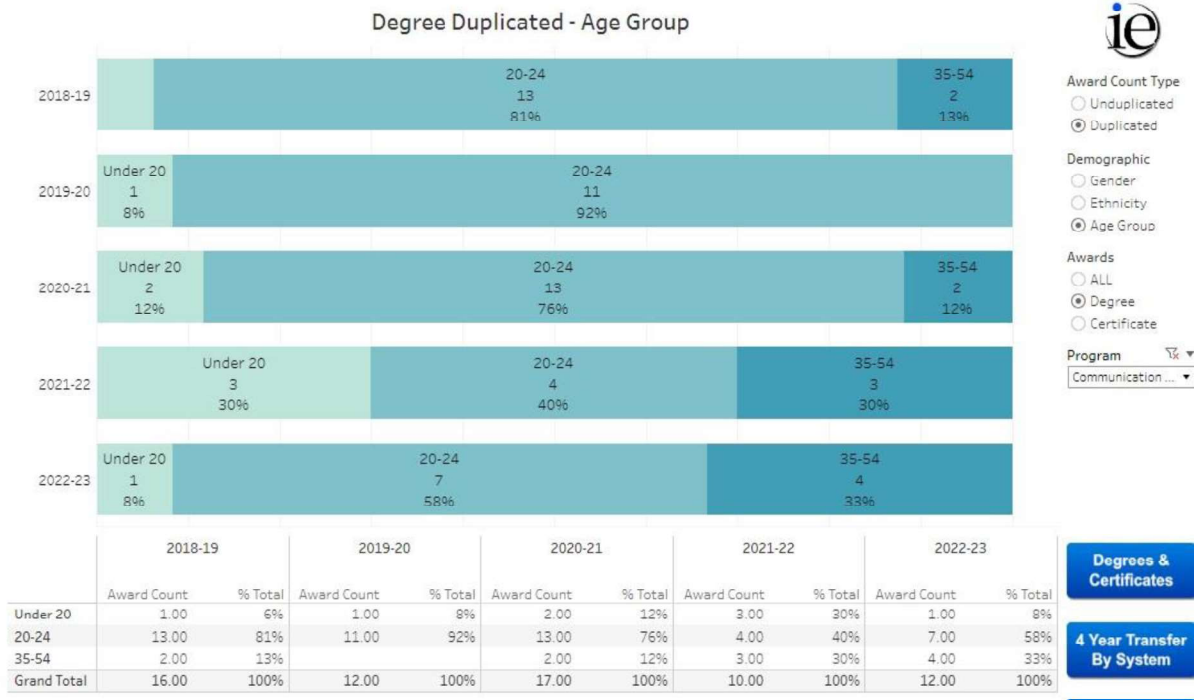
## PROGRAM REVIEW: AWARDS

[AWARD CROSSWALK PDF](#)



# PROGRAM REVIEW: AWARDS

[AWARD CROSSWALK PDF](#)



**GENDER:** Interestingly, in the 2021/22 and 22/23 academic years, SPCH awarded equal amounts of degrees at 50/50 to females and males. However, in prior years, SPCH awarded more degrees to females than males.

**ETHNICITY:** Consistently over the years, most of our majors are female and Hispanic.

**AGE:** SPCH has very few majors under the age of 20. The vast majority fall into the 20-24 age range.

Challenges to student success or access to curriculum:

The biggest challenge for students is being able to afford the textbook(s).

Another challenge is that most of our general ed students fall into the 20–54-year-old age range. This means that many of our students are balancing school, family/ children, and work.

An additional challenge for some (especially DE students) is accessing technology and understanding Canvas.

### **3. What are your plans for change or *innovation*?**

Based on the challenge of not being able to afford textbooks discussed above, SPCH is moving towards being a Zero Cost Major. We have transitioned the SPCH 101, 102, 103, 106, and 108 to ZTC. SPCH 103 just launched as a ZTC course in Spring 2024. SPCH 110 is in the process of being converted and is expected to be a ZTC course by Spring 2025.

SPCH has also added a new course: SPCH 100/ Survey of Communication to allow more students to get a broader feel for the discipline and give students more options when fulfilling their GE.

DE instructor Diane Auten has recently completed the DE Pedagogy Course and has updated the two SPCH DE courses to reflect the recommendations for accessibility. One of the updates has been to add links to sections of the textbook that are being referred to in paper assignments, discussion boards, etc. This has negated the need for students to try to find the content in the textbook. Now, we are using a digital (free) OER textbook, and all assignments are clearly linked to sections in the textbook.

DE instructor Diane Auten has also added Canvas tutorials embedded in her DL courses to help students who struggle with technology/ Canvas.

### **4. How will you *measure* the results of your plans to determine if they are successful?**

SPCH will be able to measure the results of our plan by using assessments and reflecting on the success and retention of students after switching to OER textbooks versus before. We can compare success and retention data pre-OER adoption and post-OER adoption, as well as pre-DE pedagogy versus post-DE pedagogy learning.

We can also examine the scheduling data to see how many students are interested in the SPCH 100 survey course.

### **5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?**

Weekly updates under the Announcements tab.

Written feedback (in the grade book) on every paper and every discussion board.

Introduction of content each week through recorded lecture videos.

Weekly emails (in the Canvas inbox) to check on students, provide compliments or offer suggestions for improvement.

Meetings with students by telephone, Zoom, or in-person during office hours or outside of office hours.

SPCH has a very strong and respected DE program.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

1. Who have you identified to validate your findings? Patrick McGuire reviewed our data and met with SPCH faculty twice to discuss/ update information.
2. Are there specific recommendations regarding the core topic responses from the validation team? Patrick suggested adding a summary of key highlights at the beginning of our annual update.

**Program Review Signature Page:**

  
Andrea Saunders (Sep 9, 2024 20:03 PDT)

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Program Review Lead

  
Diane Auten (Sep 10, 2024 08:27 PDT)

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Date



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Program Dean

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Date



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Vice President, Academic Affairs

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Date











# Communications\_Curriculum and Teaching Design 2023-24


Final Audit Report

2024-09-10

Created:	2024-09-09
By:	Christy Lopez (clopez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA1C-GHQ4oP33rCXNoTsykqMTskXkzkBhT

## "Communications\_Curriculum and Teaching Design 2023-24" History

-  Document created by Christy Lopez (clopez@hancockcollege.edu)  
2024-09-09 - 8:41:00 PM GMT- IP address: 209.129.94.61
-  Document emailed to Andrea Sanders (asanders@hancockcollege.edu) for signature  
2024-09-09 - 8:42:40 PM GMT
-  Email viewed by Andrea Sanders (asanders@hancockcollege.edu)  
2024-09-10 - 3:00:07 AM GMT- IP address: 71.84.105.218
-  Document e-signed by Andrea Sanders (asanders@hancockcollege.edu)  
Signature Date: 2024-09-10 - 3:03:08 AM GMT - Time Source: server- IP address: 71.84.105.218
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