

Communication Studies

Program Review

2009 – 2010

November 5, 2009

Overview

With grateful acknowledgement to our former colleague Professor Harold Borden who compiled our history, our department began in 1947 with two course offerings in public speaking: a beginning course followed by an advanced course. We were part of the English Department, but by the following year had become our own department, titled Speech Arts. Our offerings then were in speech, radio and drama. By 1952, speech was again separated, this time dropping courses in radio and no longer teaching courses in drama.

Although for a number of years to follow, drama and speech departments continued to remain merged. Courses offered in 1952 were: Effective Speaking, Group Discussion, and Oral Interpretation. In 1955 a course in Argumentation and a debate workshop were added to our offerings. In 1960, Speech Communication 5 (Propaganda and Censorship of Mass Communication), Speech Communication 6 (Parliamentary Law and Procedures), and Speech Communication 7 (Voice, Articulation and Pronunciation) joined the curriculum. In 1972, we added courses of Independent Study and Interpersonal Communication. By 1980, Readers Theater, Special Topics in Speech Communication, and Intercultural Communication were added. By 1991, we added a number of different labs: Effective Speaking Lab, Readers Theater Lab, and a Speakers' Practicum.

We started with five class offerings taught by one full-time instructor. By 1960, we were teaching 22 sections with eight different instructors. By 1973 we were teaching 40 classes with nine different instructors. In 1993 we were teaching 50 classes with 16 different instructors. By the fall of 1999 we taught 55 sections with 17 different instructors. Of the 17 instructors, five were full-time instructors, 12 were part-time instructors. As of Fall 2009 there are 7 full-time tenured faculty and 13 part-time faculty.

As a department, Communication Studies (Speech) has grown out of our affiliation with English, Drama, and Radio to become our own specialized area. We grew from a total emphasis upon public speaking to expand to other forms of communication. We stand upon the shoulders of men and women to whom we owe our gratitude. We are indebted to teachers such as John Dublin (the first director of forensics at El Camino College), Howard Banks and Burnett Ferguson (theaters arts instructors who were members of the then combined Speech/Theater Department), Stanley Wilson (who taught public speaking but also pioneered our course in oral interpretation of literature) Harold Wennstrom (who served both as a member of the Speech Department and as the Dean of the Fine Arts Division) and to many others. We thank all of those marvelous people who preceded us for building the Communication Studies Department we are so proud of today.

The Study Abroad Programs

The Communication Studies Department members have consistently taught in the study abroad programs. Not only do these study abroad programs provide new vistas for our students, help to make them better rounded individuals, prepare them to be more tolerant and multi-culturally fit, but they also provide the opportunity for the instructors to update their communicative knowledge and skill. The intellectual and interpersonal gain for both instructor and student alike is substantial. The study abroad programs assist in making our Communication Studies Department program culturally and globally current and potent. These programs offer real world experience and practical application of the theories we teach in the Communication Studies classrooms. However, it should be noted that when an instructor is away on a semester program there might be impact upon the department. In a large department, the absence of one or two department members for a semester or so may not even make a dent in the burdens of department members. However, in a small department, such as the Communication Studies Department, a large impact is felt. For instance, when a full-time teacher is working abroad, the few remaining department members must take over that person's functions as a member attending department meetings, serving on committees and representing the department or the division in on-campus functions and events. We believe the College should recompense these who labor harder in fewer numbers. A department chair would also help in these situations.

The strengths of the program:

1. An exceptionally qualified full-time and part-time faculty.
2. The dedication of the instructional staff to continual learning and teaching the art of human interaction and communication.
3. Consistent success of our award winning forensics team headed by Mark and Diana Crossman and Francesca Bishop.
4. The reputation of excellence for which our program is known at local Universities (i.e. California State University Long Beach and University California Los Angeles)
5. Students who transfer to institutions of higher learning with the Communication Studies major report being well prepared for the rigors of the higher division work. We track many of our students and most of our forensics team members.
6. Students seem highly satisfied with Communication Studies courses. We use Student Satisfaction Surveys, focus groups and Instructor Evaluations to continually monitor student's attitudes and needs.
7. Communication Studies courses meet the need to develop competencies and skills as identified by U.S. Departments of Labor and Education commission: Secretary's Commission Achieving Necessary Skills (SCANS) in which they identify the kinds of competencies and skills that workers must have to succeed in today's workplace.

Every Communication Studies 1 course (Public Speaking) includes teaching the student about the importance of integrity and honesty as it prepares the students to speak persuasively. There is a tremendous burden on the speaker to be ethical and factual, not simply charismatic. Also critical thinking, social ability, self-management and creative problem solving are major components of the Communication Studies 3 course (Small Group Communication). Interpersonal Communication (Communication Studies 12) trains the students to listen effectively and to visualize, and promotes earnings self-esteem as well as many other useful tools needed to thrive in today's environment. Other Communication Studies courses such as Communication Studies 7 (Voice and Articulations) assist the student in speaking with the correct diction and pronunciation while increasing their vocabulary. Communication Studies 4

(Argumentation and Debate) teaches the student the ability to reason and think critically. Communication Studies 8 (Oral Interpretation of Literature) allows the student to survey vast arrays of prose and poetry while mandating the oral performance of the student's interpretation of the literature. This promotes reading and teaches eloquence, creative problem solving, and creative thinking. In addition, most courses in the Communication Studies discipline include at least one group project. Here self-management, social ability, responsibility, teamwork and many other skills are learned.

