

SPEECH COMMUNICATION Program Review

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Prepared for
Citrus Community College District

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PROGRAM DESCRIPTION

The Speech Communication program fosters personal and professional success, which depends on effective, ethical, and purposeful communication skills. The program offers students a comprehensive introduction to the study and practical application of the Speech Communication discipline by providing an opportunity to improve oral and written communication skills.

PROGRAM OBJECTIVES

In addition to providing instruction consistent with the transfer requirements of four-year universities, the Speech Communication program delivers instruction which focuses on the following Citrus College core competencies:

1. Communication

- Students demonstrate college-level understanding of communication theory and its practical application.
- Students acquire necessary communication skills, required to succeed in today's workplace, and to be a more effective group member, leader, and facilitator.
- Students demonstrate college-level speaking and listening proficiency.
- Students adapt communication skills to a variety of audiences in a variety of contexts.

2. Creative, Critical, and Analytical Thinking

- Students critically analyze communication issues.
- Students exercise creativity in the presentation of speeches.

3. Community/Global Consciousness and Responsibility

- Students communicate effectively within a diverse society.
- Students understand the vital role of ethics in communication.

4. Technology/Information Competency

- Students conduct college-level research and apply findings to support logical arguments

MISSION

The Citrus College Speech Communication program promotes academic, professional, and personal success; supports the mission of the college; and contributes to its community. The Speech Communication program goals and objectives encourage students to further develop their oral, written, listening, research, and critical thinking skills in an educational laboratory setting. The program promotes ethical, involved, and informed citizenry, and supports student transfer to four-year educational institutions.

COMMENDATIONS

- a) The previous Communications program review was in 1996 and Speech was combined with the Mass Communications program. This is the first Speech Communication program review.
- b) Speech Communication courses are in compliance with the Citrus College mission statement.
- c) Speech Communication courses meet the criteria for transfer to CSU.
- d) The Citrus College Speech Communication program reflects the diversity of the Citrus College student body. By offering courses to Distance Learning and Honor students, the Speech Communication program has significantly increased access to a variety of students.
- e) Speech Communication courses utilize technology (e.g., videotape, DVD, PowerPoint, Internet, email, chat room, online grade book, and message boards).
- f) The Anson Communication Scholarship was established in 2001 and is awarded annually to a Citrus College student who achieved excellence in a Citrus College Speech Communication course and who has financial need.
- g) To be inclusive of all areas of Speech Communication study, the Speech program has been renamed the Speech Communication program. This is consistent with the renaming of the Speech Communication Association (the Speech Communication discipline's national academic professional association) to National Communication Association.
- h) SPCH 101 Public Address fulfills one of the CSU Golden Four requirements for transfer.*
- i) SPCH 103 Argumentation and Debate is an option to fulfill the CSU Golden Four critical thinking category required for CSU system transfer.

RECOMMENDATIONS

- a) Consider the benefit of requiring pre-requisites for select courses within the Speech Communication discipline.
- b) Research the potential of requiring Speech 101 Public Address as a Citrus College graduation requirement.
- c) Explore the potential of expanding an ethics component in all sections of Speech Communication courses.

- d) Investigate the potential of expanding/revising the courses within the discipline (e.g., courses in Intercultural Communication, and Business and Professional Communication).

NEED

Speech Communication skills are essential to students' personal, academic, and professional success. Speech Communication courses fulfill core general education transfer requirements and typically fill within the first two weeks of registration. There is an increased need due to growth in enrollment.

* A CSU Golden Four means that for a California community college student to receive full certification to transfer to any CSU, students need to complete CSU Golden Four requirements.

Speech Communication courses directly support the core competencies of the district. The competencies primarily addressed are:

- Communication
- Creative, critical, and analytical thinking

Competencies secondarily addressed are:

- Community/global consciousness and responsibility
- Technology/information competency

COMMENDATIONS

- a) The total number of full-time Speech Communication professors has been increased from two full-time professors to three full-time, tenured professors.
- b) Courses are offered throughout the day and evening.
- c) Courses are offered online and for honors students.

RECOMMENDATIONS

- a) To continue the support of updated course instruction, professional development opportunities must be an ongoing priority. Faculty need district funding support to regularly attend a variety of professional development activities.
- b) The district should re-establish and significantly increase funding to support a renewed forensics program.

