

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

SVCC Transfer Program Review Template

This program review template will be used to review the following programs and courses.

Programs (degrees):

A.A. 614 (Mass Communication)
A.A. 610 (Speech Communication)

Related program courses (only speech courses that are part of the communication degrees are reviewed here).

SPE 131
SPE 151
SPE 161
SPE 181
SPE 231
SPE 232

Transfer Program Objectives

Prompt: *What are the objectives of this program and the courses related to this degree(s)?*

Response to prompt:

Per the SVCC catalog, the Mass Communication program (A.A. 614) “prepares students to enter the workforce or transfer to four-year institutions to pursue a bachelor’s degree in Mass Communication with an emphasis in journalism/news editorial or photojournalism.” Currently, per the catalog, the only SPE course suggested for the Mass Communication degree is *Introduction to Oral Communication* (SPE 131). Given the program’s name and its purpose, the program review team recommends that *Introduction to Mass Communication* (SPE 181) be included in this program’s suggested course sequence.

Currently, the SVCC catalog neither describes nor identifies an objective of the Speech Communication program (A.A. 610). It merely states how many semester hours are required to earn the A.A. degree and to transfer into a bachelor’s program. Therefore, the program review team recommends that the catalog description be updated to reflect the program’s purpose, which is to provide students with the theories, concepts, and skills necessary to become more effective speakers and listeners in personal and professional situations. The program’s range of courses help build a foundation for students’ general education and prepare them for a bachelor’s degree in communication studies or related fields. Per the current catalog, the courses suggested for the Speech Communication degree are *Introduction to Oral Communication* (SPE 131), *Interpersonal Communication* (SPE 151), *Group Discussion* (SPE 161), *Public Speaking* (SPE 231), and *Introduction to Performance of Literature* (THE, fka SPE, 232). Because the latter is now a theater course and, as with the Mass Communication program, *Introduction to Mass Communication* (SPE 181) is not currently included, the program review team recommends that SPE 181 replace THE 232 in the Speech Communication program’s suggested course sequence.

Transfer Program Need

Prompts: *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students?*

Data sources: Table 1A, Table 1B, Table 2

Possible topics to discuss: Number of students in the program, number of students in the individual

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

classes, number of students by modality (online, face-to-face, dual credit), number of majors, number of GECC completions, and number of degrees completed.

Response to prompts (identify strengths and challenges): In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Introduction to Oral Communication (SPE 131) is a required course for many Sauk students and those seeking degrees from four-year institutions. Per Table 1B, 2,304 students have enrolled in SPE 131 over the past five years. Of these, 328 have been dual-credit students, which suggests a strong need for this course by local high schools. Besides on-campus day and night sections and off-campus dual-credit sections, an online section is also now being offered.

Per Table 2, the number of students declaring majors in Mass Communication (A.A. 614) and Speech Communication (A.A. 610) over the past five years has been low, 19 and 1, respectively. Accordingly, per Tables 1A-B, only 16 sections of SPE courses other than SPE 131 have been offered during this time (9 of SPE 151, 3 of SPE 161, 2 of SPE 181, 2 of SPE 232). Yet, 154 students (136 online) have enrolled in these courses. So, despite the low number of Speech Communication majors, students have been taking this program's courses to satisfy other degree requirements.

While the array of SPE courses and the number of sections offered appear sufficient to meet our students' needs, adding *Introduction to Mass Communication* (SPE 181) to the suggested course sequences for the Mass Communication **and** Speech Communication degrees should both increase this course's enrollment and enhance the quality of each program.

Transfer Program Cost Effectiveness

Prompts: *Is the program cost effective? What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

Available Data Sources: Table 1A, Table 1B, Table 3A, Table 3B,

Possible topics to discuss: Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? What resources are needed? Is class size appropriate and cost effective?

Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Per Table 3, totals from FY 2012 to FY 2016 indicate that the Mass Communication and Speech Communication programs have operated 6% under budget and have netted \$331,082 in income. In fact, in contrast to the College's overall decline in revenue over the past few years, revenue from the Communication programs has increased – from \$31,711 in FY 2012 to \$103,960 in FY 2015 and \$99,099 in FY 2016. This significant increase in income can be attributed to a dramatic reduction in faculty salaries and benefits over the past year.

Moreover, per Table 1A, while the overall enrollment at Sauk has dropped 23.4% from FY 2012 (5,246) to FY 2016 (4,020), enrollment in SPE courses has dropped only 18.4% over the same time period (505 to 412).