Forensics Program Description

Forensics is the oldest academic subject still taught in our colleges and universities today. The Ancient Greeks defined forensics as "speaking for judgment." The El Camino Forensics program has a number of different events that a student can choose to compete in. There are usually three divisions: novice, junior and open (also known as Senior). Students are matched to their level of proficiency; at the State and National tournaments everyone is in the same division. Because El Camino competes as a Community College, our students can only compete for a maximum of two years. The most common events that our students compete in are:

Parliamentary Debate: Parliamentary debate, also known as Parli, is very different than other forms of debate. It is an extemporaneous style of debate that trains students how to successfully make effective arguments in a contemporary setting. No written evidence is allowed in the debate round. Students are thus required to provide analysis and information that is available to a well-read audience to support their points. Ultimately, Parli debate emphasizes a renaissance education insofar that it requires its participants to be articulate and to use fundamental critical thinking skills to analyze arguments. This contrasts other styles of debate in two significant ways. First, it does not reward participants who can deliver a large amount of written evidence at a significantly high rate of speech. Second, theoretical arguments that have no applicability to "real world" circumstances are not given much weight in a judge's decision. If you would like to see the official rules for parliamentary debate they can be found at [ParliDebate](#).

At a Parli tournament, officials assign a new topic every round. After the announcement of the topic, the two teams have a limited preparation time (usually 15 minutes) to write out their respective cases. The topics are framed as one of the following propositions:

- 1) *Proposition of Fact:* "asserts a factual claim or asserts a relationship between two objects or concepts."
Ex: Capitalism has failed
- 2) *Proposition of Value:* "evaluates a single object or compares two objects with respect to some value."
Ex: Economic prosperity is more important than environmental sustainability
- 3) *Proposition of Policy:* "suggests some action based on evaluation"
Ex: Proposition 13 should be abolished

A debate round has two teams and a Speaker. Each team has two debaters. The Speaker serves as both the judge and arbiter of the rules during the round. One team represents the Government, while the other represents the Opposition. The Government team is composed of a Prime Minister, who speaks twice, and a Member of Government, who speaks once. The Opposition team is composed of a Leader of the Opposition, who speaks twice, and a Member of the Opposition, who speaks once. The Government proposes a specific case statement, which the

government team must demonstrate to be correct. The Opposition does not have to propose anything, but must demonstrate that the case statement is not correct. The Speaker decides at the end of the round, based on the arguments made in the round, whether the Government has proved its case or whether the Opposition has disproved it.

Platform Speeches: Students are required to present a memorized 10-minute speech using researched sources. In competition, emphasis is placed on the creativity of the topic.

Persuasive Speaking: This is a well-researched speech that attempts to change an audience's attitude or behavior. Students must persuade their audience to act to change a significant, but little-known social problem. A student must present the problem, advocate a solution and challenge his or her audience to get involved.

Informative Speaking: This is a well-researched speech that attempts to inform the audience about a significant topic. Emphasis is placed on the novelty of the topic. Topics including innovations in technology, medicine, and science are common and tend to do well in competition. Visual aids are generally expected in this event.

After Dinner Speaking: The goal of this speech is to make people laugh. The trick is that it also must have some significant social message and a sound structure. It is not a stand up comedy routine, but rather a well crafted speech that is full of humor. Students who do well in this event have a good sense of comedic timing.

Communication Analysis: This is one of the most difficult individual events. A rhetorical model is applied to a communication artifact (e.g., an advertising campaign or a television show) in an attempt to help us better understand that artifact. This event requires a great deal of work and the utilization of newly released rhetorical theories.

Limited Preparation Events: These events are called limited preparation because competitors get a limited amount of time to prepare their speech. The name of these events, however, can be misleading. A great deal of practice is necessary to be ready to compete in these events.

Extemporaneous Speaking: In this event you have 30 minutes to prepare a 7-minute speech. Topics are taken from recent stories in magazines like *Time*, *The Economist* and *Newsweek*. Extempers spend considerable time studying current affairs. They research, file, and index stories from major domestic and foreign publications. These files are consulted during prep time at tournaments. 9-12 sources are expected in a good extemp speech.

Impromptu Speaking: In this event, students get two minutes to prep a five-minute speech. Topics range from famous quotations to one-word abstracts. A good impromptu speaker has committed many examples of people, social movements, historical events and philosophies to memory.

Oral Interpretation Events: To the untrained eye, oral interpretation is like acting; however, there are important differences in style and technique. Unlike acting, there is limited movement allowed. The participants hold black binders with their scripts in them at all times and use a wide range of techniques to interpret their scripts. This includes using multiple characterizations and singing. Like platform speeches, competitive material is usually not well known. Programs are

10 minutes long and should communicate a central theme. Many judges requires that the theme be an argument.

Drama Interpretation: This is a cutting from a play where the interpreter portrays multiple characters. It may be humorous, serious or ideally a combination of both. Drama focuses on character development and emotional variety.

Dramatic Duo: Duo is unique in that it is the only "individual" event where you have a partner. A duo is an edited version of a play typically requiring material from multiple scenes to give the audience a snapshot view of the play. Each participant may portray multiple characters

Poetry Interpretation: Poetry can be a particularly challenging event. The language of good poetry is more about images and ideas than it is about words. To master poetry is to master language itself.

Program Oral Interpretation: This event requires that a student put together a program of literature with materials from at least two of the three recognized genres of literature (prose, poetry and drama) around a theme.

Prose Interpretation: This is a cutting from a book or short story. The cutting should develop key characters well enough that we know them. The story that emerges must have coherence-a clear beginning and ending. Ideally, there is emotional variety (humor as well as drama) in the piece.

Readers Theatre: This is a collage of all forms of literature including musical lyrics, with choreography and a strong argument (frequently political or social). Ensemble dress and a minimal set are allowed. Performances are 25-minutes long.

Team Success

The team has been incredibly successful because of very talented students and exceptional faculty. The team won national championships in 2001, 2002, 2003, 2005, 2007, 2008, and 2009. This is even more impressive when you realize that we do not just compete against community colleges but against about 160 colleges. These colleges include: Arizona State University, Bowling Green State University, California State Universities, Claremont McKenna College, DePauw University, Grinnell College, Loyola Marymount University, Moorpark College, Pepperdine University, Purdue University, Southern Illinois University, University of California – Berkeley, University of California – Los Angeles, University of Notre Dame, and The United States Air Force Academy.

