

## Instructional Program Review Speech Communication

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Speech

2. **Department and/or Program(s) Purpose Statement:**

To provide instruction in oral and written communication skills.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2014-2015

4. **Date of Submission:**

August 14, 2015

5. **Lead Person Responsible for this Program Review:**

Name: Lynae' Jacob  
Title: Chair-Communications/Theatre  
E-mail: lljacob@actx.edu  
Phone Number: 806-371-5343

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

Cindy Lanham - Administrative assistant

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

**A .Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )				X
b. <a href="#">Completion</a>				X
c. <a href="#">Licensure Pass Rates</a>				X
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )				X
e. <a href="#">Grades A-C</a>				X
f. <a href="#">Annual Enrollment</a>				X
g. <a href="#">Survey, Focus Group, &amp; Related Data</a>				X

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

Not applicable.

- ii. Identify one area in which your program(s) need to most focus for the next few years.

Not applicable

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)	X		
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)	X		
g. Course-level Enrollment (IDS)			
h. Survey, Focus Group, & Related Data			

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

1315 - ages 19 and under  
1315,1321, 1318 - First Generation

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

1315-Ages 20 and over 1315- Blacks 1318,1321 – Part time
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**III: Institutional Initiatives**

**PART A – No Excuses:**

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

1c) Speech classes have an average A-C completion rate of 74.61% 1a) Speech instructors consistently develop relationships with students. Relationships are instrumental in increasing persistence from term –to –term.
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**PART B – Strategic Planning:**

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

1.1 Adjust instruction and services based on assessment data.
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2. (If applicable) What additional item(s) should AC's Strategic Plan address?

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**PART C– General Education Objectives**

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

Objective	Course(s)
Communication Skills	All courses
Critical Thinking Skills	All courses
Empirical & Quantitative Skills	
Teamwork	All courses
Personal Responsibility	All courses
Social Responsibility	
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

All Faculties are required to teach core assignments in their courses. These assignments have been submitted and approved. Assessment is included in the assignments.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	
Embedded Questions	
Licensure Exam	
Portfolios	
Projects/Essays	
Testing (i.e. course-based testing; finals)	
Note: May Insert other Method	Rubrics

4. Briefly address any improvements made in your department/program(s) based on your data findings.

Core assignments were required in the Fall of 2014. Data is presently being analyzed. Changes have not been implemented.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Critical reading, thinking, problem solving, and teamwork are key skills in all of our courses. Informative and persuasive presentations require critical reading and thinking strategies. However, the Speech department has not implemented specific and consistent critical reading strategies across the board.

**PART D: Core Curriculum Assessment – Program Outcomes**

Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses

The Texas Higher Education Coordinating Board (THECB) has identified 3-4 core objectives (competencies) that each core curriculum course is required to teach and assess.

You may either collect data and information from all core curriculum courses in your program/department or you may attach a separate document for each course/area in your department/program that answers the questions below.

1. Do you certify that your courses annually assess and collect data on the core objectives as required by the THECB?

Yes	No
X	

2. Do you certify that each course section is equitable in their assessment of the collection of data and assessment required by the THECB?

Yes	No
X	

3. Do you certify that the work assessed has an equal chance (i.e. you did not “cherry pick” the best student work) for assessment?

Yes	No
X	

4. Briefly describe the internal and external data you used to form your assessment benchmarks. Note: The THECB requires external data (e.g. [CCSSE](#)) be used to create your benchmarks.

Using [CCSSE](#) data, we set communication skill success goals to meet or exceed those at similar institutions. We also considered data from past speech performances within our department.

5. The “[Call for Course Proposals for Inclusion](#)” contains a description of each assignment/activity, direct assessment method, etc. for each of your department’s/program’s courses in the core curriculum.

For each course approved for core curriculum inclusion, provide the following information:

- a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

[Spch 1315 and 1321](#)  
 94% of the 72 sample students scored a 70% or higher on an informative speech with a visual aide. (Critical thinking and Communication)  
 78% of the 99 sample students scored a 4 or higher on a 5 point scale in the areas of teamwork and personal responsibility.  
[Spch 1318](#)  
 94% of 321 sample students scored a 4 or higher on a 5 point scale in the area of personal responsibility.  
 93% of 321 sample students scored a 4 or higher on a 5 point scale in the area of teamwork.

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

All benchmarks were met except the teamwork/ responsibility in the 1315 and 1321 courses. The benchmark was set at 85% of students scoring a 4 or higher. The benchmark may have been a little optimistic.

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

Each faculty member collected data in the form of rubrics from all student performances in each class. The rubrics were turned in to our administrative assistant. She kept 5 rubrics and tossed 10 rubrics and repeated until all forms were exhausted. We then scored the sample students.

- d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

Students all present an informative speech using a visual aide. The rubric for scoring was designed by the Speech instructors and point values were discussed as a team.

