CANADA COLLEGE
COMPREHENSIVE PROGRAM REVIEW
SELF-STUDY DOCUMENT
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Professor Anthony R. Perez: Full Time Instructor
Professor Zachary White: Adjunct Instructor
Tuesday, March 27, 2007

In preparing this Program Review, The Speech Communication Department continuously referred to The College Mission (below) to insure that the program was aligned with said mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

PROGRAM NAME: Speech Communication

The purpose of the Speech Department is to assist & facilitate learning among our student body to insure that they increase their communication competence in a variety of contexts.

Communication Competence can be defined as:

the ability to successfully send & receive messages of intended meanings (understanding) while maintaining &/or enhancing the quality of the relationship between communicators.

PART A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The Speech Communication Department completed a previous <u>Program Review in spring 1995</u>.

<u>The Program Goals & Needs were as follows:</u>

1. Hire full-time Speech Instructor.
2. Form a Speech/Communication Club for interested students.
3. Increase contact within the department and with departments at other campuses.
4. Facility Change Requests: Reallocation & remodeling of classroom to provide space with moveable seating for classes of thirty + students.
5. Equipment Requests: Video Camera & Video Cassette Recorder/Player (VCR)
6. Desired Curriculum Changes: (class offerings)
    a. *Speech 130: Voice & Articulation:*   *Desired Start Date: Spring 1996*
    b. *Speech 150: Cross Cultural Communication:*   *Desired Start Date: Spring 1997*
    c. *Speech 100 NN: Public Speaking for Non-native Speakers:*   *Desired Start Date: Spring 1997*

7. Explore awarding a certificate in Speech/Communications.

As of Spring 2007, the progress made towards fulfilling the 1995 Program Review Goals for the Speech Communication Department are as follows:

1. New Speech Faculty Hired:
    a. Full-time Speech Communication Instructor was hired & began teaching as the sole instructor in Fall 2004.
    b. Adjunct Speech Communication Instructor was hired & began teaching in Summer 2006.
2. Speech/Communication Club does not exist and there is no desire to create one.
3. Effective Spring 2007, the full-time Speech Communication Instructor established ties with Peers at C.S.M., Skyline & S.F.S.U. and will maintain said ties indefinitely.
4. Reallocation & remodeling of classrooms with moveable seating for 30+ students is now complete.
5. Equipment requests of Video Camera were just approved in Spring 2007.
    a. Speech Communication Classrooms are presently all "Smart-Rooms" which consists of:
        i. DVD/VIDEO Players
        ii. Ceiling Mounted Projectors
        iii. Wall Mounted Screens
            1. All are used by both instructors & students on a daily basis.
6. Class Offerings:
    a. Speech 130: BANKED in Fall 2006
    b. Speech 150: Is not offered.
    c. Speech 100 NN: Is not offered.

7. Speech Communication Studies Certificate does not exist.

In sum, the most important goals of the 1995 Program Review have been reached & now that the Speech Communication Department now has a full-time and adjunct instructor, growth can now begin towards offering more courses.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

The Speech Communication Department at Canada College contributes to the mission and priorities of the College and District in the following ways:

- it increases student success in other courses and other areas of study by focusing its curriculum on skills necessary for oral presentations and interpersonal communication both inside and outside of the classroom.

- it provides coursework and training in a primary requisite for entry into today's workforce and success in a rapidly changing world: <u>proficient oral communication skills.</u>

- it offers curriculum for students working to achieve a degree at Canada College or planning to transfer to a four year institution.

    i. Our current courses include Speech 100, *Public Speaking*; Speech 120, *Interpersonal Communication*; BOTH fulfill the Oral Communication Requirement for General Education and IGETC.

    ii. Speech 100 & 120 fulfill the Area E.2 English requirement.

    iii. Speech 111, Oral Interpretation is planned be re-introduced to our community body in Spring 2007.

    iv. Speech 140, *Small Group Communication* will be examined as a possible course to be re-introduced to our community. This course fulfills the Oral Communication requirement for General Education and IGETC.

    v. The Speech Communication Department plans to construct and implement a plan to offer a degree in Speech Communication studies which will be re-examined in its Bi-annual reports every 2 years. It is the Departments desire to achieve this goal within the next 6 years.

- its courses provide necessary skills not only for successful entry into, but also for promotion within the work force. Because many Canada students are already wage earners, students find that their learning is immediately transferable to their current employment.
    i. 33% or 1/3 of the departments courses are offered in the evening for students that are presently part of the work force.

- Speech Communication faculty provide quality education through the use of technology in the presentation of classroom materials such as:
    1. Text Website
    2. Online Study Guides
    3. Online Testing
    4. Online Speech Analysis
    5. Online Interpersonal Communication Scenario Analysis

- Speech Communication faculty provide quality education that teaches all of our students the process by which PowerPoint presentations are made and used in Public Communication.