Academic Success

☑In addition to forensics excellence, the team continues to produce students of exceptional quality. Over 95% of graduating El Camino forensics team members have transferred to four-year universities, most to the highly competitive University of California. In 2008, every graduating member of the team was accepted to both UCLA and Berkeley. This year, every student who applied was accepted at the University of California. Since 2000, 14 former students have been accepted to professional schools, including medical school, law school, and

graduate programs at Loyola, Northwestern, Georgetown, Northern Arizona University, and The University of Florida. Of the students who have completed their post-graduate education, several are practicing attorneys, one is an Assistant District Attorney, one is a staffer for John Ashcroft, and one is a tenure-track Director of Forensics at Vanguard University.

Program Evolution

Two years ago, a new event was debuted called NFA LD (National Forensics Association Lincoln-Douglas Debate). It quickly became popular both in our league and nationally, and is now a competitive event at the 2-year Phi Rho Pi national tournament. Due to the current lack of financial resources and a limited coaching staff, it has become clear that we will have to divide our program into two areas, one for debate events and another for individual events. Our current set of courses do not allow students to specialize in only one of these areas. The new courses, Speech 22abcd and Speech 23abcd, will allow them to do so.

In recent years, forensics has become more desirable to non-competitive students as universities and employers place greater emphasis on communication skills. Accordingly, it has become apparent that El Camino needs to serve both the competitive student and the student who wishes to experience forensics. Many students may be unsure if they have the time or ability to compete. With the new courses, we will be able to accommodate both groups by reserving sections for the traveling team (both debate and individual events) and still having room for the student who wants exposure to the events for transfer or academic enrichment.

When our original abcd courses were instituted, El Camino had only two semesters in which tournaments occurred: fall and spring. Several years ago, we shortened these semesters and instituted a winter session. With the original courses repeatable four times, a student who was on the team for two years could not enroll in them during the winter if he or she wished to have them available for the main fall and spring semesters. The winter is a busy time for forensics competition, and as it stands now, students are traveling out-of-town to competitions without being enrolled in any forensics course. This is out of compliance with Title 5 and has liability implications. The addition of new courses will allow competitive students to be enrolled in forensics every semester they are competing.

We have re-activated our Readers Theatre Course. This has increased awareness and interest in this event. In May 2008, El Camino hosted the **American Readers Theater Association (ARTa)** National Championship on El Camino Colleges' campus. College students attended the event from more than 20 schools and 10 different states. In May 2009, students Stacie Leavitt, Frank Vaickus, and Alisha Shoemaker represented El Camino College with a performance at the 2009 American Readers Theater Association Championships and won an award (which is on display in the Division office). ---El Camino College will be sending another Readers Theatre to the ARTa championships in May 2010.

Additionally, each semester, the ECC Readers Theatre program presents "Last Call Live", an on-campus performance including excerpts from several different student-directed Readers Theatres. Both the Fall 2008 and Spring 2009 performances have been well received and attended by over 170 members of the campus community. **Recommendation:** Lower class size to 20 comparable to the forensics courses. Do a better job of marketing the course (perhaps developing a stronger link with the Theatre Department). Give students more opportunity to attend Readers Theatre performance.

High School Link

Recently, our Forensics Faculty has been teaching courses through Harbor College for Palos Verdes Peninsula High School. Harbor College has decided to no longer offer these courses. We previously suggested that El Camino College should develop a stronger relationship with Peninsula High School in order to establish it as a feeder school and to develop talent that we could recruit for our school. However, there now appears to be a number of valid reasons why this is not the right time for El Camino to do this. The most important reason is that we are trying to limit growth. Consequently, we suggested that we should offer courses through El Camino College Compton Center because they are trying to increase their enrollment numbers. In short, this would be a great opportunity for our sister campus. Unfortunately, it has been announced that Compton cannot take on these courses. The reason given is that “The V.P. of Academic Affairs was not comfortable doing this.” It seems inconsistent with the mandate to help Compton return to fully accredited status. We have discussed this with the President and he seems open to more discussion. The V.P. of Academic Affairs could help us to activate a program that has the potential of greatly benefiting the college and providing our foundation a tremendous opportunity to develop a future donor base. The Communication Studies faculty are committed to this project and hope we can do it through El Camino College.

Some of our Forensic Team members have been acting as judges for High School tournaments. A few have helped coach High School teams. Our Forensics Coaches and team host a High School Tournament at El Camino College every year. The greater the presence of El Camino College in the high school forensics community, the more likely we will be able to recruit the kind of students that will make the team successful in the future.

Compton Center Link

In past years, the Speech Discipline at Compton College was recognized for having an excellent but small forensics program. From 2001 – 2003 they garnered over ten trophies in competitive speaking events. However, as a result of the small class size, budget cuts, and the absence of a stipend for their forensics coach, the team is no longer active. It is our belief that the College should find the resources to reactivate the program. If the College can support two football teams, it can find the money for this rewarding academic pursuit.

Analysis of Institutional Research Data

While there has been steady growth of the program there is still a great-unmet need for Communication Studies classes. Most classes have consistently had full wait lists at prime times. We consistently have 150 plus students trying to add our classes the first day of the semester. **Recommendation:** Offer more sections especially at prime time.

There are four courses that fulfill the CSUGE A1 IGETC 1C requirements. Two of the courses (Interpersonal Communication and Small Group Communication) seem to have higher Success/Retention rates. Two courses (Public Speaking and Argumentation and Debate) seem to have lower Success/Retention rates. In the meeting with counselors May 14, 2008 there was a suggestion to offer Interpersonal Communication in both the winter and summer secessions.

There are a number of possible explanations for this. There was a study done by the National Communication Association about the “Basic Course” which in most cases is Public Speaking. Communication Education in U.S. Community Colleges, Isa Engleberg, Communication Education April 2008. The average class size is 25 nation wide (mean 25 – medium 24), El

Camino 32. What is more interesting is that between 22 and 24 students complete the course regardless of class size. The study suggests that adding students and/or large class size reduces success and retention. It is very likely that the lower success/retention for our Public Speaking course is the result of the large class size. It is also impossible to complete the curriculum unless some students do not complete the class. This would also explain why our success rate is lower than the state average. There is also the possibility that some of our students would be better served by the other courses that fulfill the same transfer requirement (Group Discussion, Interpersonal Communication, and Argumentation & Debate). We do not offer enough sections of the alternative courses to meet their needs. **Recommendation:** Reduce Class size to nation wide average. Offer more sections of the alternative courses.