Still, consistent with Sauk's overall decline in enrollment, the average class size for SPE courses has dropped from 19.4 in FY 2012 to 14.7 in FY 2016. To accommodate this, those sections of *Introduction to Oral Communication* (SPE 131) with the lowest enrollment have been cut this year.

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

Additional resources for online course development may be needed over the next few years.

Transfer Program Quality

Prompts: *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps, if any, need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements.*

Available Data Sources: Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Assessment Data Base, College Dashboard, program surveys, focus groups, interviews.

Possible topics to discuss: Full-time to part-time faculty ratio, amount of overload, class size, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, program and class grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, online course availability, dual credit), currency of equipment and facilities, degree completion rate, GECC completion rate, number of transfer students.

The following topics MUST be discussed in this section to satisfy ICCB and HLC guidelines: retention rates, degree completion rates, proportion of faculty participating in assessment (FT and PT including dual credit) and the impact of academic assessment on the program.

Response to prompts (identify strengths and challenges). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

While some initial steps have been taken over the past few years to improve the quality of the Mass and Speech Communication programs, there are several more opportunities to do so.

Degree Completion & Retention

Per the 5-year totals column in Table 2, of the 19 students who declared a major in Mass Communication, 14 earned their degrees, for a 73.7% completion rate. As for Speech Communication, while only one student declared this major over the past five years, two degrees were awarded over that time. Thus, when combined, the Mass and Speech Communication programs had an 80% degree completion rate (16 out of 20) from FY 2012 to FY 2016.

With regard to retention, the rates for the Mass Communication program average out to those of the College. Per Table 5, the program's average Fall to Spring retention rate was 8% higher than the College's (85.7% to 77.7%). However, the program's average Fall to Fall rate was 8.4% lower than the College's (51.0% to 59.4%). As for the Speech Communication program, both of its retention rates were 100%, though this statistic is the result of retaining only one student.

Faculty & Assessment

In 2015, the College promoted to full-time a part-time instructor with a Ph.D. in Communication Studies from a top-tier program and 11 years of experience teaching in university communication departments. Per Table 1A, during FY 2016, the Communication programs had three full-time instructors who taught 18 sections of SPE courses, and a total of three part-time and dual-credit instructors who taught nine sections.

While the three full-time instructors communicate regularly on campus about their SPE classes, there is no communication between the on-campus full-time faculty and the off-campus dual-credit faculty. As noted above, 14.2% of the students who have taken *Introduction to Oral Communication* (SPE 131) over the past five years have been dual credit (328 of 2,304).

The full-time instructors should arrange an introductory meeting with the dual-credit instructors prior

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

to the start of the Fall 2017 semester. Ideally, faculty would discuss their syllabi (the depth and breadth of topics covered, assignment types and expectations, etc.) to ensure that each adheres to the SPE 131 course outline. Such a meeting would not only enable instructors to share their best practices but also promote academic consistency. The latter should be examined given the different grade distributions between on-campus and dual-credit sections. Per Table 4A, over the past five years, 52.4% of dual-credit students earned A grades in *Introduction to Oral Communication* (SPE 131), which is noticeably higher than the 19.6% and 31.7% earned by on-campus full-time and part-time students, respectively.

Opening the lines of communication with the dual-credit instructors may also encourage them to participate in the assessment process. All full-time instructors who have taught SPE courses over the past five years have completed their required assessments. However, only one part-time instructor (the one promoted to full-time in 2015) completed assessments, and did so only in Spring 2013 when the area leader told her that she had to do them. Letting the dual-credit faculty know the importance of assessment is the first step to including them in the process.

Currently, the assessment process is focused on individual courses rather than overall programs. Indeed, the only SPE course assessed over the past five years has been 131 (*Introduction to Oral Communication*). Given that this course has accounted for 93.7% of the total enrollment in SPE courses (2,304 out of 2,458), this is understandable. Moreover, these assessments have helped individual instructors identify and address the skills with which students struggle. Per the assessment database, SPE 131 has been assessed according to eight different competencies since Spring 2012. Nonetheless, to improve the Mass and Speech Communication programs, the two full-time professors who teach SPE courses beyond 131 should consider assessing those courses as well.