- Speech Communication faculty foster student development through incorporating curriculum that focuses on the use of technology that is used in the everyday life to today's student such as:

  1. Myspace Friend Network
  2. Text Messaging
  3. Instant Messaging
  4. Online Chat Rooms
  5. Online Dating
  6. Email

- Speech Communication faculty are dedicated to student achievement and success in both the classroom and in a "one on one" situation, such as preparation of student speakers for Commencement and other celebrations of student achievement &/or off- campus presentations.

- Speech Communication faculty regularly assist students by responding to curriculum questions regarding Speech Communication courses appropriate for their academic and personal goals.

The Speech Communication Department's goal is to not only teach the required and necessary curriculum for graduation and/or transfer, but to create inquisitive learners & more competent communicators who are excited about communication in their lives and use what they learn to enhance their personal lives, as well as their professional/career, and academic endeavors. Additional specific goals follow.

Future Goals of the program:

1. **Speech Lab:**
   a. A New Speech Lab will open inside of the New Learning Center in Fall 2007. This Speech Lab will be equipped with the most current, up to date technology to insure superior quality education. The departments' full time instructor will work closely with the Learning Center and the Speech Lab coordinator to insure that students receive quality education in their use of the speech lab while simultaneously enrolled in a speech course. Although all Canada students will have equal access to the Speech Lab, students enrolled in Speech courses will especially benefit from the use of the lab as required video taped rehearsals and constructive criticism of speeches recorded in the speech lab will be assigned as a part of the class. Presently students conduct audio taped rehearsals and critique video taped speeches of famous speakers.

2. **Change name of Department:**
   a. Presently, the full time instructor at Canada College is spearheading a movement to change the name of the department within the district. The proposed change would result in our name being changed from "Speech Communication Department" to "Department of Communication Studies. Presently, CSM seems to be on board and Skyline has not yet decided.
      i. Rationale:
         1. "Speech Communication Department" is known by most by its old name, the "Speech Department" (Name changed in the late 1990's) and this name is misrepresentative for it is not inclusive of our other courses that focus on Communication.
         2. The U.C and C.S.U. system has already started changing the name to Communication Studies and this change would result in easier articulation.
         3. By removing "Speech" from the department's name, the stigma that is attached to that word and the fear that it causes in so many students may result in less apprehension and higher enrollment and retention.

3. **Class size decrease:**
   a. Presently, Canada has the largest class enrollment cap at 35 where our sister schools have caps of 30 and 29; Skyline and CSM respectively. The large amount of students presently in our speech classes conflicts with our Mission Statement in that our students are not receiving the quality education that they could in a smaller class. The smaller classrooms will result in students having more time to practice their oral communication skills. Having 35 students in a speech class makes it difficult to fulfill all course outline criteria.

4. **Degree &/or Certificate:**
   a. The department hopes to grow to a point to where we will offer enough classes so that a degree or certificate in Communication Studies can be earned here on the Canada College campus.

5. **New Courses:**
   a. Speech 111: Oral Interpretation.
   b. Speech 140: Small Group Communication.
   c. Speech 150: Intercultural Communication.

6. **Department Website.**

7. **Speech Forum**:
   o The Speech Department plans to create a forum which will allow students to show their speaking skills to the campus community. Informative & Persuasive speeches will be shared as well as student poetry. It is my hope that the Speech Forum will eventually include students from our Creative Writing courses within the English Department. Projected Date: Spring 2008.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

Speech Communication Dept. and Ethnicity Population

	FALL 1995	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Asian	9.5%	9%	7%	4%	
Black Non-Hispanic	8.7%	3%	4%	4%	
Filipino	N/A	3%	4%	4%	
Hispanic	11.7%	30%	35%	39%	
Native American	N/A	0%	1%	2%	
White Non-Hispanic	67.5%	48%	45%	35%	
Other Non-White	N/A	1%	2%	3%	
Decline to state		6%	2%	8%	

In the 10 years between Fall 1995 – Fall 2005, there was a significant decrease in all ethnic groups with the exception of the Hispanic group. In 1995, the White, Non-Hispanic was the largest single ethnic group (67.5%) and today, the Hispanic group (39%) is the largest ethnic group enrolled in Speech Communication classes. Data was not available for all groups in 1995. The increase in the Hispanic population may be due to a larger Hispanic population living in the immediate area. Another reason may be due to more Hispanic people attending community colleges over the last 10 years. There is also an increase in "Other-Non-White" which may be a result of people choosing to identify themselves differently. Another reason may be due to the increase in the bi-racial population in California. Since there is no category for "Biracial", many may be choosing the box that says "Other- Non-White".

In order to better serve our diverse student body, the Speech Communication Department has incorporated:

- more Intercultural Communication concepts into its curriculum.

