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| **PROGRAM NAME:** Communication Field of Study | **AUTHORING TEAM CONTACT:** Jillian DeShazo |
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| GUIDELINESTime Frames1. Scope:

The time frame of program review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. 1. Deadline Dates:

January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)February 1st – Program Review Document due to Program Review Steering Committee1. Years:

Years 1 & 3 – Implement Action Plan of (CIP) and collect dataYears 2 & 4 – Analyze data and findings, Update Action PlanYear 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action PlanLENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages or 500-1,000 words.**EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made. 1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.
2. Examples of Evidence Statements:
3. Poor example: Core values are integrated into coursework. (Not verifiable)
4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

**FOR MORE INFORMATION:**The Program Review Portal can be found at<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.599.3102). |

**Introduction/Preface**

[x] **EXECUTIVE SUMMARY**

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

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| **Executive Summary (suggested sections/format-not required format)**What does our program do?Why do we do the things we do: Program relationship to the College Mission & Strategic Plan. Why we do the things we do? Program relationship to student demand.Why we do the things we do? Program relationship to market demand.How effective is our curriculum and how do we know?How effectively do we communicate, and how do we know? How well are we leveraging partnership resources and building relationships, and how do we know?How have past Continuous Improvement Plans contributed to success?How will we evaluate our success? |

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| **Complete the Executive Summary below after you have completed your review.**1. **What does our academic program do?**

The Communication Field of Study (FOS) is designed to provide students majoring in communication or related fields with a foundational knowledge of communication concepts and theories. The FOS is comprised of four courses regulated by the Texas Higher Education Coordinating Board (THECB). Field of Study graduates obtain seven marketable skills and are set up to continue their education on a range of degree paths. 1. **Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.**

The program supports the College Mission by fostering the development of valuable skills, by encouraging perspective-taking and ethical communication that strengthens character, and by challenging students’ intellect through theory and analysis. Department faculty support the College Mission through professional development activities and service on campus and district-wide committees and initiatives. The Communication FOS supports “Strategic Goal 1” by surpassing standards for retention rates and Program Learning Outcome targets. “Strategic Goal 3” and “Strategic Goal 4” are supported through the multiple established pathways that include the FOS and the 2 + 2 agreement with Texas Tech University. 1. **Why we do the things we do: Program relationship to student demand.**

The Communication FOS meets student demand. Two courses have increasing enrollment; one is holding stable, and one has dipped in enrollment. Collin County’s population is increasing as well. Speech Communication faculty are aware of these trends and are equipping students to be successful in the Communication FOS.1. **Why we do the things we do: What marketable skills should students have after completing our program?**

Communication skills, the kind emphasized in the Communication FOS, continue to be sought after by employers. The ability to create ethical and audience-focused messages is in-demand. The literature shows that the ability to lead a group, listen well, and understand the perspective of those with diverse cultural values will result in job offers and professional success.1. **How effective is our curriculum, and how do we know?**

The Communication FOS averages 37 completers each year, exceeding the Carl Perkins’ standard for retention across all four program courses. Grade distribution, success rates, and scores from student evaluation of instruction show that program students are performing well and are satisfied with their classroom experience. 1. **How effectively do we communicate, and how do we know?**

The Speech Communication Department is well-represented in Collin College literature and on the Collin College website. Multiple links provide for students with the information they require, such as an explanation of the FOS, the courses offered, the marketable skills obtained across our courses, and the pathways & partnerships the department has with outside institutions. While the information provided on the college website is significant, it can be confusing in that the department is often labeled inconsistently, either “Communication,” “Communications,” or “Speech Communications.” In addition to program literature and electronic sites, advisors work diligently to deliver pertinent information to our students.1. **How well are we leveraging partnership resources and building relationships, and how do we know?**

The department maintains a range of partnerships to support the program, including a transfer agreement, a virtual reality public speaking program, and the Texas Academic Decathlon. 1. **What professional developmental opportunities add value to your program?**

Both part- and full-time faculty engage in substantive professional development regularly. Full-time faculty are particularly engaged in the discipline at the regional and national level. Professional development completed by full-time faculty has a variety of foci: improving online and in-person instruction, as well as sharing research with other faculty within and outside the discipline.1. **Are facilities, equipment, and funding sufficient to support the program?**

Current facilities and budget are adequate.1. **How have past Continuous Improvement Plans contributed to success?**

Past CIPs have contributed to our success in myriad ways, specifically in how we assess our student populations. Some of those successes have been found in the building of more streamlined and measurable assessments in a) virtual oral presentation requirements, b) foundational discipline theories, and c) connections made between theoretical concepts and real-life experiences.  1. **How will we evaluate our success?**

Informed by the six strengths and three weaknesses identified throughout the program review, a plan has been established to address decreased enrollment in SPCH 1318, assess key student learning outcomes, and develop an effective department website. |

Section I. *Are We Doing the Right Things?*

[x] **1. WHAT DOES OUR ACADEMIC PROGRAM DO?**
 **What is the program and its context?**This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested points to consider:*

* *Program’s purpose (Include the program’s mission statement if one exists.)*
* *Program learning outcomes or marketable skills*
* *Brief explanation of who the program serves*
* *Degree paths it prepares graduates to enter*
* *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

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| *• Program’s purpose (Include the program’s mission statement if one exists.)*The Communication Field of Study (FOS) is designed to provide students with a foundational knowledge of communication concepts and theories in several contexts, including interpersonal, intercultural, organizational, and professional. Students refine their communication skills through presentations, working in groups, and one-on-one interactions.*• Program learning outcomes or marketable skills*While completing the Communication Field of Study, students will acquire the following marketable skills:* + Develop an effective and ethically persuasive message.
	+ Identify and overcome impediments to successful communication in a variety of contexts.
	+ Develop and deliver effective formal public presentations.
	+ Analyze cultural and co-cultural differences and respond by utilizing appropriate communication skills.
	+ Create oral and written messages appropriate to an audience, purpose, and context.
	+ Utilize effective listening skills.
	+ Effectively lead a small group and work within the group to accomplish a specific task.

*• Brief explanation of who the program serves*The Communication Field of Study serves a wide variety of students, including those who wish to complete a baccalaureate degree within the field, as well as those looking to sharpen their communication skills and make themselves more attractive to employers by pairing the FOS with a degree in a separate field.*• Degree paths it prepares graduates to enter*The Communication Field of Study includes 12 credit hours consisting of SPCH 1311 (Introduction to Speech Communication), SPCH 1315 (Public Speaking), SPCH 1318 (Interpersonal Communication), and SPCH 1321 (Business and Professional Communication). Source: Communication FOS Certificate- Collin College<https://www.collin.edu/academics/programs/FOS_COM_Cert.html>Students completing the Communication Field of Study are prepared to enter baccalaureate degrees in the following areas: applied communication, communication studies, advertising, creative media industries, digital media & professional communication, media strategies, and public relations. Source: Collin College Transfer Programs<https://www.collin.edu/transferu/>*• What regulatory standards must the program meet (THECB, Workforce, external accreditation)*The Communication Field of Study is regulated by the Texas Higher Education Coordinating Board (THECB). |

[x] **2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.**

* **Provide program-specific evidence of actions that document how the program supports the College’s** [**mission statement**](https://www.collin.edu/aboutus/)**:** “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide program-specific evidence that documents how the program supports the College’s strategic plan (2020-2025 Strategic Plan)**: <https://www.collin.edu/aboutus/strategic_goals.html>.

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
* *Think broadly-increasing completion, pathways to 4-yr and from high schools, etc.*
* *Analyze the evidence you provide. What does it show about the program?*

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| *• Provide program-specific evidence of actions that document how the program supports the College’s mission statement: “Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”***Mission statement: “**Collin County Community College District is a student and community-centered institution committed to ***developing skills***, strengthening character, and challenging the intellect.”At its heart, the field of communication teaches students the skills needed to effectively analyze, construct, and deliver messages in a variety of contexts. Areas covered by the Communication Field of Study include public speaking, small group communication, nonverbal communication, leadership, culture, interpersonal communication, organizational communication, and business and professional communication. Specifically, some of the skills students develop by completing the Communication Field of Study are reflected in the student learning outcomes of the courses within the FOS. The following are select student learning outcomes from each course. * + - SPCH 1311 (Introduction to Speech Communication)
			* Recognize how to communicate in diverse environments.
			* Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
			* Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender, and age influences on human communication.
		- SPCH 1315 (Public Speaking)
			* Apply elements of audience analysis.
			* Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques
			* Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic.
		- SPCH 1318 (Interpersonal Communication)
			* Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
			* Demonstrate ability to analyze and critique verbal and nonverbal interactions in mediated and face-to-face contexts.
			* Identify types of and barriers to effective listening.
		- SPCH 1321 (Business & Professional Communication)
			* Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership, and performance appraisals).
			* Participate successfully as a member of a team/group.
			* Utilize various technologies as they relate to competent communication.