- e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

Part of grading a presentation is subjective. We have conversations in our department about how we grade and feel confident that we are very similar in our subjectivity.

- f) Please list the facts you feel contributed to your results (Analysis):

Speech Communication faculty tend to be strong in areas of communication and relationship skills. They work well with students and go the extra mile to help students succeed. I am not surprised that most of our benchmarks were met. The lower than expected score in teamwork and personal responsibility in 1315 and 1321 classes was disappointing. It is very hard to ensure that those results were not biased because students were rating each other on teamwork and personal responsibility.

- g) How have you or will you improve student learning in each course based on the most recent assessment results?

Additional time will need to be spent teaching teamwork and personal responsibility concepts before students evaluate each other.

6. For each core curriculum course and each core objective, please include a copy of the assessment instrument and five randomly selected, evaluated assessment samples with this form. Some examples of things you may include with your submission are as follows:
- o **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank
  - o **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
  - o **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of same students' work from post test
  - o **Rubric** – Copy of rubric and copy of five student work samples

- **Other Types of Assessment** –Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.

#### **IV: Conclusions**

- 1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?**

Speech faculty members are typically comfortable using active classroom strategies as well as problem based learning techniques. These practices are common because of the nature of the classes we teach. We will continue to strengthen our pedagogy by attending workshops and incorporating more problem based learning activities into our lessons.

- 2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?**

Center for Teaching and Learning classes along with valuable peer sharing from the summer Amarillo college Teaching Seminar as well as speakers brought in for faculty advancement. All opportunities are undergoing change at present. We will await new learning opportunities.

- 3. What is the biggest issue/obstacle that your program currently faces? Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.**

The Speech classes are transfer core classes. Our biggest obstacle is determining the ever changing demands of the state. We will continue to keep informed and tweak our classes to meet changing needs.

- 4. Additional Comments Pertinent to this Review (Not Required):**

## **Group Library Presentation**

### **I. Introduction**

**a. Attention getter** \_\_\_\_\_

\_\_\_\_\_

**b. Specific purpose** \_\_\_\_\_

\_\_\_\_\_

**c. Preview** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **II. Body**

**a. Main point**

*Support*

*Transition to next point*

**b. Main point**

*Support*

*Transition to next point*

**c. (as many main points as in group)**

### **II. Conclusion**

**a. Review main points** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**b. Clincher** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*Total = Maximum of 15 minutes**

**\* Must have a power point or visual aids of some kind**



**Outline format**

**Group names**

**Visual Aid**

**Interest Level**

**Attention / Clincher**

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**Outline format**

**Group names**

**Visual Aid**

**Interest Level**

**Attention / Clincher**

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**Outline format**

**Group names**

**Visual Aid**

**Interest Level**

**Attention / Clincher**

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## Team Member Critique Sheet

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Project Title: \_\_\_\_\_

Course: \_\_\_\_\_

**Instructions:**

**\*First** rate each team member (including yourself) in the areas of contribution, cooperation, and self management. The *Group Characteristic Key* table provides rating descriptions. **Next**, provide a ratings justification for each team member.

Evaluated Team Member's Name <small>(Please Print Names)</small>	Contribution Rating	Cooperation Rating	Self Management Rating
	← Low to High →	← Low to High →	← Low to High →
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

<b>GROUP CHARACTERISTIC KEY</b>			
RATING	CONTRIBUTION	COOPERATION	SELF MANAGEMENT
<b>1- Does Not Meet Any Expectations</b>	Made no contributions to the group's work and decisions OR did not lead or take direction within the group	Not respectful of group members, dominates the project, consistently rejects other group member's ideas, fails to acknowledge the group's shared purpose, and causes problematic situations	Was absent or late for meetings, did not present relevant ideas/materials, did not submit work on time, and/or did not stay on task during group meetings or work sessions
<b>2- Meets Few Expectations</b>	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 1 & 3		
<b>3- Meets Expectations</b>	Adequately contributed to the group's work and decisions OR adequately fulfilled the role that the student was assigned within the group project	Respectful of other group members, listens to the ideas of others, acknowledges the group's shared purpose, and did not cause problematic situations	Adequately prepared for meetings, presented some relevant ideas/materials, submitted the work by the absolute deadline, and generally stayed on task during meetings
<b>4- Exceeds Some Expectations</b>	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 3 & 5		
<b>5- Exceeds All Expectations</b>	Made contributions that were instrumental to the group's success and planning process OR took the initiative to be a good leader	Respectful of other group members, integrates the ideas of other group members into their own ideas, embraces the group's shared purpose, and sought ways to avoid problematic situations	Always well prepared for meetings, presented good ideas and abundant materials, always met all deadlines, and was always task-oriented during meetings

<b>Required - Justification of Team Member Ratings (Give a justification for your rating of <u>each</u> team member)</b>

Note: Additional assessment areas may be added to this rubric (e.g. Technical class instructors may wish to add a "Safety" row that addresses a group member's ability to follow proper safety procedures.)