- more content on Culture-Bound Speaker Apprehension into its curriculum.

- information on Biculturalism into its curriculum.

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

Not Applicable

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).

The courses offered by the Speech Communication department meet the needs of the students in a variety of ways. Speech Communication 100 (Public Speaking), Speech Communication 120 (Interpersonal Communication) is regularly offered during the fall, spring, and summer terms. These courses are Associate degree applicable, and UC/CSU transferable and fulfill the Oral Communication Requirement for General Education and IGETC. To further meet the needs of our students the Speech Comm. Department will offer Speech Communication 140 (Small Group Communication) which is also UC/CSU transferable, providing our students an additional option to complete their oral communication requirement.

2. State how the program has remained current in the discipline(s).

The Speech Communication Department remains current with the discipline with a range of activities. First, the textbooks we use in our classes are the newest editions, which include the latest research and new exercises. Instruction is now inclusive of Computer-Mediated-Communication (CMC) concepts & skills such as "netiquette"; Online Etiquette. In addition, all of our texts come with online text websites that offer E-texts, study guides, tests, forums, digital media for analysis, and CD's, DVD's and films to support the text to enhance our teaching and the students learning.

We are in the process of building a 'state of the art' Speech Lab.

Members of our Speech Communication faculty are members of the Western Speech Communication Association and receive academic journals pertaining to communication studies. Examples of journals are:
- *Communication Quarterly* (A Publication of the Eastern Communication Association.)
- *Communication Research Reports* (A Publication of the Eastern Communication Association.)
- *Western Journal of Communication* (A Publication of the Western States Communication Association.)
- *Southern Communication Journal*
- *Communication Studies* (A Publication of the Central States Communication Association.)

3. **All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.**

The full-time Instructor completed this task in the Fall of 2006.

4. **If external accreditation or certification is required, please state the certifying agency and status of the program.**

Not Applicable.

5. **Describe how your program is articulated with similar departments within SMCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)**

The courses we offer here at Canada College; Speech Communication 100, and Speech Communication 120 is aligned both district colleges; CSM & Skyline.   There is no formal articulation agreement for communication courses with the Sequoia High School District. All courses offered through our program at present (Speech 100 & 120) are articulated with the UC & CSU system. (CSU GE A1 & IGETC 1C)

6. **Discuss plans for future curricular development and/or program modification.**

The department is presently discussing a name change for our department with CSM and Skyline Colleges. We hope to change the name of the department to Department of Communication Studies.

Add/Offer the following courses:
- Speech Communication 111: Oral Interpretation
- Speech Communication 140: Small Group Communication
- Speech Communication 150: Intercultural Communication

The department intends to offer a certificate &/or degree in Speech Communication Studies.

PART C: Student Outcomes

1. Please attach all Bi-Annual State of the Department reports from the past six years.

2007 Bi-Annual report is the first one to exist and is attached.

2. Update any analysis to include a summary of all years. Attach student learning outcomes here.

- Smart classrooms and remodel of campus fulfilled the spatial and technological needs listed in the 1995 Program Review.

- In Fall of 2004, a full-time instructor was hired and completed the following:
    - Hired adjunct instructor in Summer 2006
        - o Teaches one evening course during Fall & Spring.
        - o Teaches two courses during the Summer.
    - Implemented new texts in all courses:
        - o Speech 100: Spring 2006
        - o Speech 120: Spring 2007
    - Implemented Online study & testing with following online programs:
        - o My Speech Lab
        - o My Communication Lab
    - Incorporated PowerPoint training in all courses.
    - Completed all course outline updates in Fall 2006.
    - Completed Student Learning Outcomes in Fall 2006.

The Speech Communication Department Student Learning Outcomes follow:

Upon completion of course, students will be able to:

- *Use verbal & nonverbal communication skills to effectively interact with others & express/interpret intended ideas clearly in a variety of contexts & settings.*

PART D: Faculty and Staff

1. **List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.**

Anthony R. Perez, M.A., Speech Communication Studies.

Professor Perez has been teaching communication courses in the San Francisco Bay Area for 15 years, has worked in the San Mateo Community College District for 8 years & has been teaching here at Canada since 2004. Professor Perez's expertise is in both Human Communication & Rhetorical Theory. During his 15 year career, he has taught Interpersonal Communication, Public Speaking, Rhetorical Theory & Criticism, Persuasion, Intercultural Communication, Speech for the Non-native speaker, Argumentation & Advocacy, Gender & Communication and is presently creating an instructional Speech DVD for his Canada students. As the department's sole full time instructor, Professor Perez has worked to lay the foundation for the programs growth by implementing technology into all communication courses as well as hiring an extremely qualified adjunct professor. They work closely together to keep the program current in its in discipline as well as plan for its future growth. "Working with students on a one-on-one basis to assist them in becoming more competent communicators is what makes teaching here at Canada so unique."