As demonstrated in item #4 of the program review, these are skills that are highly valued and currently in-demand by employers. **Mission statement: “**Collin County Community College District is a student and community-centered institution committed to developing skills, ***strengthening character***, and challenging the intellect.”Beyond skill development, Communication FOS students gain experience that strengthens their character and makes them more well-rounded individuals. Perspective taking, ethical concerns, cultural awareness, and audience analysis are emphasized in the courses taught within the Field of Study. Students are asked to consider the background and experiences of those they communicate with by analyzing real-life scenarios, working collaboratively in teams, presenting persuasive speeches, and discussing what it means to be an ethical communicator. Additionally, students frequently complete reflection assignments where they assess their own communication for strengths and weaknesses. This equips them with the skills and character needed to navigate challenging interactions and engage with others from diverse backgrounds and perspectives competently and respectfully. **Mission statement: “**Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and ***challenging the intellect***.”Further, the courses offered within the Communication Field of Study challenge students’ intellect. All courses incorporate a basis of theory and analysis. This is reflected in the following student learning outcomes.* + - SPCH 1311 (Introduction to Speech Communication)
			* Effectively apply communication theories in the analysis and evaluation of communication interactions.
			* Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
		- SPCH 1315 (Public Speaking)
			* Exhibit understanding of theories and principles pertaining to Public Speaking.
			* Demonstrate critical thinking ability, through group analysis and evaluation, of evidence, sources, and persuasive strategies used in speeches.
		- SPCH 1318 (Interpersonal Communication)
			* Exhibit understanding of interpersonal theories and principles.
			* Identify major theorists in interpersonal studies and contrast their work.
			* Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
		- SPCH 1321 (Business & Professional Communication)
			* Exhibit understanding of theories that pertain to group work.
			* Demonstrate communication competence and critical thinking through an understanding of the foundational communication models.

Outside of the Field of Study curriculum, Speech Communication faculty support the College’s mission. Faculty are dedicated to supporting students’ needs and meeting them where they are. Field of Study courses are offered during the regular 16-week semester, but also in Summer, Maymester, and Wintermester. Courses are offered in a traditional lecture format, but also in hybrid, web, express, evening, and 8-week formats. When the pandemic forced all courses to move online, this presented a challenge in a field where presentations and interactions are paramount. Faculty within the department rose to the challenge to continue to support students and ensure they would receive the same high quality and rigorous education. They adopted innovative technologies and processes for recording lectures, coordinating group interactions, holding interviews, and presenting speeches. Speech Communication faculty regularly present and attend workshops, trainings, and conferences at an institutional, regional, and national levels that promote the communication discipline and increase their depth of knowledge. This allows faculty to provide students with the most current developments within the field. Examples of professional development activities include, but are not limited to:* + - Presented at the National Communication Association Annual Conventions 2018, 2019, 2020, 2021, and 2022 (Dr. Kerry Loinette)
		- Co-authored paper “Celebrity Influence Subverted in I am Second: An Invitation to Understanding” published in the journal *Artifact Analysis*, Volume 1, Issue 3, Summer 2022 (Dr. Shannon Bates)
		- Attended International Communication Association Conference, 2020 (Professor Jillian DeShazo)
		- Attended and Presented Southern States Communication Association Conference, 2021, 2022 (Dr. Jeff Sorrels)
		- Attended and presented Texas Community College Teachers Association Conference, 2019, 2020 (Professor Whitney Pisani)
		- Attended the National Communication Association Annual Conference, 2020 (Professor Judi Wohead)
		- Attended the Eastern Communication Association Conference, 2018, 2019, 2020, 2021, and 2022 (Professor Jenny Warren)
		- Completed graduate certificate short course eCornell Crisis Communication Planning, 2021(Professor Ceilidh Charleson-Jennings)

See item #8 of the program review for a full list of professional development activities.The Communication Field of Study faculty also serve on a range of campus and district-wide committees that support Collin College’s mission that include, but are not limited to:* + - Council on Excellence (Professor Judi Wohead)
		- Academic, Governance, and Strategic Planning Council (Dr. Kerry Loinette)
		- Curriculum Advisory Board (Professor Jillian DeShazo)
		- Core Objectives Assessment Team (Professor Jenny Warren & Professor Jillian DeShazo)
		- Academic Coach Program (Professor Judi Wohead, Dr. Shannon Bates, & Professor Jillian DeShazo)

*• Provide program-specific evidence that documents how the program supports the College’s strategic plan (2020-2025 Strategic Plan): https://www.collin.edu/aboutus/strategic\_goals.html.* The following examples highlight the ways the Communication FOS program supports Collin College’s Strategic Goals.**Strategic Goal 1: Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.**Average retention rates for all courses within the Communication Field of Study, shown on the chart below, exceed 78% (the Carl Perkins’ standard).

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| **Average Retention Rates by Course** |
| SPCH 1311 | SPCH 1315 | SPCH 1318 | SPCH 1321 |
| 94% | 93% | 94% | 93% |

As part of the Program Assessment Plan, three Program Learning Outcomes were evaluated through embedded test questions and scoring rubrics.

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| **Program Learning Outcome** | **Component** | **Target- Level of Success Expected** | **Assessment Results** |
| Students completing the Communication FOS will be able to apply Communication theories and concepts to a variety of communication interactions. | Element #1 | 70% | 77.35% |
| Element #2 | 70% | 74.69% |
| Students completing the Communication FOS will be able to demonstrate the connection between communication and culture, including race, sex, gender, age, etc. | Element #1 | 70% | 77.25% |
| Element #2 | 70% | 72.47% |
| Students completing the Communication FOS will be able to apply communication skills to create messages appropriate to a particular audience, purpose, and context. | Element #1 | 70% | 94.04% |
| Element #2 | 70% | 94.04% |
| Element #3 | 70% | 95.10% |

The results illustrate that students within the Communication Field of Study are successfully mastering relevant learning outcomes which supports Strategic Goal 1. **Strategic Goal 3: Create and implement comprehensive integrated pathways to support student transitions.**There are several pathways established with four-year institutions that include the four courses that comprise the Communication Field of Study. The pathways include:* + - [Abilene Christian University- Bachelor of Science in Applied Communication](http://www.collin.edu/transferu/2021pathways/ACU/21-22%20Communications%20FOS%20ACU%20BS%20in%20Applied%20Communications%20Online%20EDITED.pdf)
		- [Tarleton State University- Bachelor of Science in Communication Studies- Journalism and Broadcasting Concentration](http://www.collin.edu/transferu/pdfs/speech_to_communication_-_journalism_and_broadcasting_TARS.pdf)
		- [Tarleton State University- Bachelor of Science in Communication Studies- Professional and Relational Communication Concentration](http://www.collin.edu/transferu/pdfs/speech_to_communication_-_professional_and_relational_TARS.pdf)
		- [Tarleton State University-](http://www.collin.edu/transferu/pdfs/speech_to_communication_-_public_relations_and_event_management_TARS.pdf) Bachelor of Science in Communication Studies- Public Relations and Event Management Concentration
		- [Tarleton State University- Bachelor of Science in Communication Studies- Sports Communication Concentration](http://www.collin.edu/transferu/pdfs/speech_to_communication_-_sports_TARS.pdf)

* + - [Texas Tech University- Bachelor of Art in Advertising](http://www.collin.edu/transferu/2020Pthwys/TTU/20-21%20AA%20Gen.%20Studies%20with%20Comm.%20Emphasis%20to%20BA%20Advertising.pdf)
		- [Texas Tech University- Bachelor of Art in Creative Media Industries](http://www.collin.edu/transferu/2020Pthwys/TTU/20-21%20AA%20Gen.%20Studies%20with%20Comm.%20Emphasis%20to%20BA%20Creative%20Media%20Industries.pdf)
		- [Texas Tech University- Bachelor of Art in Digital Media & Professional Communication](http://www.collin.edu/transferu/2020Pthwys/TTU/20-21%20AA%20Gen.%20Studies%20with%20Comm.%20Emphasis%20to%20BA%20Digital%20Media%20and%20Prof.%20Comm..pdf)
		- [Texas Tech University- Bachelor of Art in Media Strategies](http://www.collin.edu/transferu/2020Pthwys/TTU/20-21%20AA%20Gen.%20Studies%20with%20Comm.%20Emphasis%20to%20BA%20Media%20Strategies.pdf)
		- [Texas Tech University- Bachelor of Art in Public Relations](http://www.collin.edu/transferu/2020Pthwys/TTU/20-21%20AA%20Gen.%20Studies%20with%20Comm.%20Emphasis%20to%20BA%20Public%20Relations.pdf)

Source: Collin College Transfer Programs<https://www.collin.edu/transferu/>**Strategic Goal 4: Implement the third Baccalaureate degree by Fall 2022 and continue adding 2+2 programs with university partners.**In support of 2 + 2 programs with university partners, the Communication Field of Study Program currently has an articulation agreement with Texas Tech University. See the links above under Strategic Goal 3. |

[x] **3. Why we do the things we do: Program relationship to student demand**

Make a case with evidence to show that students want to enroll in the program. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, or ethnicity (compared to Collin College’s overall student demographic distribution <http://inside.collin.edu/iro/programreview/prfilehostpage.html>). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data file <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>).

