Instruction

Section 1: Program Information

Catalog Description

Speech courses use both theory and practical experience to develop students' understanding of communication skills in oral and written communication in its various forms and contexts. Included in the speech program include self-awareness, audience analysis, critical and analytical thinking skills, sensitivity to cultural diversity, academic integrity, and ethical communication. Courses in speech satisfy some general education requirements for the associate degree and lower division general education transfer requirements. Speech courses are also an integral part of the Associate in Arts in Communication Studies for Transfer degree, which focuses on the areas of public speaking, small group communication, argumentation and debate, intercultural communication, and interpersonal communication.

Faculty/Staff – List all faculty members (full or part time) who have taught in the program in the last year. Include the division administrative assistant. Indicate with an asterisk next to the name, those who are participating in the program review process this year. (prepopulated, editable)
Cathy Day (Admin Assistant)
Nichole Ary *
John Fincher *
Melanie Anson
Katherine Culliver-Carter
Kristin Deets
Erika Kennelly
Loren Hannah
Sabrina Roberts
Eric Siberio
Steven Nahabedian
Nadiyah Herron Jones
Omar Musallet
Alex Cadena
Raquel Moscozo

Section 2: Mission

Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?

Section 3: Course Curriculum

Curriculum Table (prepopulated, noneditable)

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

- Currency of courses: Has each COR been reviewed by the curriculum committee within the past six years? Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?

    o Yes, each course has been reviewed over the past six years.

- Alignment with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?

    o Yes

- Formats (modality type, course length, evening/weekend, noncredit, etc.)

    o Yes

- Are there any limitations preventing timely progress toward educational goal attainment?

    o No

Section 4: Student Success Data

Power BI Dashboard (linked, noneditable)
https://app.powerbi.com/view?r=eyJrIjoiNWM1NmRkOGQtOThiMC00NzZiLThmNjctNWM1YTE4ZTA1Mz
M3IiwidCI6IjEzNDNjNTk0LTBmNzYtNGY1ZS04NWEwLTdhYTcxNTIyMGZkYyIsImMiOjZ9

- When reviewing the college-wide data in areas of student success, retention, degrees, certificates, and transfer there are some interesting trends to pay attention to.
- For the college student success for Fall 2023 was 74% and for Spring 2024 it was 76%. Whereas for the speech program in Fall 2023 student success was at 68 % and 72% for Spring 2024. The speech program success rate is slightly lower than the campus-wide success rate.
- For the college student retention for Fall 2023 was 91% and for Spring 2024 it was 92%. Specifically for students enrolled in the speech program for Fall 2023, retention was 88% and for Spring 2024, retention was 89%. It is important to note that retention rates are slightly lower in the speech program for both Fall 2023 and Spring 2024 when compared with campus-wide data.
- The college awarded 5,257 degrees in the 2023-24 school year. The speech program awarded a total of 38 degrees. The number of degrees awarded in the speech program has gone down over the past five years. This trend is on par with degree awards decreasing campus wide. We are hopeful that this trend will increase as enrollment rates continue to increase.

Write about any notable equity gaps in performance.

When reviewing the data for Citrus College, Hispanic/Latinos are the largest ethnic group enrolled at Citrus College, with Whites being the second largest group and followed by Asian, African American, and those identifying as two or more races. The results between campus-wide data and the specific data for the speech program are very similar. Overall, when reviewing campus wide enrollment data for Fall 2023 and Spring 2024, retention by ethnicity is highest for Pacific Islanders and Asians, with the lowest rates for African Americans and Indian Americans. Latinos, Whites, unknown, and those of two or more races often fall in the middle range. When reviewing data of students enrolled in speech courses, the data reveals that retention rates are slightly lower in the speech program than they are in the campus-wide data. The largest gap exists with the groups that have struggled the most with retention which are in the African American group, followed by American Indian group. Hispanic and Latinos, those who identify with two races, Unknown, with Asians, Unknown, and Whites fall under the highest levels for retention. However, in Spring 2024, it is important to note that retention rates for African Americans, American Indians, Pacific Islanders, unknown, and Asians were higher in the speech program than in the campus-wide data results. In addition, retention rates were slightly higher for African Americans, Pacific Islanders, and Unknown in the speech program when compared with campus-wide data.

When reviewing success rates by ethnicity for Fall 2023 and Spring 2024, campus-wide success rates tend to be the highest for Pacific Islanders, Whites, and Asians. The biggest gap fall in the area of African Americans and Indian Americans. Latinos, and the Unknown group fall in the middle. The overall success rate of students taking speech classes is slightly lower in all areas when compared to campus wide data, except for American Indians. It is concerning to see that African Americans and American Indians seem to struggle the most with both retention and success both in speech courses and campus-wide data.

What potential obstacles or barriers do students face?

Based on informal observations obtained by speech faculty by talking with students, the biggest potential barriers students face is having the time and financial means to complete classes. In addition, many students struggle with mental health and experience high levels of stress and anxiety. In talking to several students enrolled in speech courses at Citrus, we find that many students share that they have multiple responsibilities (work, family, care taking, etc.) that prevent them from being able to do well in coursework and contribute to students feeling stressed and overwhelmed.

What opportunities are available to address these barriers?