Course Sequences

To accurately convey the content of our courses and the development of the communication field, the outdated, limiting, and confusing prefix SPE has been retired. Last year, theater courses were separated from SPE courses and relabeled THE. Thus, *Introduction to Performance of Literature* is no longer SPE 232, it is already THE 232. This fall, the SVCC Curriculum Committee and ICCB approved the five remaining SPE courses (131, 151, 161, 181, and 231) to be relabeled COM beginning August 2017. Because of these changes, we now have a clear and manageable set of courses which represents core areas of communication studies and can be integrated more deliberately and consistently into the Communication programs' course sequences. To that end, the program review team recommends the following updates and improvements to the programs and their course sequences.

Mass Communication (A.A. 614)

In the current catalog, the only SPE course in the suggested sequence is *Introduction to Oral Communication* (SPE 131). *Group Discussion* (SPE 161) and *Introduction to Performance of Literature* (THE, fka SPE, 232) are mentioned, but only in a footnote as options to satisfy three hours of "Personal Development." Neither of these courses are pertinent to a Mass Communication degree, but the one course that clearly is – *Introduction to Mass Communication* (SPE 181) – appears nowhere in the course sequence. Thus, given that the Mass Communication program is so named, *Introduction to Mass Communication* (SPE, soon COM, 181) should replace the "Personal Development" hours in the sequence. Moreover, the program emphasizes the practice of written journalism, and *Introduction to Mass Communication* covers historical and contemporary legal, economic, and cultural issues associated with journalism. The course is also very accessible because it's currently offered online every fall by an instructor who recently completed a multimedia faculty development course.

After consulting with Thomas Irish, the faculty contact for the Mass Communication program, the program review team recommends the following sequence of courses for the 2018-2019 catalog.

NOTE: The scheduling of the ENG courses are discussed in the English program's current review.

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

First Semester – 16 hours

COM 131 – *Introduction to Oral Communication* – 3 hours. Current offerings are sufficient: Day sections every semester; at least one night section every year; dual credit and online sections every fall and spring.

FYE 101 – 1 hour

ENG 101 – 3 hours

Math – 3 hours

Social/Behavioral Science – 3 hours

*Electives – 3 hours

Second Semester – 15-16 hours

ENG 103 – 3 hours

Social/Behavioral Science – 3 hours

**Humanities/Fine Arts – 3 hours

***Life/Physical Science – 3-4 hours

*Electives – 3 hours

Third Semester – 15 hours

COM 181 – *Introduction to Mass Communication* – 3 hours. Offered every fall online.

ENG 153 – *Basic News Writing* – 3 hours

ENG 270 – *Creative Writing* – 3 hours

Humanities/Fine Arts – 3 hours

*Electives – 3 hours

Fourth Semester – 15-16 hours

ENG 154 – *Basic News Editing* – 3 hours

ENG 271 – *Creative Writing II* – 3 hours

Social/Behavioral Science – 3 hours

Humanities/Fine Arts – 3 hours

***Life/Physical Science – 3-4 hours

* A bachelor's degree may require competency in a foreign language.

** Students are encouraged to take a photography course to fulfill this requirement early in their degree program.

*** One lab science required.

Speech Communication (A.A. 610)

As explained above, *Introduction to Performance of Literature* (THE 232) is no longer a SPE course, yet it is still listed in the suggested course sequence, while *Introduction to Mass Communication* (SPE, soon COM, 181) is not. Media literacy, which is the overall goal of SPE 181, is imperative for effective communication, which involves receiving messages as much as sending them. Therefore, *Introduction to Mass Communication* should replace *Introduction to Performance of Literature* in the course sequence. The program review team recommends the following sequence of courses for the 2018-2019 catalog:

First Semester – 16 hours

COM 131 – *Introduction to Oral Communication* – 3 hours. Current offerings are sufficient: Day sections every semester; at least one night section every year; dual credit and online sections every fall and spring.

FYE 101 – 1 hour

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

ENG 101 – 3 hours
Math – 3 hours
Social/Behavioral Science – 3 hours
*Electives – 3 hours

Second Semester – 15 hours

COM 161 – *Group Discussion* – 3 hours. Offered during the day *every other* spring.
ENG 103 – 3 hours
Social/Behavioral Science – 3 hours
Humanities/Fine Arts – 3 hours
*Electives – 3 hours

Third Semester – 15-16 hours

COM 181 – *Introduction to Mass Communication* – 3 hours. Offered every fall online.
Social/Behavioral Science – 3 hours
Humanities/Fine Arts – 3 hours
**Life/Physical Science – 3-4 hours
*Electives – 3 hours

Fourth Semester – 15-16 hours

COM 151 – *Interpersonal Communication* – 3 hours. Offered every spring online.
COM 231 – *Public Speaking* – 3 hours. Offered during the day *every other* spring.
Humanities/Fine Arts – 3 hours
**Life/Physical Science – 3-4 hours
*Electives – 3 hours

* A bachelor's degree may require competency in a foreign language.