*Suggested/possible points to consider:*

* *The number of students who completed the award in each of the last 5 years.*
* *What is the enrollment pattern? Declining, flat, growing, or not exhibiting a stable pattern; please explain.*
* *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
* *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. Are there any specific supports for a diverse student population? If no actions are taken at the present, please develop and describe a plan to do so.*
* *Analyze the evidence you provide. What does it show about the program?*

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| *• The number of students who completed the award in each of the last 5 years.* The total number of students who completed the Communication Field of Study in the last five years is 186, an average of 37 per year. The number of degrees awarded in each year are reflected on the table below.

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| **Certified Awards for the Communication Field of Study** |
| 2017 | 2018 | 2019 | 2020 | 2021 | TOTAL |
| 26 | 25 | 52 | 50 | 33 | 186 |

Source: Certified Awards by CIP Code-Type (AY2018-2022) by Collin College IRO<http://inside.collin.edu/iro/programreview.html>*• What is the enrollment pattern? Declining, flat, growing, or not exhibiting a stable pattern; please explain.*

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| **Enrollment by Course** |
| Course  | Title  | 2018  | 2019  | 2020  | 2021  | 2022  |
| SPCH1311  | Intro to Speech Comm  | 4,066  | 4,204  | 4,650  | 4,561  |  5,083 |
| SPCH1315  | Public Speaking  | 1,367 | 1,887  | 1,421  | 1,271  |  1,260 |
| SPCH1318  | Interpersonal Communication  | 123  | 119  | 115  | 91  |  30 |
| SPCH1321  | Business & Prof Comm  | 1,033  | 1,115  | 1,249  | 1,349  |  1,639 |

Source: Grades, Distribution, Completion, and Success Rates by Collin College IRO<http://inside.collin.edu/iro/programreview/prfilehostpage.html>SPCH1311: Enrollment is increasing.SPCH 1315: Enrollment is holding stable.SPCH 1318: Enrollment is decreasing.SPCH 1321: Enrollment is increasing.*• What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?* If the enrollment pattern for SPCH 1318 continues, the number of sections offered may need to be reduced. The department will need to be strategic regarding the format, location, and times sections are offered to continue to meet the needs of students enrolled in the field of study. Promotional efforts will need to be increased to grow enrollment numbers and reverse the enrollment pattern. It is reasonable to conclude that the enrollment in SPCH 1311 and SPCH 1321 courses will continue to increase. Collin County’s LinkedIn site reports that the Census Bureau ranked Collin County as second in the U.S. in population growth between July 2020 and July 2021. Collin College in general, and the Speech Communication Department specifically, are likely to be impacted by population growth. If the trajectory continues, the department may need to add more sections of these courses. More sections could mean we need to hire additional faculty. Source: Collin County Ranks 2nd in Population Growth<https://www.linkedin.com/pulse/collin-county-ranks-2nd-population-growth-chris-hill?trk=pulse-article_more-articles_related-content-card>*• Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. Are there any specific supports for a diverse student population? If no actions are taken at the present, please develop and describe a plan to do so.* Speech communication faculty consistently make their students aware of the resources available to them through the college. There are specific resources that most benefit a speech student.One such resource is The Writing Center (through the Anthony Peterson Centers for Academic Assistance). The Writing Center conducts stand-alone workshops that can help students organize and write their speeches, as well as help with source attribution. For example, The Writing Center at the Celina Campus offered an “Elevator Pitch” workshop designed to help students reduce anxiety in a public speaking situation while helping them create a personal sales pitch. Because speech is not just public speaking, The Writing Center also helps students who are working on reflection essays and other written assignments for program-required courses. Another area that speech communication faculty take advantage of is in-class library instruction. Speech classes require research for many of their projects and assignments. While most speech communication faculty are excellent researchers (based on earning research degrees), librarians are the real experts. It is also important to give students a friendly face to look for in a library (library anxiety is real). In addition to in-class instruction, speech communication faculty direct students to the Library website (via Cougarweb) and specifically to the “Ask a Librarian” service.This academic year (22-23), the Speech Communication Department, in partnership with the eLC and Collin Libraries, is piloting a program that offers students virtual reality public speaking practice through a program called VirtualSpeech. It is a district wide initiative designed to provide presentation skills training and practice to any Collin student by using a virtual reality headset and platform. Headsets are available in both Frisco and Plano libraries and students may check them out, free of charge, and practice valuable public speaking skills and prepare for upcoming presentations. *• Discuss whether or not there appears to be any disproportionate enrollment by gender race or ethnicity.*The distribution of Hispanic and non-Hispanic students is similar between college wide averages and the Communication FOS averages are similar. The college numbers average 20% Hispanic, between 70-76% non-Hispanic, and between 4 –9% in the unknown category. The Communication FOS numbers average 20% Hispanic, between 70-74% non-Hispanic, and between 4 –6% unknown.The only racial distribution disparities are found in the difference between the college’s and the Communication FOS’s Asian student population. Collin College’s Asian student population is between 13-14% for the years 2017-2021. The Communication FOS Asian student population is between 4 – 7% for those same years. As far as gender is concerned, there is a disparity between college-wide numbers and the Communication FOS number. The College numbers are 44% male and 56% female. The Communication FOS are 35-37% male and 63-64% female. This is not surprising as this major tends to skew female. The most recent data (2017-18) from the National Center for Education Statistics reports 64.6% of those completing bachelor’s degree in communication and related programs were female. Source: National Center for Educational Statistics <https://nces.ed.gov/programs/digest/d19/tables/dt19_325.30.asp>The Speech Communication Department plans to consult Jameelah Barnett, the Coordinator of Underserved Populations, to increase our support for diverse student populations.*• Analyze the evidence you provide. What does it show about the program?*With one exception, the Communication FOS courses meet student demand. Enrollment is growing in SPCH 1311 and SPCH 1321 and holding steady in SPCH 1315. SPCH 1318’s enrollment is decreasing, but there is a healthy average of program completers. The Speech Communication Department’s Continuous Improvement Plan addresses ways to increase faculty and student awareness of SPCH 1318. |

### [x] **4. WHY WE DO THE THING WE DO: WHAT MARKETABLE SKILLS SHOULD STUDENTS HAVE AFTER COMPLETING OUR PROGRAM?**

**Make a case with evidence to show that the program teaches skills that are useful in the workplace.**

*Suggested/possible points to consider:*

* *What foundational skills and knowledge do employers say they want?*
* *Provide evidence from national, state, and/or local employer surveys, studies, editorials and other sources that identify current employer expectations for baccalaureate graduates in program-related fields.*