The Argumentation and Debate course fulfills the CSUGE A1 IGETC 1C Or the CSUGE A3 requirement. This is a critical thinking course. The lower success/retention rate may be a result of students attempting this course without the recommended prerequisites (English 1A). Students who take the course after successfully completing our Public Speaking course seem to do quite well. **Recommendation:** Encourage students to follow recommended prerequisites and to take Public Speaking before attempting this course.

The Readers Theatre is a newly reactivated course that has been very popular with students who have taken it but it has been difficult to make all of the potential students aware of how great the course is. **Recommendation:** Lower class size to 20 and continue to increase visibility of campus.

The Online Intercultural course has a success rate of about 30%. Need **recommendation** from dean and/or instructor. **Recommendation:** Require completion of English 1A as prerequisite. In a meeting with counselors May 14, 2008 there was a suggestion to offer the course first and second 8-week session rather than the whole semester.

If you look at the data in more detail you will find that the Communication Studies Department had two part-time instructors who taught for us, who had very low enrollment classes and also had very low success/retention rates. These individuals are no longer teaching for us. **Recommendation:** Create Department Chair so that there are consistent evaluations of Part-time faculty and hire Part-time faculty based upon merit not tradition.

The classes we offered on High School Campus had low success/retention rates. The College should offer Forensics courses rather than Public Speaking courses on High School campuses because enrollment is by audition and that way we can control enrollment rather than the High School. There has been a problem that when we offer classes on High Schools the administration of the High School determines who can enroll. It has been our experience that many of these students are not prepared for college work and do not succeed. If we are going to offer the Public Speaking course we should enforce the recommended preparation.

Demographic and Enrollment Characteristics
Students Enrolled in Speech Communications Courses
Fall 2005 to Fall 2008

Characteristic	Category	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2008 ECC		2000 Census ECC District	
		n	%	n	%	n	%	n	%	n	%	n	%
All Enrolled	Total	1452	100.0%	1407	100.0%	1650	100.0%	1,835	100.0%	27,258	100.0%	520,376	100.0%
Gender	Female	807	55.6%	762	54.2%	919	55.7%	1,014	55.3%	14,602	53.6%	264,871	50.9%
	Male	644	44.4%	645	45.8%	731	44.3%	821	44.7%	12,650	46.4%	255,505	49.1%
	Unknown	1	0.1%	1	0.1%	0	0.0%	0	0.0%	6	0.0%	0	0.0%
Ethnicity	African-American	288	19.8%	266	18.9%	351	21.3%	393	21.4%	4,998	18.3%	88,701	17.0%
	Amer. Ind. or Alaskan	5	0.3%	7	0.5%	4	0.2%	10	0.5%	120	0.4%	1,219	0.2%
	Asian	175	12.1%	170	12.1%	180	10.9%	210	11.4%	3,664	13.4%	58,779	11.3%
	Filipino	59	4.1%	54	3.8%	60	3.6%	70	3.8%	1,124	4.1%		
	Latino	460	31.7%	455	32.3%	540	32.7%	565	30.8%	8,816	32.3%	157,138	30.2%
	Other	30	2.1%	27	1.9%	42	2.5%	45	2.5%	515	1.9%	14,908	2.9%
	Pacific Islander	14	1.0%	13	0.9%	21	1.3%	26	1.4%	262	1.0%	2,061	0.4%
	White	289	19.9%	285	20.3%	310	18.8%	348	19.0%	5,502	20.2%	197,570	38.0%
	Unknown or Decline	132	9.1%	130	9.2%	142	8.6%	168	9.2%	2,257	8.3%	0	0.0%
Age/Age Group	Under 17	2	0.1%	1	0.1%	34	2.1%	51	2.8%	772	2.8%	139,140	26.7%
	17	27	1.9%	30	2.1%	52	3.2%	78	4.3%	871	3.2%		
	18	152	10.5%	182	12.9%	206	12.5%	289	15.7%	3,271	12.0%	11,840	2.3%
	19	300	20.7%	293	20.8%	374	22.7%	360	19.6%	3,380	12.4%		
	20	257	17.7%	250	17.8%	263	15.9%	294	16.0%	2,997	11.0%	5,996	1.2%
	21	158	10.9%	154	10.9%	193	11.7%	176	9.6%	2,035	7.5%	5,720	1.1%
	22	113	7.8%	89	6.3%	99	6.0%	111	6.0%	1,592	5.8%		
	23	80	5.5%	73	5.2%	68	4.1%	67	3.7%	1,353	5.0%	20,233	3.9%
	24	50	3.4%	49	3.5%	53	3.2%	69	3.8%	1,093	4.0%		
	25-29	140	9.6%	136	9.7%	145	8.8%	154	8.4%	3,268	12.0%	43,779	8.4%
	30-39	97	6.7%	85	6.0%	98	5.9%	106	5.8%	3,053	11.2%	97,447	18.7%
	40-49	59	4.1%	49	3.5%	37	2.2%	58	3.2%	1,892	6.9%	80,126	15.4%
	50-64	16	1.1%	15	1.1%	28	1.7%	20	1.1%	1,268	4.7%	69,852	13.4%
	65+	1	0.1%	1	0.1%	1	0.1%	2	0.1%	413	1.5%	46,878	9.0%
Class Load	Full-time	787	54.2%	732	52.0%	873	52.9%	1,016	55.4%	7,993	29.3%		
	Part-time	651	44.8%	652	46.3%	748	45.3%	790	43.1%	18,221	66.8%		
	Not enrolled or N/A	14	1.0%	23	1.6%	29	1.8%	29	1.6%	1,026	3.8%		
Time of Classes*	Daytime	1,241	85.5%	1,197	85.1%	1,381	83.7%	1,566	85.3%	18,964	69.6%		
	Evening	196	13.5%	187	13.3%	203	12.3%	199	10.8%	5,886	21.6%		
	Unknown	15	1.0%	23	1.6%	66	4.0%	70	3.8%	1,382	5.1%		
Academic Level	College degree	46	3.2%	54	3.8%	61	3.7%	93	5.1%	3,922	14.4%		
	HS Graduate	1,277	87.9%	1,284	91.3%	1,408	85.3%	1,587	86.5%	20,737	76.1%		
	Not a HS Grad	19	1.3%	19	1.4%	12	0.7%	23	1.3%	664	2.4%		
	K-12 Special Admit	3	0.2%	1	0.1%	59	3.6%	92	5.0%	1,233	4.5%		
	Unknown	107	7.4%	49	3.5%	110	6.7%	40	2.2%	702	2.6%		
Educational Goal	Intend to Transfer	667	45.9%	637	45.3%	714	43.3%	699	38.1%	9,132	33.5%		
	Degree/Certif. Only	44	3.0%	34	2.4%	35	2.1%	45	2.5%	1,167	4.3%		
	Retrain/recertif.	59	4.1%	53	3.8%	49	3.0%	56	3.1%	2,025	7.4%		
	Basic Skills/GED	31	2.1%	38	2.7%	74	4.5%	93	5.1%	1,185	4.3%		
	Enrichment	82	5.6%	59	4.2%	77	4.7%	80	4.4%	1,950	7.2%		
	Undecided	439	30.2%	387	27.5%	394	23.9%	411	22.4%	6,207	22.8%		
	Unknown	130	9.0%	199	14.1%	307	18.6%	451	24.6%	5,592	20.5%		