## **“Airplane Hostages” Individual Worksheet**

*Instructions:*

A plane has been hijacked! The hijackers offer to release four passengers to the U.S. embassy. In return for this gesture, the government of a neutral country will agree to allow the plane to land at its airport and refuel.

The captors insist, however, that U.S. authorities select the four to be released from the following list. The President has given your group the job of making the selection. If you do not select the people, the hijackers are perfectly willing to allow the plane to run out of gas and crash, killing all passengers. You must reach a decision by consensus, and you must do so within the next half hour.

You may assume the terrorists are honest about releasing those who are chosen to be released. You do not know what will happen to those who remain on the plane, but given what is known about this particular terrorist group, you expect most or all of the remaining hostages probably will die.

Quickly rank the following passengers in the order in which you would choose them to be released. In the column titled “Your rank,” place the number 1 by the hostage you would save first, the number 2 by the one you would save second, and so on through number 8, the hostage you would save last.

**Please complete this part of the exercise before you come to class.** During class, you will have an opportunity to discuss the matter with your group and reach an agreement.

<b>Hostages</b>	<b>Your rank</b>
1. Brenda Jones, age 27, has three children by three different fathers, none of whom she has married. She loves her children, however, and has resolved to get her life together for the children’s sake. Her mother is caring for them so Brenda can attend a six-week training program for women who lack job skills.	_____
2. Fr. John O’Brien, 65 years old, is in excellent health. A Roman Catholic priest, he has dedicated his life to working with the poor in an inner-city ghetto. He is taking this flight to arrange for funding and personnel that will enable him to set up a program to carry on his life’s work after he becomes unable to work. Should he die at this time, the work probably will end.	_____

## Hostages

Your rank

3. Juan Garcia is 45. He has a history of heart trouble and might not survive the stress of a prolonged hostage situation. He is a wealthy businessman whose estate would easily provide for his wife and three young children, even if he should die in the hijacking. His business, however, which has employed and given dignity to many Hispanic people, probably would fold without his vision and drive, putting many people out of work who will not be able to find jobs.  

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4. Elijah Brown is 52. He did time in jail for armed robbery. Since his release two years ago, he has worked hard, gone to school part time, and supported his invalid wife and youngest child (the only one remaining at home). There would be no money to provide for his family in the event of his death.  

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5. Betsy Bates, 29, is a well-known and successful model. Married a little over a year to rock star Duke, she has just found out that she is pregnant, a discovery she views with mixed feelings.  

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6. Congresswoman Jan Perkins is 47. Widowed young, when her husband died in the crash of an Air Force plane while on a diplomatic mission for the State Department, she has devoted her life to politics. She has been an effective and eloquent worker for peace and for the rights of women and minorities. Her death would be a crushing emotional blow to her elderly parents, though she has provided for them financially in her will. Perkins is widely seen as the most likely candidate for the first woman President of the United States.  

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7. D. B. Calhoun is 43. Little is known about him, except that he is a very bigoted person with an unstable employment history. He reads *Soldier of Fortune* and similar magazines, and dreams about being a mercenary. It is quite possible that he will try some hostile action against the hijackers and ruin any chance of getting the remaining hostages out alive.  

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8. Andrea Ohms, at 19, is already a distinguished pianist, having started performing professionally at age 8. Her performances give immense pleasure to thousands of people around the world. She is engaged to be married.  

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## “Airplane Hostages” Group Worksheet

*Instructions:*

Your task is to reach a consensus ranking of the four hostages to be released by the terrorists. This means that the ranking for each of the four should be agreed upon by each member of the group before it becomes part of the group decision. Here are some guidelines to use in reaching consensus.

1. Don't argue stubbornly for your own point of view just because it is yours. Listen to other members of the group and be willing to change your views on the basis of reason and logic.
2. On the other hand, don't change your mind simply to avoid disagreement. Seek differences of opinion and try to get every member involved in the decision-making process. The more information you have, the better chance you will have of making a sound decision.
3. Avoid such techniques as majority vote, averaging, flipping coins, and bargaining.

After your group has reached consensus on how to rank the hostages, fill in the “group rank” column below. **You have 20 minutes to complete this phase of the exercise.**

	<b>Hostage</b>	<b>Group Rank</b>
1.	Brenda Jones	_____
2.	Fr. John O'Brien	_____
3.	Juan Garcia	_____
4.	Elijah Brown	_____
5.	Betsy Bates	_____
6.	Jan Perkins	_____
7.	D.B. Calhoun	_____
8.	Andrea Ohms	_____