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| *• What foundational skills and knowledge do employers say they want?**• Provide evidence from national, state, and/or local employer surveys, studies, editorials and other sources that identify current employer expectations for baccalaureate graduates in program-related fields.* The Speech Communication Department produced a list of seven marketable skills students will gain when completing courses within the Communication Field of Study. Research into what skills employers want from recent college graduates overlaps with these marketable skills. Addressing communication skills in general, in a survey of human resource professionals in 2019 “sixty-three percent said that, given two candidates of equal qualification, the one who has better ‘oral communication skills’ would be the one they’d choose to hire.” The Communication FOS produces students who have “better oral communication skills.”Source: Forbes- The One Learnable Skill that Makes New Grads Attractive to Employers in Any Field <https://www.forbes.com/sites/carminegallo/2019/06/21/the-one-learnable-skill-that-makes-new-grads-attractive-to-employers-in-any-field/?sh=15bf8a6e5880>The first of the marketable skills is to “create oral and written messages appropriate to an audience, purpose, and context.” The National Association of Colleges and Employers (NACE) reported in 2022 that, according to a survey of employers, communication was one of the top three competencies for students to be considered "career ready.” Communication FOS courses require between two and five speeches per class. Each speech is evaluated on a clear purpose, audience relevance, and a context-appropriate message. Additionally, Communication FOS courses require written communication work relevant to a variety of contexts.Source: NACE- The Competency Gap: Recruiters and Students Differ in Their Perceptions of New Grad Proficiency<https://www.naceweb.org/about-us/press/the-competency-gap-recruiters-and-students-differ-in-their-perceptions-of-new-grad-proficiency>The second marketable skill is to “develop an effective and ethically persuasive message.” Ethical communication can be defined as communication in the audience's best interest. High profile business cases like Sam Bankman-Fried and his bankrupt cryptocurrency firm FTX and Elizabeth Holmes and the now defunct Theranos have brought the need for ethical communication to the public’s attention. Claims of stolen elections from both political parties have emphasized the need for ethical communication. Employers and employees are both concerned with working for ethical companies. *The Guardian* reported a survey that showed 42% of the millennial workforce wants to work for an organization that makes a positive contribution to the world.Source: The Guardian- Millennials Want to Work for Employers Committed to Values and Ethics<https://www.theguardian.com/sustainable-business/2015/may/05/millennials-employment-employers-values-ethics-jobs>The third marketable skill established by the Speech Communication Department is “identify and overcome impediments to successful communication in a variety of contexts.” This is a broad skill due to the immense “variety of contexts” in which communication occurs. The National Communication Association reports that 36% of employers and administrators surveyed said that “problem-solving” was a top three skill that college graduates needed to be successful employees. One solves problems through effective communication. Specifically, interpersonal conflict is solved through communication. The publication *CIO* reports that the global head of IT at the pharmaceutical company Debiopharm says, “A CIO should be a people manager and be able to formulate and articulate his/her vision as well as communicate changes within an organization in a digestible way.” Clearly this is true not just for IT managers, but supervisors in all fields.Source: “Percent of Employers Citing Top Three Skills Graduates Need to Succeed,” <https://www.natcom.org/sites/default/files/publications/NCA_C-Brief_2018_February_I.pdf>Source: CIO- 7 Traits of Inspirational IT Leaders <http://library.collin.edu/login?url=https://www.proquest.com/trade-journals/7-traits-inspirational-leaders/docview/2694809048/se-2>The fourth marketable skill is to “develop and deliver effective formal public presentations.” Forbes tells the story of a young woman asking a panel of professionals what they thought the best thing she could do for her career. A panelist said, “You can get comfortable with public speaking.” The rest of the panel agreed.Source: Forbes- Why Professionals Should Embrace Public Speaking and How You Can Get Started<https://www.forbes.com/sites/forbesbusinesscouncil/2021/09/16/why-professionals-should-embrace-public-speaking-and-how-you-can-get-started/?sh=5421c103487d>The fifth marketable skill is to “analyze cultural and co-cultural differences and respond by utilizing appropriate communication skills.” Given the diversity of our state, it is likely our students will be working alongside people from diverse backgrounds in terms of culture, politics, and religion, to name just a few categories of diversity. The Census Bureau gave Texas a Diversity Index score of 67 (out of 100) in 2020. The Diversity Index is calculated based on “the probability that two people chosen at random will be from different racial and ethnic groups.” According to this score, Texas is the sixth most diverse state in the country.Source: United States Census Bureau- United States Population More Racially, Ethnically Diverse than 2010<https://www.census.gov/library/stories/2021/08/2020-united-states-population-more-racially-ethnically-diverse-than-2010.html>The sixth marketable skill in speech is to utilize effective listening skills. The journal *Leader to Leader* (a publication of the Frances Hesselbein Leadership Institute) reports that listening is such a valuable skill that consulting firms are structuring listening sessions for their clients and employees. Our very own college president, Neil Matkin, scheduled a listening tour for fall 2022. From education to sales to medicine and governance, listening is a skill required for success in every profession.Source: Frances Hesselbein Leadership Institute<https://hesselbeininstitute.org/knowledgecenter/journal.aspx>The final marketable skill on the list is to “effectively lead a small group and work within the group to accomplish a specific task.” The NACE reported in 2022 that, according to a survey of employers, “critical thinking, communication, and teamwork [were] the most important competencies for students to be considered ‘career ready.’” Employers need college graduates who understand group dynamics and can lead teams in problem-solving.Source: NACE- The Competency Gap: Recruiters and Students Differ in Their Perceptions of New Grad Proficiency<https://www.naceweb.org/about-us/press/the-competency-gap-recruiters-and-students-differ-in-their-perceptions-of-new-grad-proficiency> |

Section II. *Are We Doing Things Right?*

### [x] **5. HOW EFFECTIVE IS OUR CURRICULUM, AND HOW DO WE KNOW?**

**A. Make a case with evidence that there are no curricular barriers to completion. Review data related to course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion and transfer pathways.**

*Suggested/possible points to consider:*

* *FOS only: Given that FOS courses are defined by the state; what actionable barriers are seen?*
* *For Core only: Do all course options have sufficient enrollment to continue their inclusion in core?*
* *For Core and FOS certificates: What steps can be taken to improve course completion/success rates, course enrollment, and scheduling frequencies for specific courses?*
* *Program course retention and success rates: Attach the relevant information from the Program Review Data Set on the Institutional Research Office’s intranet page.*
* *Identify and discuss all courses that have a retention rate below 78% (Carl Perkins’ standard).*
* *Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students. Identify any additional barriers to student success.*

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| *• FOS only: Given that FOS courses are defined by the state; what actionable barriers are seen?*The Communication Field of Study is regulated by the Texas Higher Education Coordinating Board (THECB). Prior to summer 2020, the four courses within the FOS would transfer as a block to any Texas public college or university that offered baccalaureate degrees in communication or a related field. In summer 2020, the THECB made the decision to suspend the Communication Field of Study. While we can continue to offer the FOS as an option to students, we cannot guarantee the courses will transfer as a block. There is no current date scheduled for future review, but Speech Communication faculty are ready to pivot as needed once new information is disseminated by the coordinating board.  *• For Core only: Do all course options have sufficient enrollment to continue their inclusion in core?*Yes. Core courses in the Communications FOS are SPCH 1311, SPCH 1315, and SPCH 1321. Demand varies for the types of speech courses offered, but there has been an overall increase in enrollment from between 6.95% to 65.54%.

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| **1311**  | 2018  | 2019  | 2020  | 2021  | 2022  | Overall  |
| Enrollment  | 4066  | 4204  | 4650  | 4561  | 5083  | *2018/2022*  |
| Change  | +364(9.8%)  | +138 (3.39%)  | +446 (10.6%)  | -89 (-1.91%)  | +522 (11.44%)  | *+1381 (33.96%)*  |

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| **1315**  | 2018  | 2019  | 2020  | 2021  | 2022  | Overall  |
| Enrollment  | 1367  | 1887  | 1421  | 1271  | 1260  | *2018/2022*  |
| Change  | +202(17.3%)  | +520 (38.03%)  | -466 (-24.69%)  | -150 (-10.55%)  | -11 (-0.86%)  | *+95 (6.95%)*  |

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| **1321**  | 2018  | 2019  | 2020  | 2021  | 2022  | Overall  |
| Enrollment  | 1033  | 1115  | 1249  | 1349  | 1639  | *2018/2022*  |
| Change  | +71(7.3%)  | +82 (7.93%)  | +134 (12.01%)  | +100 (8.00%)  | +290 (21.49%)  | *+677 (65.54%)*  |

 Source: Program-Based Course Performance Tool provided by Collin College Institutional Research Department <http://inside.collin.edu/iro/programreview.html> *• For Core and FOS certificates: What steps can be taken to improve course completion/success rates, course enrollment, and scheduling frequencies for specific courses?*While completion and success rates were at healthy levels across all courses in the FOS (see the tables below), the department can continue to maintain these and strive for higher rates by emphasizing student support resources such as the Writing Center, eLC, Advising, The Anthony Peterson Centers for Academic Assistance, and Counseling. Further, increasing communication about classroom expectations, study skills, and important semester dates, like the last date to withdraw, can also improve these rates.Represented in the tables above, there were increases in enrollment for the three speech courses included in the Core (SPCH 1311, SPCH 1315, and SPCH 1321). SPCH 1318, is the only course within the FOS not included in the Core, and there has been a decrease in enrollment. A plan to increase enrollment in SPCH 1318 is detailed in item 5.C. The plan includes the creation of promotional materials and the possibility of offering the course in an online format to overcome scheduling barriers. Continued promotion of the FOS will support enrollment across all program courses.SPCH 1311, SPCH 1315, and SPCH 1321 are offered in range of modalities including traditional lecture, hybrid, web, evening, and weekend, with courses available in the fall, spring, and summer terms. The schedule frequency for those courses is sufficient, but enrollment numbers will continue to be monitored to adjust frequencies based on student demand. Due to lower demand, SPCH 1318 is offered less frequently than the other courses in the program. Department faculty will coordinate across the district to rotate the campus where SPCH 1318 is offered and to determine the best format and number of sections to schedule. A potential area of growth is increasing the frequency of 8-week offerings of all courses in the FOS. This will allow students to complete the Communication Field of Study within 1-2 semesters since there is no required sequence of courses. *• Program course retention and success rates: Attach the relevant information from the Program Review Data Set on the Institutional Research Office’s intranet page.*

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| **Retention Rates** |
|  | 2018 | 2019 | 2020 | 2021 | 2022 | Average |
| SPCH 1311 | 95% | 95% | 92% | 94% | 94% | 94% |
| SPCH 1315 | 93% | 94% | 92% | 93% | 94% | 93% |
| SPCH 1318 | 93% | 88% | 93% | 98% | 100% | 94% |
| SPCH 1321 | 93% | 93% | 91% | 93% | 93% | 93% |

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| **Success Rates** |
|  | 2018 | 2019 | 2020 | 2021 | 2022 | Average |
| SPCH 1311 | 84% | 83% | 77% | 77% | 80% | 80% |
| SPCH 1315 | 78% | 61% | 79% | 77% | 79% | 74% |
| SPCH 1318 | 73% | 70% | 82% | 80% | 93% | 80% |
| SPCH 1321 | 79% | 78% | 71% | 81% | 81% | 77% |

Source: Collin College- Institutional Research Office <http://inside.collin.edu/iro/programreview/prfilehostpage.html> Program course retention rates average 93-94% and success rates average 74-80%. *• Identify and discuss all courses that have a retention rate below 78% (Carl Perkins’ standard).*No course in the Communication FOS has a retention rate below 78%. Retention rates average 93-94% across the four program courses. *• Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students. Identify any additional barriers to student success.* Students find demonstrating proficiencies in writing, research, and critical thinking to be the most challenging student learning outcomes. The challenge with the critical thinking SLO was exhibited in the Continuous Improvement Plan when the target was not met. Lack of preparation for college-level work, ignorance of available resources or reluctance to use them, as well as demanding life factors competing for their attention such as family and employment make up the greatest barriers to student success. |

**B. Show evidence that the state standard for award completion has been met.**

**Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**
Number of completers: 186 in last five years.
If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—a student who has received an award.