Course Grade Distribution and Success/Retention Rates Fall 2005 to Fall 2008

Fall 2005

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
SCOM-1	196	223	147	0	42	120	2	0	0	149	879	64.4%	83.0%
	22.3%	25.4%	16.7%	0.0%	4.8%	13.7%	0.2%	0.0%	0.0%	17.0%			
SCOM-12	16	31	10	0	5	10	0	0	0	9	81	70.4%	88.9%
	19.8%	38.3%	12.3%	0.0%	6.2%	12.3%	0.0%	0.0%	0.0%	11.1%			
SCOM-24ABCD	14	3	0	0	0	1	0	0	0	3	21	81.0%	85.7%
	66.7%	14.3%	0.0%	0.0%	0.0%	4.8%	0.0%	0.0%	0.0%	14.3%			
SCOM-25ABCD	15	0	0	0	0	0	0	0	0	2	17	88.2%	88.2%
	88.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.8%			
SCOM-3	83	140	73	0	2	10	0	0	0	34	342	86.5%	90.1%
	24.3%	40.9%	21.3%	0.0%	0.6%	2.9%	0.0%	0.0%	0.0%	9.9%			
SCOM-4	40	31	30	0	3	33	0	0	0	23	160	63.1%	85.6%
	25.0%	19.4%	18.8%	0.0%	1.9%	20.6%	0.0%	0.0%	0.0%	14.4%			
SCOM-7	9	5	2	0	2	0	0	0	0	8	26	61.5%	69.2%
	34.6%	19.2%	7.7%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	30.8%			
SCOM-8	9	18	9	0	2	3	1	0	0	7	49	73.5%	85.7%
	18.4%	36.7%	18.4%	0.0%	4.1%	6.1%	2.0%	0.0%	0.0%	14.3%			
SCOM-99ABC	5	0	0	0	0	0	0	0	0	0	5	100.0%	100.0%
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
Course Totals	387	451	271	0	56	177	3	0	0	235	1,580	70.2%	85.1%
	24.5%	28.5%	17.2%	0.0%	3.5%	11.2%	0.2%	0.0%	0.0%	14.9%			
Division Total/Avg	2,964	1,673	1,040	28	307	782	46	8	0	1,523	8,371	68.2%	81.8%
	35.4%	20.0%	12.4%	0.3%	3.7%	9.3%	0.5%	0.1%	0.0%	18.2%			
College Total/Avg	15,776	11,805	8,899	4,397	2,819	4,977	310	1,248	0	14,375	64,606	63.3%	77.7%
	24.4%	18.3%	13.8%	6.8%	4.4%	7.7%	0.5%	1.9%	0.0%	22.3%			

Fall 2006

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
SCOM-1	198	201	124	0	26	120	9	0	0	174	852	61.4%	79.6%
	23.2%	23.6%	14.6%	0.0%	3.1%	14.1%	1.1%	0.0%	0.0%	20.4%			
SCOM-12	24	19	3	0	0	2	0	0	0	17	65	70.8%	73.8%
	36.9%	29.2%	4.6%	0.0%	0.0%	3.1%	0.0%	0.0%	0.0%	26.2%			
SCOM-24ABCD	10	0	0	0	0	5	0	0	0	4	19	52.6%	78.9%
	52.6%	0.0%	0.0%	0.0%	0.0%	26.3%	0.0%	0.0%	0.0%	21.1%			
SCOM-25ABCD	15	0	0	0	0	1	0	0	0	0	16	93.8%	100.0%
	93.8%	0.0%	0.0%	0.0%	0.0%	6.3%	0.0%	0.0%	0.0%	0.0%			
SCOM-3	101	105	42	0	4	30	3	0	0	35	320	77.5%	89.1%
	31.6%	32.8%	13.1%	0.0%	1.3%	9.4%	0.9%	0.0%	0.0%	10.9%			
SCOM-4	51	18	17	0	1	21	2	0	0	26	136	63.2%	80.9%
	37.5%	13.2%	12.5%	0.0%	0.7%	15.4%	1.5%	0.0%	0.0%	19.1%			
SCOM-7	7	4	0	0	0	1	0	0	0	3	15	73.3%	80.0%
	46.7%	26.7%	0.0%	0.0%	0.0%	6.7%	0.0%	0.0%	0.0%	20.0%			
SCOM-8	12	14	4	0	1	3	0	0	0	10	44	68.2%	77.3%
	27.3%	31.8%	9.1%	0.0%	2.3%	6.8%	0.0%	0.0%	0.0%	22.7%			
Course Totals	418	361	190	0	32	183	14	0	0	269	1,467	66.1%	81.7%
	28.5%	24.6%	13.0%	0.0%	2.2%	12.5%	1.0%	0.0%	0.0%	18.3%			
Division Total/Avg	2,911	1,590	822	24	270	686	71	2	0	1,577	7,953	67.2%	80.2%
	184.6%	100.8%	52.1%	1.5%	17.1%	43.5%	4.5%	0.1%	0.0%	19.8%			
College Total/Avg	15,474	11,590	8,388	4,423	2,810	4,895	345	1,319	0	14,227	63,471	62.8%	77.6%
	24.4%	18.3%	13.2%	7.0%	4.4%	7.7%	0.5%	2.1%	0.0%	22.4%			