We have many resources available to support student success (tutoring, food pantry, health and wellness, financial aid, tech support, etc). Yet, we find that students are often not aware of the resources offered. We have noticed that students who have children often struggle with coursework both on campus and in-person. Having childcare support available on campus would be extremely helpful for these students. Technology and modalities have changed significantly over the past five years, and this can create a barrier for returning students. We have found that many students who have not been enrolled since before the COVID-19 pandemic are returning to school and they have shared that they feel left behind. Providing onboarding and additional technology training or tutorials specifically for returning students would be helpful in increasing both success and retention for this group of students.

Links to Guided Pathways and DEIA+

Section 5: Program-Level Student Learning Outcome Assessment

Speech Program SLO Set

Speech Program SLO 1

Effectively utilize strategies involving language, nonverbal behaviors, listening, diversity, and ethical communication.

Mapping

SLO Goals: 1. Communication

Speech Program SLO 2

Effectively research, organize, compose, deliver, and analyze communication for different purposes and diverse audiences.

Mapping

SLO Goals: 1. Communication, 3. Creative, Critical and Analytical Thinking

Speech Program SLO 3

Effectively utilize small group communication dynamics such as leadership, conflict, rules, roles, problem solving and decision making.

Mapping

SLO Goals: 1. Communication, 3. Creative, Critical and Analytical Thinking, 4. Community/Global Consciousness and Responsibility

Speech Program SLO 4

Effectively organize, advocate, and defend positions on various policy and value topics.

Mapping

SLO Goals: 1. Communication, 3. Creative, Critical and Analytical Thinking

Speech Program SLO 5

Critically examine communication process.

Mapping

SLO Goals: 3. Creative, Critical and Analytical Thinking

Speech Program SLO 6

Critically analyze speeches for different purposes and diverse audiences.

Mapping

SLO Goals: 3. Creative, Critical and Analytical Thinking, 4. Community/Global Consciousness and Responsibility

Speech Program SLO 7

Research, organize, critically analyze, advocate, and defend positions on various policy and value topics.

Mapping

SLO Goals: 1. Communication, 3. Creative, Critical and Analytical Thinking

Speech Program SLO 8

Conduct scholarly research, cite evidence, critically analyze, advocate, and defend positions on various policy and

value topics.

Mapping

SLO Goals: 1. Communication, 3. Creative, Critical and Analytical Thinking

COMMUNICATION STUDIES AS-T DEGREE

COMMUNICATION STUDIES AA-T DEGREE SLO1

Interpret and critically assess a variety of media messages, including those that reflect multicultural perspectives in

order to make connections, critically compare and contrast ideas, and produce written, oral, and visual messages.

Mapping

No Mapping

COMMUNICATION STUDIES AA-T DEGREE SLO2

Research, organize, compose, and deliver public presentations on socially significant and intellectually challenging topics in order to demonstrate college-level public speaking skills and critical thinking.

Mapping

No Mapping

COMMUNICATION STUDIES AA-T DEGREE SLO3

Effectively listen to and critically evaluate others' messages in order to appreciate audience needs.

Instruction Plus One Program Review Cycle 3

Speech

Degree/Certificate/Skill Award Learning Outcomes

COMMUNICATION STUDIES AS-T DEGREE

COMMUNICATION STUDIES AA-T DEGREE SLO1

Interpret and critically assess a variety of media messages, including those that reflect multicultural perspectives in

order to make connections, critically compare and contrast ideas, and produce written, oral, and visual messages.

Mapping

No Mapping

COMMUNICATION STUDIES AA-T DEGREE SLO2

Research, organize, compose, and deliver public presentations on socially significant and intellectually challenging

topics in order to demonstrate college-level public speaking skills and critical thinking.

Mapping

No Mapping

COMMUNICATION STUDIES AA-T DEGREE SLO3

Effectively listen to and critically evaluate others' messages in order to appreciate audience needs.

Instruction Plus One Program Review Cycle 3

Speech

Mapping

No Mapping

Section 6: Assessment and Planning

Past Recommendations and Goals (prepopulated, noneditable)

Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.

The speech program offers courses that significantly help students meet transfer requirements and strengthen their communication skills, conflict management, interpersonal communication, group communication, build confidence, gain awareness, learn about the importance of cultural sensitivity, and empathy.

Overall Weaknesses: In what ways does your program need to improve? *Our program is lacking growth due to reduction in full-time faculty members. We need to grow our program by adding at least two additional full-time faculty members.*

How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?

The speech program faculty strives to create a classroom environment that fosters belonging and communicates inclusive messages to students throughout each course. In addition, the speech program shares student services resources that are available to students such as the Health Center, DSPS, The Learning Center, Library, Pride Center, and Food Pantry. We will continue to collaborate with program leaders across campus to promote and continue to share this information with students in the future.

Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)

The most significant goal for the speech program over the next three years is to increase the number of full-time faculty members. This is imperative to fulfil the needs of expected future growth of the program. Requirements of the Cal-GETC transfer pattern will create a need for additional speech courses and additional faculty are needed to fulfil this.

Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for

your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.

We anticipate needing to hire at least two full-time faculty members. In addition, we need multiple classrooms available on-campus that are conducive to communication between students, group work, and public speaking. We need classrooms that have a working computer, moveable desks, chairs, a podium, speakers and microphones in each classroom, a whiteboard, projector, and fast internet connection to accomplish goals and SLOs for our department.