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| Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year. Number of completers: 186 completers, an average of 37 per year.

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| **Certified Awards for the Communication Field of Study** |
| **2017** | **2018** | **2019** | **2020** | **2021** | **TOTAL** |
| 26 | 25 | 52 | 50 | 33 | 186 |

Source: Certified Awards by CIP Code-Type (AY2018-2022) by Collin College Institutional Research Department <http://inside.collin.edu/iro/programreview.html> |

**C. For any required program courses where there is a pattern of low enrollment (averaging fewer than 15 students), explain your plan to grow enrollment.**

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| The table above provided by the Institutional Research Office shows the average class size of the four courses within the Communication Field of Study. SPCH 1311, SPCH 1315, and SPCH 1321 each had average class sizes well above 15 students during the Fall, Spring, and Summer terms. SPCH 1318 had an average class size above or at the 15-student average up until the academic year 2022. It is important to note that SPCH 1311, SPCH 1315, and SPCH 1321 are all courses that fulfill the speech requirement within the Collin Options section of the core, and as a result, net higher enrollments. SPCH 1318 is primarily taken by those majoring in communication or a related field. Source: Collin College- Institutional Research Office<http://inside.collin.edu/iro/programreview/SPCH%20Average%20Section%20Size%20by%20Year.pdf>In order to increase enrollment in SPCH 1318, we will create promotional materials, such as flyers and Canvas pages, containing course highlights that can be shared by faculty in other speech courses. A sizable portion of students who enroll in SPCH 1318 take another speech course before that one as part of their degree plan, so this can increase awareness and interest. Another means to increase enrollment is offering the course online. There are a limited number of sections of SPCH 1318 offered in the Fall and Spring terms, averaging about one to three sections district wide. This can make it challenging for students to enroll if the time the course is offered does not fit into their schedule or if it is not being offered on their home campus. Offering the course online would eliminate those enrollment barriers.  |

**D. Make a case with evidence that the program is well-managed.**

*Suggested/possible points to consider**(Data can be found at* [**http://inside.collin.edu/institutionaleffect/Program\_Review\_Process.html**](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html)**):**

* Average class size
* *Grade distributions*
* *Contact hours taught by full-time and part-time faculty*
* *Identify all courses that have a success rate below 75%. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
* *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean by program students?*

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| The following items demonstrate that the Communication Field of Study is well-managed by meeting students' needs in terms of class options while making efficient use of faculty resources, having a record of student satisfaction, and supporting student success.The next four tables provided by the Institutional Research Office present details about grade distribution, completion rates, success rates, and GPA for the courses that comprise the Communication Field of Study.Source: Collin College- Institutional Research Office<http://inside.collin.edu/iro/programreview/prfilehostpage.html>*• Average class size*The Communication Field of Study Program seeks to maintain and increase enrollment in the program courses as much as possible. SPCH 1311: Introduction to Speech Communication, SPCH 1315: Public Speaking, and SPCH 1321 all have consistent average class sizes above 20 enrollees. SPCH 1318: Interpersonal Communication had an average class size above or at 15 enrollees up until the 2022 academic year when there was an average of 7 enrollees in Fall 2021 and 12 in Spring 2022. Please see the table in item 5.C. for details. A plan to increase enrollment in SPCH 1318 is detailed in item 5.C.Source: Collin College- Institutional Research Office<http://inside.collin.edu/iro/programreview/SPCH%20Average%20Section%20Size%20by%20Year.pdf>*• Grade distributions*The four courses have similar average completion rates of 93-94% and similar grade distributions, with an average of 41-43% of students completing courses with an A letter grade. The completion rates and grade distributions demonstrate that students are meeting course expectations and performing well across all courses offered in the Communication Field of Study. *• Contact hours taught by full-time and part-time faculty*

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| **Department: Speech** | **Full-Time** | **Part-Time** | **Total Number of Hours Taught by all Faculty** |
|  | Number of hours | Percentage of hours | Number of hours | Percentage of hours |
| 2018 | 80,640 | 55% | 66,816 | 45% | 147,456 |
| 2019 | 73,632 | 49% | 77,472 | 51% | 151,104 |
| 2020 | 94,368 | 60% | 63,984 | 40% | 158,352 |
| 2021 | 83,328 | 58% | 61,440 | 42% | 144,768 |
| 2022 | 63,600 | 54% | 53,664 | 46% | 117,264 |

Contact hours taught by full-time and part-time faculty are presented above. While there was a minor fluctuation in 2020, the percentage of hours taught by full-time speech professors remained stable, going from 55% in 2018 to 54% in 2022. It is possible the increase in hours taught by full-time faculty in 2020 was related to the emergency transition to online teaching that occurred during the COVID-19 pandemic. Source: Collin College- Institutional Research Office<http://inside.collin.edu/iro/institutional_data.html>*• Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean by program students?*

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| **Summary of Student Evaluation of Instruction (1-4 Scale)** |
|  | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 | Mean |
| SPCH | 3.64 | 3.66 | 3.73 | 3.68 | 3.68 |

The student evaluations for speech classes averaged between 3.64 and 3.73 on a scale from 1 to 4 based on data provided by the Institutional Research Office. This data illustrates that students are largely satisfied with their experience in program courses. Instructors are effectively managing courses, clearly communicating with students, providing timely feedback, and fostering a respectful and welcoming educational environment for our learners. Source: Collin College- Institutional Research Office<http://inside.collin.edu/iro/SEI.html>The Associate Deans that supervise (or previously supervised) courses within the Communication Field of Study were asked for feedback about the nature of complaints they received related to the program. The four responses received (David Tercero, Regina Hughes, Michelle Buggs, Jill Nugent) aligned with one another and stated that there were no student complaints brought to them about the Communication FOS. There were occasional concerns about the grading or assignments of an individual instructor, but nothing broadly connected to program courses. *• Identify all courses that have a success rate below 75%. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*SPCH 1311, SPCH 1318, and SPCH 1321 all have average success rates above the 75% threshold. SPCH 1315: Public Speaking falls just short of this threshold with an average success rate of 74%. The data shows four of the five years reported have success rates above 75%, with only 2019 falling below with a success rate of 61%. A combination of assessment evidence and instructor observations shed light on what aspects of the course may be most challenging for students. As part of the Program Assessment Plan, three elements of a Program Learning Outcome were assessed within SPCH 1315 courses.

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| **Program Learning Outcome** | **Component** | **Target- Level of Success Expected** | **Assessment Results** |
| Students completing the Communication FOS will be able to apply communication skills to create messages appropriate to a particular audience, purpose, and context. | Element #1 will evaluate the student’s ability to create a message appropriate to a particular audience. | 70% | 94.04% |
| Element #2 will evaluate the student’s ability to create a message appropriate to a particular purpose. | 70% | 94.04% |
| Element #3 will evaluate the student’s ability to create a message appropriate to a particular context. | 70% | 95.10% |

The results from the assessment demonstrate that students are successfully meeting the student learning outcomes related to message creation. Based on instructor observations, public speaking can be a challenging course for students due to the emphasis on presentations in place of traditional exams or papers. Two student learning outcomes stand out as being most challenging:* + Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.
	+ Demonstrate ability to properly structure written and visual components of presentations, such as the outline/manuscript, visual aids, and source citations.

Extemporaneous speaking requires students to present speeches utilizing brief notes with a conversational delivery style. Some students rely on notes too heavily and fail to successfully demonstrate nonverbal techniques like effective eye contact. Lack of preparation and anxiety related to public speaking are typically the cause. Another area students find challenging is the construction of speech outlines and source citations. Constructing a speech outline is a format unfamiliar to most students and some struggle with formatting source citations in writing and vocally within their speech. The following interventions can help students improve on the two student learning outcomes identified above:* + Increase the number smaller assignments leading up to a speech to help scaffold the material and ensure greater levels of student preparedness.
	+ Have students submit drafts of outlines containing source citations.
	+ Facilitate peer reviews of outlines online or in class.
	+ Offer time for low stakes speech practice prior to presentations. This includes utilization of virtual reality headsets that are part of the virtual reality public speaking practice program (See description in item 3).
	+ Continue to emphasize that experiencing anxiety or nerves when giving a speech is common and share strategies for managing communication anxiety.