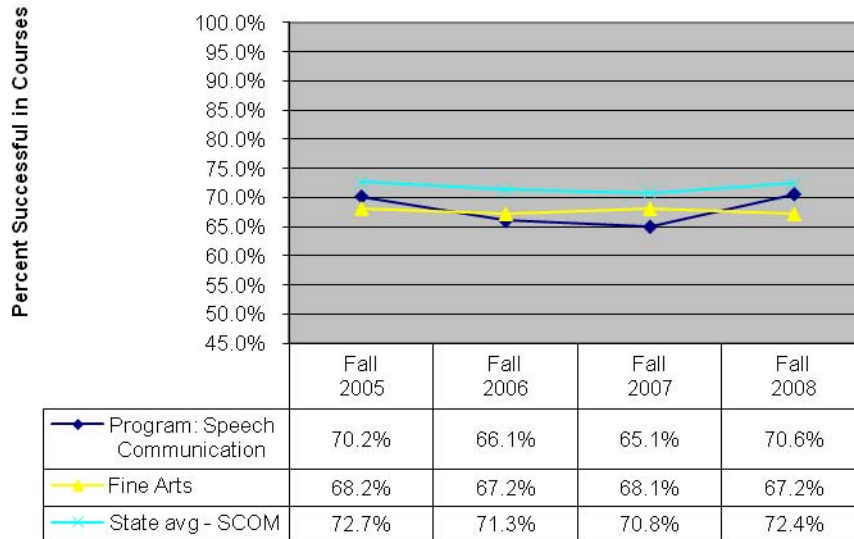
Fall 2007

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
SCOM-1	230	238	137	0	28	117	6	0	53	160	969	62.4%	78.0%
	23.7%	24.6%	14.1%	0.0%	2.9%	12.1%	0.6%	0.0%	5.5%	16.5%			
SCOM-12	47	33	11	0	1	20	3	0	4	13	132	68.9%	87.1%
	35.6%	25.0%	8.3%	0.0%	0.8%	15.2%	2.3%	0.0%	3.0%	9.8%			
SCOM-14	8	4	3	0	4	17	2	0	1	15	54	27.8%	70.4%
	14.8%	7.4%	5.6%	0.0%	7.4%	31.5%	3.7%	0.0%	1.9%	27.8%			
SCOM-24ABCD	7	1	0	0	0	6	0	0	0	2	16	50.0%	87.5%
	43.8%	6.3%	0.0%	0.0%	0.0%	37.5%	0.0%	0.0%	0.0%	12.5%			
SCOM-25ABCD	15	0	0	0	0	1	0	0	0	1	17	88.2%	94.1%
	88.2%	0.0%	0.0%	0.0%	0.0%	5.9%	0.0%	0.0%	0.0%	5.9%			
SCOM-3	72	114	62	0	4	20	0	0	15	40	327	75.8%	83.2%
	22.0%	34.9%	19.0%	0.0%	1.2%	6.1%	0.0%	0.0%	4.6%	12.2%			
SCOM-4	66	26	12	0	6	23	0	0	7	19	159	65.4%	83.6%
	41.5%	16.4%	7.5%	0.0%	3.8%	14.5%	0.0%	0.0%	4.4%	11.9%			
SCOM-8	5	9	4	0	0	3	1	0	0	2	24	75.0%	91.7%
	20.8%	37.5%	16.7%	0.0%	0.0%	12.5%	4.2%	0.0%	0.0%	8.3%			
SCOM-99ABC	2	0	0	0	0	0	0	0	0	0	2	100.0%	100.0%
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
Course Totals	452	425	229	0	43	207	12	0	80	252	1,700	65.1%	80.5%
	26.6%	25.0%	13.5%	0.0%	2.5%	12.2%	0.7%	0.0%	4.7%	14.8%			
Division Total/Avg	3,131	1,769	888	51	249	727	68	24	337	1,328	8,572	68.1%	80.6%
	36.5%	20.6%	10.4%	0.6%	2.9%	8.5%	0.8%	0.3%	3.9%	15.5%			
College Total/Avg	16,244	11,674	8,356	4,788	2,743	5,030	360	1,322	2,566	12,270	65,353	62.8%	77.3%
	24.9%	17.9%	12.8%	7.3%	4.2%	7.7%	0.6%	2.0%	3.9%	18.8%			