** One lab science required.

As the program revisions are being completed for the 2018-2019 catalog, the primary instructor for each SPE (soon COM) course should review and update its course description and outline to ensure that they adhere to IAI codes and accurately represent the course's current objectives, topics, and assessment practices. Several outlines have not been significantly revised since the mid-1990s.

Focused Questions from the Administrative Review Team (ART)

Question 1. Evaluate the need for SPE 231. Should this class be added to the curriculum of Mass Communication (A.A.614)? Explain.

Response to question 1 (please refer to any data sets or evidence to support your case):

Public Speaking (SPE, soon COM, 231) is an incredibly useful course for students in many programs. While it is not necessary to add the course to the Mass Communication program's curriculum, *Public Speaking* would be a practical requirement for other programs, such as education and business. Indeed, at many schools around the country, *Public Speaking* is a required undergraduate course for many majors and is distinct from an introductory communication course.

Because *Introduction to Oral Communication* (SPE, soon COM, 131) covers many aspects of communication – perception, self-concept, listening, language, nonverbal, persuasion, interpersonal, and public speaking – instructors have a limited amount of time to explore the complete speechmaking process – from audience analysis and topic development to delivery skills and visual aids – which

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

would truly help our students become better public speakers. Not only do we have the time to do this in *Public Speaking* (SPE, soon COM, 231), we also introduce students to a greater variety of public speaking situations and require them to give more presentations than in SPE 131, including impromptu and ceremonial speeches which they are likely to give in their real lives.

Public Speaking (SPE, soon COM, 231) was last taught during the Spring 2011 semester and had eight students. It was offered in Spring 2013, but the early enrollment numbers were low and the part-time instructor scheduled to teach it declined to do so on a tutorial basis. It has not been offered since because that instructor has had a full course load.

In addition, our *Public Speaking* course is not currently IAI-approved, which may have contributed to its low enrollment. However, as noted above, the program review team recommends that the course's outline be revised. It would then be submitted to ICCB for approval. Offering, then, an IAI-approved *Public Speaking* course every *other* spring – alternating with *Group Discussion* (SPE, soon COM, 161), which is currently offered every spring and has low enrollment – would make each course more appealing and fit the instructor's teaching schedule.

Question 2. Should the curriculum of Mass Communication (A.A. 614) be broadened to include more SPE classes? If so, what recommendations would be made?

Response to question 2 (please refer to any data sets or evidence to support your case):

Indeed, the only SPE course that is currently part of the Mass Communication program's curriculum is *Introduction to Oral Communication* (SPE, soon COM, 131). For the reasons explained above, the program review team strongly recommends that *Introduction to Mass Communication* (SPE, soon COM, 181) replace the undefined "Personal Development" hours in the program's suggested course sequence. Otherwise, *Interpersonal Communication* (SPE, soon COM, 151), *Group Discussion* (SPE, soon COM, 161), and *Public Speaking* (SPE, soon COM, 231) are not crucial to the degree. Given the program's emphasis on written journalism, the ENG courses geared toward journalism and writing are more pertinent.

Question 3.

Response to question 3 (please refer to any data sets or evidence to support your case):

Question 4.

Response to question 4 (please refer to any data sets or evidence to support your case):

Question 5.

Response to question 5 (please refer to any data sets or evidence to support your case):

Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the proposed response below. These responses will be added to the Operational Planning matrix found below.

Response to Challenges:

Based on the above information, three primary challenges emerge.

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

- 1) The Mass and Speech Communication programs' curricula need to reflect the programs' purposes and should take advantage of faculty's strengths.

Plan

- Replace the "Personal Development" hours with *Introduction to Mass Communication* (SPE, soon COM, 181), and revise the overall suggested course sequence for the Mass Communication program as outlined above.
- Revise the catalog description of the Speech Communication program as suggested above.
- Replace *Introduction to Performance of Literature* (THE 232) with *Introduction to Mass Communication* (SPE, soon COM, 181), and revise the overall suggested course sequence for the Speech Communication program as outlined above.
- Review and update the course descriptions and outlines for SPE (soon COM) 131, 151, 161, 181, and 231.

- 2) Attract more Speech Communication majors, thereby increasing enrollment in SPE (soon COM) courses beyond *Introduction to Oral Communication* (131).