Employing these interventions will increase student success rates in SPCH 1315 and bring the average above the 75% benchmark. |

[x] **6. How effectively do we communicate, and how do we know?**

**A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

*Suggested/possible points to consider:*

* *Demonstrate how the program solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the program’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

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| *• Demonstrate how the program solicits student feedback regarding its website and literature and how it incorporates that**feedback to make improvements.*The Speech Communication Department does not officially solicit student feedback regarding the Communication Field of Study website content. Informally, however, we (a) poll our students about how they learned about the program and its required courses, and (b) we, faculty, search the website literature occasionally, making note of any issues, needed updates, and/or inconsistencies. *• How does the program ensure that students are informed/aware of the program literature? Is the program literature made**accessible to all students (i.e., can they obtain the information they need)?*The Communication Field of Study has a presence on the Collin College website, and because the webpage is public, our program literature is accessible to all current and potential students. The content within, as well as in additional internal links to the FOS, provide students with information on what our program is about, what classes they need to complete, a suggested (but not required) order of class offerings, and the skills they will obtain after having completed our program. Source: Communication FOS Certificate- Collin College <https://www.collin.edu/academics/programs/FOS_COM_Cert.html> One concern with the college’s webpages is the inconsistency in which the program is labeled. For example, in most locations, the program is labeled “Certificate – Communications Field of Study” directly under a header titled “Communication.” While this may seem insignificant, consistency is important to ensure our students are properly informed on the specific program. We are currently in the process of attempting to remove the “s” after every use of “Communication.”Additionally, it should be noted on the Communication Field of Study webpage that although the courses required for the program begin with the prefix “SPCH,” only one of those courses is technically a “speaking” course. The other courses pertain to how humans communicate across a variety of contexts and situations, not just on stage or in front of an audience. While each of the courses are explained in detail on the Course Descriptions page, a sub-header should be added prior to those descriptions, in order to alleviate the confusion that many of our students have when registering for the Communication Field of Study courses. The homepage of the Communication Field of Study should also include a link to the Transfer Programs homepage where our 2+2 articulation with Texas Tech can be found. Source: Collin College Transfer Programs<https://www.collin.edu/transferu/index.html>Although the Communication Field of Study does have a presence on the Collin College website, students will likely need additional guidance from Advising and Speech Communication faculty to make certain they are working through the program correctly. Recently, multiple new faculty members were hired in the department so disseminating a document inclusive of such information to the faculty would be beneficial. *• Designate who is responsible for monitoring and maintaining the program’s website, and describe processes in place to ensure**that information is current, accurate, relevant, and available.*Within the next academic year (23-24), we hope to have each of the proposed edits made to the Collin webpages, ensuring a functional space where students can be fully informed, and the program can be properly represented. This task will be taken on by the full-time faculty with help from administration.  |

**B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public. Please fill out the table only for this prompt (B.), no analysis is necessary here.**

**Program Literature Review Table**

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| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| Collin College Catalog 2022 – 2023  | <http://www.collin.edu/academics/pdf/2022-2023%20Collin%20College%20Catalog.pdf>Course Descriptions (SPCH 1311, 1315, 1318, 1321, 2335, 2389) | 2022 | [x] Current[x] Accurate[x] Relevant[x] Available | Full-time faculty submit to the Discipline Dean and administration to get changes approved and implemented. |
| Collin College Catalog 2022 – 2023  | <http://www.collin.edu/academics/pdf/2022-2023%20Collin%20College%20Catalog.pdf> Field of Study Certificates  | 2022 | [x] Current[ ] Accurate[x] Relevant[x] Available | Program requirements are correct. Need removal of “s” at the end of “Communication” request has been initiated. Program Information- URL |
| Communication FOS website | <http://www.collin.edu/academics/programs/FOS_COM_Cert.html>Program Information | 2021 | [x] Current[x] Accurate[x] Relevant[x] Available | Collin College |
| SPCH course list website  | <http://www.collin.edu/academics/programs/EMPH_SPCH_1Overview.html>Speech Course Explanations  | 2018 | [x] Current[x] Accurate[x] Relevant[x] Available | Collin College |
| Syllabi | House Bill 2504 Syllabi Collin webpage – URL  | Every semester | [x] Current[x] Accurate[x] Relevant[x] Available | SPCH/COMM faculty |
| Marketable Skills | <https://www.collin.edu/academics/programs/MrktSkills_Speech.html>Speech Marketable Skills  | 2020 | [x] Current[x] Accurate[x] Relevant[x] Available | Full-time faculty submit changes to the Discipline Dean and administration to have changes made.  |
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[x] **7. How well are we leveraging partnership resources and building relationships, and how do we know?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.**

|  |
| --- |
| The table below describes current partnerships the department has to support Communication Field of Study students and further program outcomes.  |

 **Partnership Resources Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration, if any. | How is it Valuable to the Program? |
| Texas Tech University | 2+2 transfer agreement | Click or tap here to enter text. | Through this agreement, students can use the credits earned in the Collin College Communication FOS on their path to earn a BA in Advertising, Creative Media Industries, Digital Media & Professional Communication, Media Strategies, or Public Relations from Texas Tech University.   |
| eLC/Collin Libraries | Virtual reality public speaking practice | Pilot program academic year 22-23 with the possibility of continuing in future years | In collaboration with department faculty, the eLC funded an initiative that provided virtual reality headsets for students to practice public speaking skills by checking out headsets for use in library study rooms. The program helps reduce speaking anxiety, sharpens delivery skills, and gives students an opportunity to speak in different virtual settings.  |
| Texas Academic Decathalon | Competition for high school students that includes speeches and interviews | ongoing | The event partners with many community and corporate partners, including State Farm, Eye Care Avenue, Visit Frisco, and the Frisco Chamber of Commerce. The event has contributed more than $50,000 in scholarships to the Collin College Foundation over the last five years, in addition to providing thousands in scholarships and awards to hundreds of students. Speech Communication faculty help organize and run the event, inevitably promoting the department and its courses.    |
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[x] **8. What professional developmental opportunities add value to your program?**

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| The table below reflects the substantive professional development both full-time and part-time faculty engage in regularly. Additional professional development entries can be found in Appendix #1. |

**Provide a List of professional development activities employees have participated in since the last program review.**

 **Employee Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| Professor Robert Aronoff | Full Time Faculty | Information unavailable | Click or tap here to enter text. |
| Dr. Shannon Bates | Full Time Faculty | **Conferences and Memberships:** * Attended and presented at National Communication Association Conference, 2019
* Attended and presented at Southern States Communication Association Conference 2022
* Attended Collin College Faculty Development Conference, Spring 2022, Fall 2023

**Webinars and Workshops:** * Quality Matters: Improving Your Course Certification, 2021
* Center for Teaching and Learning webinar: “Student Engagement Beyond the Classroom,” by Associate Dean Dr. Brandy Fair, 2021
* **Quality Matters Webinar: “Walking in Someone Else's Shoes: The True Impact of Digital Accessibility.” On Wednesday 2021**
* **Center for Teaching and Learning webinar:** “Think Big: Fostering Critical Thinking in our Students,” 2021
* Attended the CLT webinar Asynchronous Engagement: The Benefits of Asynchronous Video in Online Learning,” 2022
* Taught a learning community class with Dr. R. Burton in which we combined our Education Frameworks and Introduction to Speech Communication classes for a day learning about assertive communication and conflict resolution, 2022

**Reviews:** * Member of the Editorial Review Board for *Artifact Analysis*, a speech communication journal
* Reviewed G.I.F.T.S. (Great Ideas for Teaching Speech) for Southern States Communication Association, 2022

**Publications:** * Co-authored paper “Celebrity Influence Subverted in I am Second: An Invitation to Understanding” published in the journal *Artifact Analysis*, Volume 1, Issue 3, Summer 2022
 | The sessions attended were devoted to teaching speech communication, specifically, learning new teaching strategies. Workshops and webinars were mostly related to learning class management techniques and improving the quality of online instruction. Reviews for publications keep the faculty member up to date in the field. Reviews for G.I.F.T.S. give the faculty member ideas for their classes. |
| Professor Ceilidh Charleson-Jennings | Full Time Faculty | **Conferences and Memberships:** * Attended and presented University of North Texas Mayborn Graduate School of Journalism Annual Conference – coach, critic, workshop leader, competition judge, attendee, 2018, 2019, 2020, 2021 & 2022
* Attended and presented Collin College Faculty Development Conferences Fall 2019, 2022 & Spring 2021
* Attended and presented Texas Community College Teachers Association 73rd Annual Conference, 2020
* Attended and presented National Communication Association, **NCA 108th Annual Convention “Honoring PLACE: People, Liberation, Advocacy, Community, and Environment,” 2022**
* Attended and presented Virtual Conference: Texas Higher Education Coordinating Board “Open Texas,” 2022