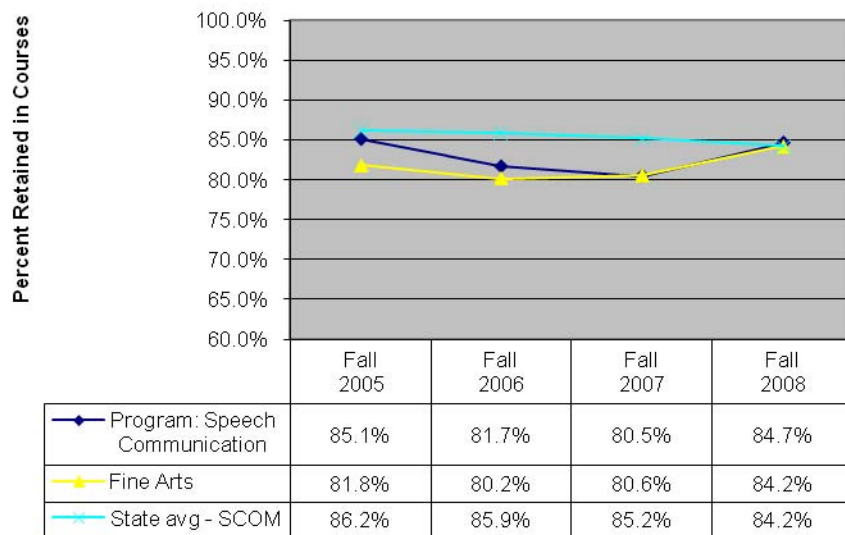
Fall 2008

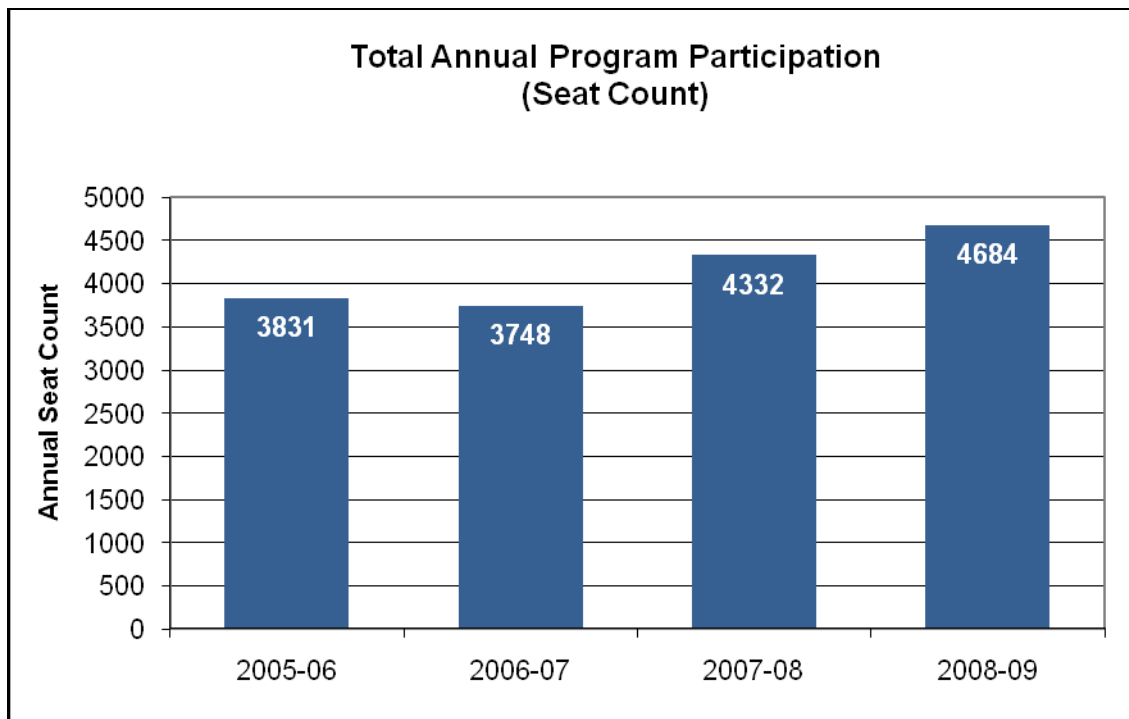
Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
SCOM-1	307	268	158	0	50	111	7	0	56	109	1066	68.8%	84.5%
	28.8%	25.1%	14.8%	0.0%	4.7%	10.4%	0.7%	0.0%	5.3%	10.2%			
SCOM-12	50	47	23	0	0	11	1	0	8	21	161	74.5%	82.0%
	31.1%	29.2%	14.3%	0.0%	0.0%	6.8%	0.6%	0.0%	5.0%	13.0%			
SCOM-14	12	5	4	0	2	20	0	0	8	11	62	33.9%	69.4%
	19.4%	8.1%	6.5%	0.0%	3.2%	32.3%	0.0%	0.0%	12.9%	17.7%			
SCOM-24ABCD	11	0	0	0	0	0	0	0	1	2	14	78.6%	78.6%
	78.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	14.3%			
SCOM-25ABCD	12	0	0	0	0	0	0	0	0	1	13	92.3%	92.3%
	92.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.7%			
SCOM-3	88	140	44	0	4	15	1	0	6	26	324	84.0%	90.1%
	27.2%	43.2%	13.6%	0.0%	1.2%	4.6%	0.3%	0.0%	1.9%	8.0%			
SCOM-4	51	45	18	0	1	19	0	0	5	19	158	72.2%	84.8%
	32.3%	28.5%	11.4%	0.0%	0.6%	12.0%	0.0%	0.0%	3.2%	12.0%			
SCOM-5	20	8	8	0	3	14	1	0	1	1	56	64.3%	96.4%
	35.7%	14.3%	14.3%	0.0%	5.4%	25.0%	1.8%	0.0%	1.8%	1.8%			
SCOM-8	11	20	5	0	2	3	0	0	1	8	50	72.0%	82.0%
	22.0%	40.0%	10.0%	0.0%	4.0%	6.0%	0.0%	0.0%	2.0%	16.0%			
SCOM-9	16	0	0	0	0	8	0	0	6	8	38	42.1%	63.2%
	42.1%	0.0%	0.0%	0.0%	0.0%	21.1%	0.0%	0.0%	15.8%	21.1%			
Course Totals	578	533	260	0	62	201	10	0	92	206	1,942	70.6%	84.7%
	29.8%	27.4%	13.4%	0.0%	3.2%	10.4%	0.5%	0.0%	4.7%	10.6%			
Division Total/Avg	3,468	1,839	1,029	81	352	1,137	87	44	400	1,106	9,543	67.2%	84.2%
	36.3%	19.3%	10.8%	0.8%	3.7%	11.9%	0.9%	0.5%	4.2%	11.6%			
College Total/Avg	18,319	12,726	9,310	5,700	3,176	6,871	461	1,814	3,085	10,741	72,203	63.8%	80.9%
	25.4%	17.6%	12.9%	7.9%	4.4%	9.5%	0.6%	2.5%	4.3%	14.9%			