An important step has already been taken with the approval of the new COM prefix. Frankly, many students are terrified of giving speeches. So, when a course is labeled SPE, it is likely to induce anxiety. Moreover, the modern field of communication studies is much broader than public speaking. Re-labeling all the communication courses as COM will hopefully reduce the stigma associated with SPE as well as provide students with an accurate understanding of the breadth of the discipline.

Plan

- When students begin registering for Fall 2017 classes, when the COM prefix goes into effect, faculty who teach communication courses should contact academic advisors to explain the rationale for the change. The purpose of the courses and the Speech Communication degree needs to be promoted more. Greater emphasis could be placed on the value of the program – how it's not only useful for a bachelor's in communication studies but one in marketing, management, human relations, and so on.
- Although just a thought at this point, perhaps creating a student COM Club could be a fun and educational way to generate interest in the program. One student has already expressed interest in such a group and has offered to find more likeminded students. Communication faculty should also begin polling their classes to gauge further interest.

- 3) There is no communication between on-campus and off-campus faculty.

Plan

- As explained above, an introductory meeting between full-time and dual-credit faculty should be arranged prior to the Fall 2017 semester.

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete? Yes/No.
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	
1.1 transfer completion list	ICCB expects the college to maintain current articulation agreements for all <u>1.1 transfer courses</u> . IR* will use the following link to create a master table that shows the current articulation agreements for the program's courses. http://www.svcc.edu/students/equival.pdf *This task will be completed by IR Department.	IR will complete

Signature/Date	Program Review Team Member	
	Dr. Patricia Fulfs	Chair
	Dr. Paul Edleman	Member
	Mr. Noel Berkey	Member

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

Program Review. Items from the program review will be entered here. *After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2016 Operational Plan.*

** Use the origination code PR 2015.*

Origination Code*	Date Activity was Added to this OP (MM/DD/YYYY)	Name(s) of Individual(s) Responsible	Description/Purpose/Justification of Proposed Activity	Goal/Desired Result from Activity (measurable and under department's control)	Target Completion Date for This Activity (MM/DD/YYYY)	Actual Results from this Activity	Actual Completion Date for this Activity (MM/DD/YYYY)

Comments:

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Mass Communication (A.A. 614)
-------------------------------------	-------------------------------

Summary

Objectives: What are the objectives of the program and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

The program seeks to prepare students to enter the workforce or transfer to four-year institutions to pursue a bachelor's degree in Mass Communication with an emphasis in journalism/news editorial or photojournalism. The sequence of college-level courses reflects this objective to some extent via English courses in *Basic News Writing*, *Basic News Editing*, and *Creative Writing*. However, as noted below, the program could better achieve its goal by recommending two specific courses.

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

First, the suggested course sequence for the Mass Communication program does not currently include the course *Introduction to Mass Communication* (SPE 181). Instead, there is an undefined 3 semester hours of "Personal Development." This should be replaced with *Introduction to Mass Communication*. The course is very accessible because it's currently offered online every fall by an instructor who recently completed a multimedia faculty development course. Second, for one of the Humanities/Fine Arts courses required for the A.A. degree, students will be encouraged to take a photography course from a recently hired full-time art instructor.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

Totals from FY 2012 to FY 2016 indicate that this program has operated at 6% under budget and has netted \$331,082 in income for the College. Revenue increased from \$31,711 in FY 2012 to \$103,960 in FY 2015 and \$99,099 in FY 2016 due to reductions in faculty salaries and benefits. Over the past year, those sections of the basic course, *Introduction to Oral Communication* (SPE 131), with the lowest enrollment have been removed. Additional resources for online course development may be needed over the next few years.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

Of the 19 students who declared a major in Mass Communication from FY 2012 to FY 2016, 14 earned their degrees, for a 73.7% completion rate. Until last year, all theater and communication courses were labeled with the confusing and outdated prefix SPE. Theater courses have since been relabeled THE, and, effective Fall 2017, the communication courses will be labeled COM. We have made our courses more accessible by offering online sections of *Introduction to Oral Communication* (SPE 131) and

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

Introduction to Mass Communication (SPE 181). A full-time faculty member with a Ph.D. in communication studies was hired in 2015 and has recommended further ways to update and improve the quality of the Mass Communication program. Steps include:

- Revising the program's sequence of courses to better represent the purpose of the program.
- Updating the course descriptions and outlines for SPE (soon COM) 131 and 181 to ensure their adherence to IAI codes and to better reflect the courses' current objectives, topics, and assessment practices.