**Select Webinars and Workshops** (for a complete list of webinars and workshops see Appendix #1):* Google it! An NPR Librarian’s Take on Fact-Checking and Research, 2018
* Teaching in Triage: The Power of Empathic Communication in Troubling Times, Kendall Hunt Publishing, 2019
* APA and MLA Citing and Referencing, Archived Webinar, Harvard Extension School, 2019
* ELC Canvas Studio tutorial, 2020
* The Not‐So‐Secret Secrets to Successful Online Learning, Harvard Extension School, 2020
* “Incorporating Integrity into Instructional Workflows: New Solutions for New Challenges,” TurnItIn, 2020
* Webinar-- Preparing for a Crisis Post-COVID: A Stronger Crisis Response & Management System, Arnold Howitt, PhD, Harvard Extension School, 2021
* Back to Basics: Understanding Mental Health Literacy, Mental Health America, 2022

**Courses:** * Quality Matters ‐ Applying the Quality Matters Rubric, 2019
* Quality Matters ‐ Improving Your Online Course, 2019
* First Person Journalism, graduate course, Harvard Extension School, 2020
* Graduate certificate short course eCornell Crisis Communication Planning, 2021

**Publications:** * *Where the Lost Dogs Go: A Story of Love, Search, and the Power of Reunion*, Boston: Houghton Mifflin Harcourt, 2019.
* "Every Door Tells a Story," introduction essay in *Ten Spurs, the Literary Journal of the University of North Texas Mayborn Graduate School of Journalism*, 2020.
 | Attendance and participation at these conferences serves to keep the faculty member up to date with the discipline, fulfilling Collin College’s core value of academic excellence. These webinars and workshops meet Collin College’s mission to develop skills and challenge the intellect. They also serve to advance Collin’s core values of learning, academic excellence, dignity and respect. The courses completed in the last five years fulfill Collin College’s core values of learning, academic excellence, and integrity. The publications reflect Collin’s core values of learning and creativity. |
| Professor Jillian DeShazo | Full Time Faculty | **Conferences and Memberships:*** Attended Collin College Faculty Development Conference, Fall 2018, Spring 2019, 2020 (presenter), 2021 (presenter) & 2022
* Attended and presented at Trends in Teaching Conference, Trends in Mentoring Faculty, 2019
* Attended International Communication Association Conference, 2020
* National Communication Association Conference, 2020
* International Association for Relationship Research Conference, 2021
* Attended the Online Learning Consortium Accelerate Conference, 2021

**Select Webinars and Workshops** (for a complete list of webinars and workshops see Appendix #1):* + Independent Applying the QM Rubric (APPQMR), 2020
	+ Completed Quality Matters Improving Your Online Course, 2021
		- The Real Deal: Facing Down Imposter Syndrome, 2021
		- Creating Accessible Courses in Canvas, 2022
		- When Tensions Boil Over: Dealing with Fiery Moments in the Classroom, 2022
		- What the Best Collin Professors Do panel discussion, 2022
		- On the Record: Cultivating Good Notetaking Skills in our Students, 2022
		- Getting on the Program: Writing Effective Conference Proposals, 2022
 | These conferences allow the faculty members to become aware of innovations and developments in communication. These webinars expand the faculty member’s knowledge and skill pertaining to best practices for both classroom and online teaching. They have given the faculty member specific strategies for taking advantage of technological developments that increase student engagement. Additionally, various workshops and webinars keep the faculty member up to date on institutional policies and how to use them to benefit students and enhance the learning environment.  |
| Dr. Kerry Loinette | Full Time Faculty | **Conferences and Memberships:** * Presented at the Eastern Communication Association Annual Conventions 2018, 2021, 2022.
* Presented at the National Communication Association Annual Conventions 2018, 2019, 2020, 2021, and 2022.

**Webinars and Workshops:** * Received certification in Quality Matters online program.

**Publications*** Published in the National Communication Association Magazine *Spectra*, 2021.
 | Attending and presenting at regional and national conferences ensures the faculty member is current in discipline trends and able to provide students with curriculum and assignments that prepare them for today's career opportunities.  |
| Professor Whitney Pisani | Full Time Faculty | **Conferences:** * Attended International Communication Media Studies Conference, 2018
* Attended Collin College Faculty Development Conferences, 2018, 2019 (presenter), 2021 (presenter), 2022 (presenter)
* Attended and presented Texas Community College Teachers Association Conference, 2019, 2020
* Attended National Institute for Staff and Organizational Development, 2019
* Attended and presented Texas Digital Learning Association Annual Conference, 2021
* Attended The Teaching Professor, 2021
* Attended Online Learning Consortium, 2022

**Select Webinars and Workshops** (for a complete list of webinars and workshops see Appendix #1):* Completed Quality Matters training
* Attended, "Leadership Through Storytelling," Workshop, Virtual, Spring 2022
* Participated in 20-minute mentors professional development series, 2018, 2019
 | Attending these conferences, sessions and seminars helps faculty members apply new techniques within the classroom and stay up to date in the discipline.  |
| Dr. Mary Angie Salva Ramirez | Full Time Faculty | **Conferences and Memberships:** * Faculty Development Conference, Collin College, Spring 2021
* Immigrant Student Success Conference: Strategies and Tools for K-12 and Adult Educators sponsored by The Immigrant Learning Center, 2022

**Select Webinars and Workshops** (for a complete list of webinars and workshops see Appendix #1):* Leadership Symposium, Collin College, 2020, 2021
* Hovercam and XP Pen Tutorial, Collin College, 2020
* New Faculty Academy, Collin College, Fall 2020, Spring 2021
* Communicating with and Engaging Students, Collin College, 2020 How to Use Canvas Studio, Part 1 & and Part 2, Collin College, 2021
* Digital Distractions: Why Students are on their Phones and What We Can Do about it, Collin College, 2021
* COAT Goes Digital: Introducing New Canvas Courses for Exchanging Information and Facilitating Core Assessment, Collin College, 2021
* Managing Anxiety Associated with Adapting to New Teaching Protocols, Collin College, 2021
* Building Rapport, Community, and Social Presence in the Online Classroom, Collin College, 2021
* Applying the Quality Matters Rubric, Quality Matters, 2021
* Canvas Design with Canva, Collin College, 2021
* In Their Shoes: The Importance of Empathy and Emotional Intelligence in the Classroom, Collin College, 2021
* But I HAVE to Lecture: Engaging Students with Dynamic Lecturing,’” Collin College, 2021
* Service Learning Faculty Fellows Workshop, Collin College, Fall 2021, Spring 2022
* Tips on Creating Accessible PowerPoints & Word Documents webinar offered by the CTL, 2022
 | The professional development seen here is focused on using Canvas effectively to aid in online instruction and on managing the classroom during Covid. Additionally, various workshops address issues of diversity, equity, and inclusion, issues foundational in teaching, particularly teaching at the community college. |
| Dr. Jeff Sorrels | Full Time Faculty | **Conferences:*** Attended and Presented Southern States Communication Association, 2021, 2022
* Attended Collin College Faculty Development Conference 2021 (presenter)

**Webinars and Workshops:** * "Efficient and Effective Student Feedback," McKinney Associate Dean Professional Development Sessions, Spring 2022
* "Tips for Structuring Online Group Projects," McKinney Associate Dean Professional Development Sessions, Virtual, Fall 2022
 | Attending and presenting at regional and national conferences allows the faculty member to remain current in the discipline. They also give the faculty member the ability to provide students with curriculum and assignments that prepare them for their career.  |
| Professor Jenny Warren | Full Time Faculty | **Conference Presentations and Memberships:*** Collin College Faculty Development Conference, Spring 2019, 2022.
* McGraw Hill Basic Course/Public Speaking Course Development Conference, 2019.
* Eastern Communication Association CCIG (Community College Interest Group) Member 2014 - 2022.
* Eastern Communication Association, 2014 - 2022.
* The Texas Higher Education Board and ISKME, 2020.

**Select Webinars and Workshops** (for a complete list of webinars and workshops see Appendix #1):* Training: HoverCam classroom camera training.
* GreenZone training and certification.