Zachary White, Ph.D., Speech Communication Studies.

Professor White has been teaching communication courses in the San Francisco Bay Area for over 5 years. His teaching focuses on helping students develop the knowledge and skills necessary to become public thinkers who speak and write well in a variety of contexts. Specifically, Professor White has taught a variety of courses ranging from the basic communication courses (oral communication, public speaking, written communication), to interpersonal communication and interviewing classes. Drawing on his teaching background (advanced public speaking, speech writing and analysis, persuasion, rhetorical criticism, and rhetorical theory). His most recent contribution to the College found Professor White in the role of a keynote speaker for his lecture "*How to Practice Your Purpose and Passion*" and as a facilitator in student-centered workshops based on my book, Binge Thinking.

Professor Perez & Professor White share a common goal which is to help Cañada students contextualize the material learned in class within the fabric of their lives as students, leaders, employers/employees, family members, professionals, and community members.

2. **List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.**

Completed: Curriculum Institute: Summer 2006: Anthony R. Perez

Needed: Funds that will allow faculty to attend discipline specific activities.

3. **Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).**

Full-time faculty: A hiring committee is selected by the division and said committee follows a hiring procedure that is in place.

Part-time faculty: The dean & full-time faculty interview a number of candidates. When a candidate is hired, a Course Outline of Record & sample syllabi are given to the new adjunct by the dean. The full time faculty meets with the newly hired instructor and assists the new hire in any way possible.

PART E: Facilities, Equipment, Materials and Maintenance

1. **Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.**

Projected needs will focus on equipment, materials and maintenance of the new speech lab once it is open and being used. The department's full time instructor met with the Speech Lab Coordinator and consulted her on the specific needs of the Speech Lab. Anniqua Rana, the Speech Lab coordinator met with the district in March 2007 with a proposed list. There is no word on what is to happen as of yet, hence, nothing can be listed here as of this date.

2. **Describe the use and currency of technology. List projected needs.**

Smart classrooms: Laptop, projector, screen, DVD/VHS player, and programs are currently being used. Needs are dependent on what the Speech Lab is furnished with.

3. **If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

Not Applicable.

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

At this point, needs are unknown. As the department grows, needs will surface.

2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?

At this point, needs are unknown. As the department grows, needs will surface.

3. What equipment will be needed in the next six years in order to maintain or build the department?

At this point, needs are unknown. As the department grows, needs will surface.

4. What facilities will be needed in the next six years in order to maintain or build the department?

At this point, needs are unknown. As the department grows, needs will surface.

PART G: Additional Information

The Program can benefit from a stronger sense of Identity & Esteem as well as more recognition by other campus departments and committees.

Membership is desired. Being a single person department does not equate to being an isolated department for all.

There are many single person departments on campus, yet the Speech Communication Department is not only a single person department, but also, it is not tied to any other department on the campus. For instance, Sociology, is a single person department, yet upon arrival to the campus, the full time instructor was automatically a member of a small group of peers; Social Science Division. With this membership comes not only a strong sense of Identity & Esteem that is constantly reinforced as ideas are shared, but the social networking within that division allows said instructor to seek advice, assistance, affirmation, etc., as well as create social bonds. The English Department and the English Institute (ESL) also reap the benefits of such social networks.

The absence of these social networks was impossible to ignore during the completion and presentation of Program Review.

Finally, it appears that the campus community does not recognize the program for all that it has to offer. This may be due to being an adjunct-governed program for so long. (1995 Program Review states that 2 full time instructors left in 1993.)

Presently, the department experiences instances of being overlooked, forgotten and/or ignored. The Speech Communication Department was overlooked, forgotten and/or ignored when the campus made a decision to put a speech lab in the learning center. If not for a speech lab, what will the campus community recognize the department for? In order to remain healthy and grow, the program must do what is necessary to be seen as a strong, important contributor that has a lot to offer to the campus community.

Upon arrival, (2004) the full time faculty was required to attend monthly English meetings. After one semester, the full time instructor requested that he not attend since he did not see the need to discuss English Department issues. The attempt to create "membership" by the dean, (Hay) was indeed appreciated and it is still desired by the department.

Presently, the department full time instructor is seeking an on campus mentor-like relationship that can offer advice, assistance, and affirmation. He is also attempting to create tighter bonds with peers in other departments. Working with others will assist in fulfilling Program desires.

In April (2007), the departments within the Language Arts Division will work together. The program's full time instructor looks forward to working with his peers as bonds are made and the department is recognized for all that it truly has to offer.

Like those who study and teach it, Speech Communication is rooted is social interaction. It is the goal of this full time instructor to not only have the program recognized as it grows, but to establish ties with the entire campus community to better serve our student body.