Transfer Courses: Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

Academic Degree (discipline)	Speech Communication (A.A. 610)
---------------------------------	---------------------------------

Summary

Objectives: What are the objectives of the program and sequences of courses (such as developmental through college-level) in the discipline? To what extent are they being achieved?

The objectives of the Speech Communication program are to 1) provide students with the theories, concepts, and skills necessary to become more effective speakers and listeners in personal and professional situations, and 2) build a foundation for students' general education and prepare them for a bachelor's degree in communication studies or related fields. The sequence of college-level courses achieves these objectives by first exposing students to various types and aspects of communication in *Introduction to Oral Communication* (SPE 131). Students are then able to delve deeper into the discipline's core aspects in *Interpersonal Communication* (SPE 151), *Group Discussion* (SPE 161), *Introduction to Mass Communication* (SPE 181), and *Public Speaking* (SPE 231).

Need: It is expected that there is a continuing need for courses in each of the academic disciplines, but is the array of courses offered appropriate to meet the needs of students and support academic programs?

Introduction to Oral Communication (SPE 131) is required of many SVCC students. Accordingly, 2,304 students have enrolled in the course over the past five years. Besides on-campus day and night sections and off-campus dual-credit sections, an online section is also now being offered. Beyond SPE 131, 154 students (136 online) enrolled in the other SPE courses to satisfy major or other degree requirements.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

Totals from FY 2012 to FY 2016 indicate that this program has operated at 6% under budget and has netted \$331,082 in income for the College. Revenue increased from \$31,711 in FY 2012 to \$103,960 in FY 2015 and \$99,099 in FY 2016 due to reductions in faculty salaries and benefits. Over the past year, those sections of the basic course, *Introduction to Oral Communication*, with the lowest enrollment have been removed. Additional resources for online course development may be needed over the next few years.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

Until last year, all theater and communication courses were labeled with the confusing and outdated prefix SPE. Theater courses have since been relabeled THE, and, effective Fall 2017, the communication courses will be labeled COM. We have made our courses more accessible by offering online sections of *Introduction to Oral Communication* (SPE 131), *Interpersonal Communication* (SPE

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

151), and *Introduction to Mass Communication* (SPE 181). A full-time faculty member with a Ph.D. in communication studies was hired in 2015 and has recommended further ways to update and improve the quality of the Speech Communication program. Steps include:

- Revising the SVCC catalog's program description and sequence of courses to better represent the purpose and depth of the program.
- Updating each SPE (soon COM) course's description and outline to ensure their adherence to IAI codes and to better reflect the course's current objectives, topics, and assessment practices.
- Working with academic advisors to help promote the utility of a Speech Communication degree and communication courses.
- Improving communication between on-campus and off-campus faculty to ensure instructional consistency and encourage part-time instructors to participate in the assessment process.

Transfer Courses: *Generate a list of 1.1 transfer courses within the discipline and action taken to obtain current articulation agreements.*

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

Program Review Committee & Administrative Review Teams Recommendations	
This Program Review is considered complete.	
The following are the recommendations from the Program Review Committee and the Administrative Review Team:	
Addendum submitted by Dr. Fulfs on April 19, 2017.	
<p>1. After consulting with Janet Matheney, the catalog descriptions for both programs (including the course sequences) have already been revised for the next catalog. Plus, the titles of the programs themselves will be changed in accordance with IAI. Indeed, AA 614 will no longer be Mass Communication; it will be "Communication (Media)." And AA 610 will no longer be Speech Communication; it will be "Communication Studies," which is slightly different than what Janet reported during the PRC meeting in February.</p> <p>2. The Public Speaking course (COM 231) will likely not exist much longer. Yes, in response to the ART's focused question about the course, I defended its utility. And, yes, it's part of the revised sequence of courses for the Speech Comm degree. Thus, I will offer it in Spring 2018. However, I am not going to bother revising the course description or course outline for it because it is not an IAI-approved course. After reviewing the IAI recommendations for Comm Studies majors, it looks like I'll have to design and teach a different course that is IAI-approvable (Intercultural Comm, Organizational Comm, or Argumentation). This new course, then, will replace Public Speaking the next time it would be up for offering, which would be in Spring 2020.</p>	
Signature of the Program Review Committee Chair	

President's Recommendation	
The Program Review has been reviewed.	
The following are the recommendations from the President:	
President's Signature/Date	

Mass Communication (A.A. 614), Speech Communication (A.A. 610)

--	--