QUALITY

The Speech Communication program gives students theoretical and practical experience consistent with the core competencies of the district. From this foundation, students develop competencies in communication, critical and analytical thinking

(emphasizing analysis and research), and community responsibility (interpersonal skills, respect, ethics, integrity, citizenship, and advocacy).

COMMENDATIONS

- a) Speech Communication faculty are well qualified both academically and professionally to teach in the Speech Communication discipline.
- b) Speech Communication faculty have been leaders and innovators in developing Speech Communication Distance Learning, Integrated, and Honors curriculum.
- c) Speech Communication faculty are active committee members, participate in faculty hiring, and contribute to the campus, community, and the national and regional Speech Communication professional associations.
- d) Speech Communication faculty are sensitive and willing to accommodate student needs, including those with disabilities.
- e) Speech Communication students utilize online databases provided by Citrus College Library to do formal research for presentations.
- f) Speech Communication courses are in the process of being updated to reflect the most recent California Articulation Numbering System (CAN) course description.
- g) Full-time Speech Communication faculty are active in regional, state, and national Speech Communication related academic associations and have attended or presented at numerous conferences, state and national speech forensics tournaments, and study-abroad programs. Such prominent organizations include the National Communication Association, Western States Communication Association, National Communication Association Ethics Conferences, Pacific Southwest Collegiate Forensic Association, California Community College Forensic Association, National Community College Forensic Association Phi Rho Pi, and C-Span's Seminar for Professors.
- h) Professor Melanie Anson, Ph.D., has authored a public address textbook entitled *Public Speaking: How to Design and Deliver a Speech with Confidence*. This textbook is used at Citrus College and is now in its third edition.
- i) Professor Tasha Van Horn serves in leadership positions in the National Communication Association (NCA) and Western States Communication Association (WSCA) and has developed instructional materials for national publication.
- j) Professor Fincher has taught SPCH 103 Argumentation and Debate as an Integrated option and has served as a moderator for several campus and community events.

RECOMMENDATIONS

- a) Speech Communication faculty should continue their professional development activities with district funding support.
- b) Speech Communication faculty should continue to support counselors, Job Placement, and Career/Transfer Center staff.

- c) Explore feasibility of making Speech 101 Public Address as a Citrus College graduation requirement.
- d) Additional full-time Speech Communication faculty should be hired.

FEASIBILITY

COMMENDATIONS

- a) Student enrollment in Speech Communication courses has significantly increased.
- b) The Speech Communication program contributes to the overall financial health of Citrus College. In FY 2003-04, the program generated 168.5 FTEs (excludes summer FTEs). Even during the recent state fiscal crisis, the Speech Communication program continued to maintain revenue of \$110,000 beyond expenses.

RECOMMENDATIONS

- a) Speech Communication faculty should be included in planning for new and expanded program facilities.
- b) Additional Speech Communication multimedia classroom facilities are needed to meet student demand.
- c) A fully-equipped Speech Communication lab would aid students' learning and their progress. This lab would also need to be staffed by lab assistants.
- d) A fully equipped Forensics team room to aid students' learning, practice, and progress. Team room would also be staffed by adjunct assistant coaches.

COMPLIANCE

COMMENDATIONS

- a) Speech Communication courses are in compliance with the regulations and standards set by the district and California state universities.
- b) Speech Communication faculty meet and exceed the minimum qualifications for employment at the community college level.
- c) Citrus students are given theoretical and practical experience consistent with the core competencies of the district. From this foundation, students develop competencies in communication, critical and analytical thinking (emphasizing analysis and research), and community responsibility (interpersonal skills, respect, ethics, integrity, citizenship, and advocacy).
- d) Speech Communication faculty cooperate with the Citrus College Transfer Center to encourage students to make transferability a priority.
- e) Most Speech Communication courses transfer to many four-year educational institutions either as major requirements or as electives.

- f) Representatives from the Citrus College Transfer Center are often invited into Speech Communication classrooms to present information on transfer dates as well as the transfer process.
- g) All Speech Communication full-time faculty participate in the new faculty mentor program.

RECOMMENDATIONS

- a) Hire additional full-time Speech Communication faculty.
- b) During the academic year 2005/06, revise all Speech Communication course outlines to include student learning outcomes (due by graduation 2006).