**Reviewer:** * Eastern Communication Association Conference, 2018, 2019, 2020, 2021, 2022.
* Southern States Communication Association, 2022.
 | Attending and presenting at professional conferences ensures the faculty member is current in the discipline and familiar with contemporary pedagogy trends. Conferences also allow the faculty members to network with scholars around the country, sharing best practices for student success.  |
| Professor Judi Wohead | Full Time Faculty | **Conferences and Memberships:*** Faculty Development Conference Spring 2019, Fall 2019, Spring 2020, Spring 2021, Fall 2021
* National Communication Association, 2020

**Webinars and Workshops:** * ELC Quizzes & Exams in Canvas, 2019
* Southwest Seminar for Great Teaching, 2019.
* McGraw Hill Connect material and course designers SPCH 1315, Fall 2020, Spring 2021
* Structuring and Facilitating Meaningful Online Discussions, Collin College Center for Teaching and Learning, 2021
* Active Learning and Student Engagement, Center for Teaching and Learning, Summer 2021
* Using Rubrics for Assignments, presented by Dr. Kimberly Harris Spring 2022
* Higher Education: Helping Faculty Navigate Top Challenges in This New Blending Learning Environment.  The online live Webinar was presented by Fierce Education, 2022
 | Attendance at conferences and workshops help the faculty member to improve course engagement and design in both in-person and online courses. |
| Professor Diana Sage | Full Time Faculty | * MS in Counseling, University of North Texas, 2022
 | The study of Counseling dovetails with the study of Speech Communication, providing deeper, more complex exploration of topics such as empathy, nonverbal behavior, intrapersonal communication, perception of the self and other. It also provides faculty with more effective tools for helping students manage anxiety. These counseling methods aid the faculty in helping her students and in sharing her knowledge with faculty colleagues.  |
| Professor Rebekah Adderley | Part Time Faculty | **Workshops:** * Quality Matters, “Improving Your Online Course”
 | Improves online course offerings. |
| Professor Kara Coker | Part Time Faculty | **Webinars and Workshops:** * Anti-Racism Education Awareness Series (AREAS)
* Online Teaching Strategies
* Advanced Blackboard Training
* Canvas Training
 | Improves online course offerings and communication curriculum.  |
| Professor Austin Cooper | Part Time Faculty | **Webinars and Workshops:** * Dual Credit Faculty Training, Collin College
* Online Course Redesign Academy
* ADA Awareness
 | Improves dual credit instruction and online course offerings.  |
| Professor Howard Cooper | Part Time Faculty | **Workshops:** * Cooperative Learning Training
 | Increases student participation in class.  |
| Professor Emily Herman | Part Time Faculty | **Conferences:*** Fall Faculty Development Day 2021, 2022
* Spring Faculty Development Day 2021, 2022
* Attended (and worked) the Veterans Institute Summit, 2022

**Webinars & Workshops:** * "Engaging and Connecting with Students using Canvas" (iCollin/CTL)
* Adjunct Faculty Academy: "Articulating your teaching Philosophy"
* "Adjusting Teaching Curriculum and Teaching Style to Online Learning" (Faculty Wellness and Self-Care Series)
* Course: Teaching with Canvas
* Course: QM (APPQMR)
* Completed the OER Texas training as part of the State Farm OER Awareness Grant Program, 2021
 | Improves online course offerings, student audience awareness, and co-cultural instruction.  |
| Professor Dan Moss | Part Time Faculty | **Conferences:*** Attended Texas Speech Communication Conference
 | Improves student learning outcomes and alignment.  |
| Professor April Packer | Part Time Faculty | **Conferences:*** Spring 2022 Faculty Development Conference
 | Improves classroom instruction.  |
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 \*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

[x] **9. Are facilities, equipment, and funding sufficient to support the program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the program or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Possible points to consider:*

* *The useful life of structure, technologies and equipment*
* *Special structural requirements*
* *Anticipated technology changes impacting equipment sooner than usual*
* *If you plan to include new or renovated facilities or replacement of equipment in your Continuous Improvement Plan, be sure to provide qualitative and/or quantitative data evidence of the need in this section.*

|  |
| --- |
| Current facilities and budget are adequate, so this section was omitted.   |

**Facilities Resources Table\*\***

|  |  |  |  |
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| Significant Pieces of Equipment | Description (i.e. Special Characteristics) | Meets Needs (Y or N):Current For Next 5 Years | Analysis of Equipment Utilization |
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**Equipment/Technology Table ($5,000 or more) \*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):Current For Next 5 Years | For any “N”, justify needed equipment or budget change |
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**Financial Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Source of Funds(i.e. college budget, grant, etc.) | Meets Needs (Y or N):Current For Next 5 Years | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
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Section III.Continuous Improvement Plan (CIP)

[x] **10. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each award-issuing program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Program Learning Outcomes/Program Competencies**
	2. **Overall improvements to your program**

|  |
| --- |
| Speech Communication faculty meet at least twice a year to discuss what is working well within our department, what needs improvement, and how to best serve our student population. These meetings, and consultations with our Discipline Dean and Associate Deans, determine areas of focus. At the conclusion of our last 5-year assessment cycle, improvement targets were identified and reflected in the CIP. See Appendix #2 for CIP.   The CIP (2018-2022) identified 9 separate outcomes.  In year 1, those were: 1. Improve outreach in order to increase enrollment in the Communication FOS
2. Develop or formalize partnerships with community stakeholders
3. Survey department faculty for development practice
4. Improve student success rates
5. Improve our students’ critical thinking skills

In year 3, those were:  1. Work toward more technological/remote ways of presenting oral work
2. Assess our students’ ability to apply communication concepts/theories
3. Assess our students’ ability to demonstrate a connection between communication and culture
4. Assess our students’ ability to build messages appropriate for a particular audience, purpose, and context

A majority of the targets set in the Continuous Improvement Plan were achieved, with improvements in program enrollment, student success rates, and students’ ability to apply and demonstrate learning outcomes.   Regarding Program Learning Outcomes/Program Competencies, we have used the Continuous Improvement Plan to make the following improvements over the past 4 years:  * A committee was assembled to propose standards in virtual student presentations, including consistent grading and format requirements.
* Faculty created and implemented a set of department-wide exam prompts assessing basic communication concepts, theories, connections, and applications.
* Full-time faculty created assignments to assess Student Learning Outcomes. The assignments were distributed to all members of the department.

 Each of these has, and will continue to, benefit the Speech Communication Department and Communication FOS students.  |

**\*Please attach previous CIP Tables in the appendix**

[x] **11. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes.** **Provide the rationale for the expected outcomes chosen for the CIP(s).**

|  |
| --- |
| We use the CIP findings, as well as formal and informal student surveys, faculty observations, and data collected from the Institutional Research Office to evaluate our success.  Much of that information is explained throughout this review, and from it, we have compiled a list of department strengths and weaknesses. In order to continue improving, the Speech Communication faculty have also identified suggestions for how to use the data to further improve our program, our department, and our students’ experience.   **Strengths**: 1. Hiring of new quality faculty
2. Technological advancements across courses
3. PLO targets exceeded
4. Faculty conference participation, both regional and national
5. Increase in SPCH 1311 & SPCH 1321 enrollment
6. Course retention and success rates

**Weaknesses**: 1. A decrease in enrollment in SPCH 1318 from 2018 - 2022
2. Falling short of the year 1 CIP target to improve critical thinking
3. Lack of a proper website

In response to the first weakness, a plan to increase enrollment in SPCH 1318 is detailed in item 5.C. Part of that plan includes the creation of promotional artifacts which is reflected in the first outcome of the CIP table within item 12.  While exceeding PLO targets is a strength, it shows that we can move on and focus on new areas of improvement. The second outcome of the CIP will focus on communication in groups.  To address the second weakness, the critical thinking SLO will be revisited in the third outcome of the CIP.  Regarding the third weakness, the Speech Communication department will form a committee dedicated to the creation of a fully-functioning, professional department website. The website will include necessary internal and external links, a Q & A page, student testimonials, promotional videos for each course offering, an optional student survey, etc. The goal for website completion is by the conclusion of the spring 2024 semester. At that time, it will be added to all faculty syllabi and Canvas shells.  |

[x]  **12. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

|  |
| --- |
| The Continuous Improvement Plan (CIP) tables are completed below.  |

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**Results expected in this unit(e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**Instrument(s)/process(es) used to measure results(e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**Level of success expected(e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Create new promotional artifacts highlighting the program, course offerings, and transfer opportunities.  | Artifacts such as flyers, Canvas pages, and presentations | Create a minimum of 5 promotional artifacts.  |
| Students will successfully recognize concepts related to effective communication in groups, including group roles and processes. (SLO) | 6 exam questions will be administered in Communication FOS classes.  | 75% of students will correctly answer these questions.  |
| Students will demonstrate effective critical thinking skills. (SLO) | Written assignment | On average, students will score a minimum of 75% on the critical thinking assignment.  |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome(s)** -Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).

**B. Measure(s)** –Instrument(s)s/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Target(s)** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
**E. Results Summary** - Summarize the information and data collected in year 1.
**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.
**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

 **Table 2. CIP Outcomes 1 & 2**

|  |
| --- |
| 1. **Outcome #1** Students will successfully recognize concepts related to effective communication in groups, including group roles and processes. (SLO)
 |
| 1. **Measure (Outcome #1)**

6 exam questions will be administered in Communication FOS classes.  | 1. **Target (Outcome #1)**

75% of students will correctly answer these questions.  |
| 1. **Action Plan (Outcome #1)**

Faculty will collaborate to write six exam questions. The questions will be distributed to all members of the department with assessment instructions. Data will be collected in Fall 2023 and Spring 2024. |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |
| --- |
| 1. **Outcome #2** Students will demonstrate effective critical thinking skills. (SLO)
 |
| 1. **Measure (Outcome #2)**

Written assignment | 1. **Target (Outcome #2)**

On average, students will score a minimum of 75% on the critical thinking assignment.  |
| 1. **Action Plan (Outcome #2)**

Faculty will share potential critical thinking assignments that can be used to assess the outcome and discuss strategies to emphasize the critical thinking process with students. Assignments will be shared with all members of the department with assessment instructions. Data will be collected in Fall 2023 and Spring 2024.  |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**
* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.
1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**