Speech Communication Success Rates Fall 2005 to Fall 2008



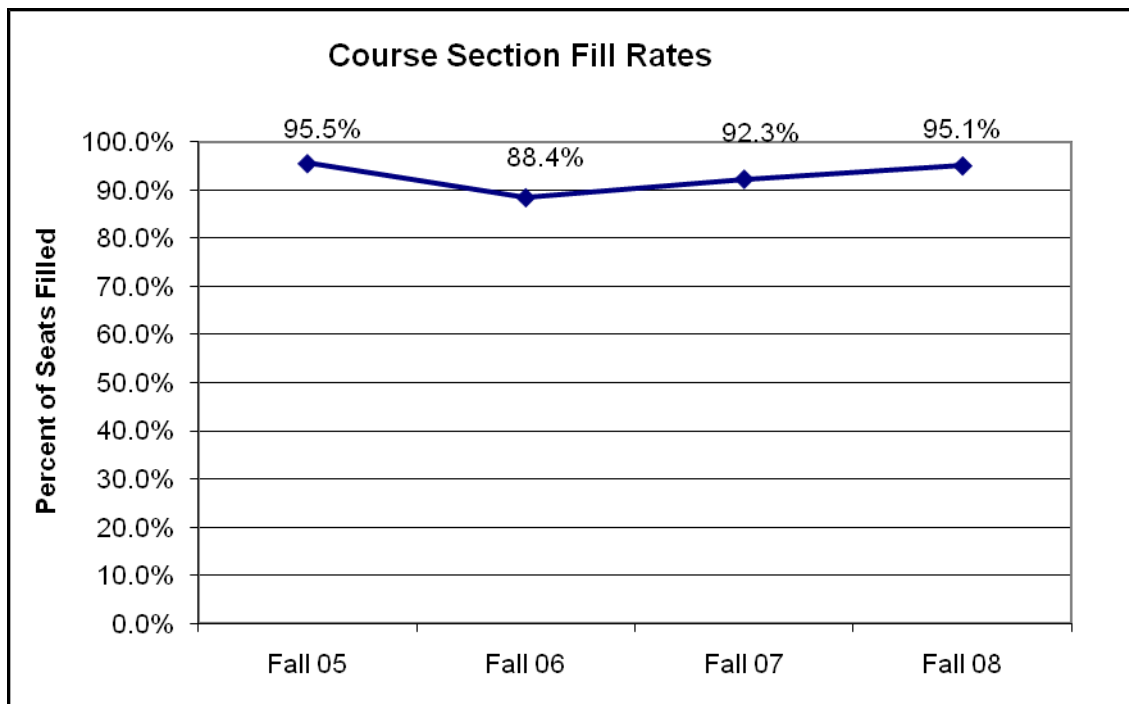
Speech Communication Retention Rates Fall 2005 to Fall 2008





**Course, Section and Seat Counts
2005-06 to 2008-09**

	2005-06	2006-07	2007-08	2008-09
Sections	136	131	155	157
Seats	3831	3748	4332	4684
Unduplicated Students	3509	3392	3911	4230
Seats/Unduplicated Students	1.1	1.1	1.1	1.1



Curriculum – Course, Content, and Articulation

There have been many changes to the curriculum since the last program review. This was partially a result of a document “Minimum Qualifications for Faculty and Administrators in California Community Colleges, January 2006” by Carole Bogue-Feinour, Vice Chancellor, Academic Affairs Division, System Office, California Community Colleges. Which says in part:

Technical Changes

Change Speech Communication to Communication Studies (Speech Communication) on the master’s list.

Four-year universities have changed their department title of “Speech” or “Speech Communication” to “Communication” or “Communication Studies” in order to better represent the full field of study. The discipline description is broader and includes courses in behavioral sciences, critical thinking, theory, and other areas. The previous title is retained in parentheses for information, because it is presently still used by a majority of community colleges.

We have developed an advisory board to help align our curriculum with the National Communication Association Model Curriculum and the curriculum of the institutions that most of our students transfer to. Members include: A. Todd Jones, Professor of Communication Studies, Bakersfield College, Model Curriculum Award winner from the National Communication Association. Dr. Patricia Ganer, Professor of Communication Studies, Cypress College, President Elect – Western States Communication Association. Dr. Cynthia King, Professor of Communication Studies, California State University Fullerton. Dr. Sharon Downey, Chairman Communication Studies Department, California State University Long Beach. Ken Sherwood, Professor of Communication Studies, Los Angeles City College, President of the Academic Senate, Forensics Coach.

We suggested that the Speech Communication Department changes its name to Communication Studies Department. There was also a change from the System Office: Those Certificates of less than 18 units were not to be listed on the transcript. Therefore we also suggested that we update our Certificate to comply with the new requirement of the System Office. El Camino College seems to encourage certificates because they help students transfer into impacted majors such as Communication Studies. We soon discovered that our curriculum was outdated and some of our courses were not articulated or not articulated correctly.

We also discovered that some of our courses were not in compliance with Title 5. It was brought to our attention that Los Angeles City College had been cited in their accreditation report for their Forensics Program not complying with Title 5 by allowing their students to put more time into the classes than they were getting credit for. We became aware of an issue created as a result of adding a winter secession. Our Forensic team members needed to be enrolled in winter or they could not compete and there were also liability issues if they were representing the college and not enrolled.

This resulted in several changes to what is now the Communication Studies curriculum:

SCOM 1 Effective Speaking became COMS 1 Public Speaking, with an updated catalog description and other minor changes. CSUGE A1 – IGETC 1C

SCOM 3 Group Discussion became COMS 3 Small Group Communication, with an updated catalog description and other minor changes. CSUGE A1 – IGETC 1C

SCOM 4 Argumentation and Debate became COMS 4 Argumentation and Debate, with a new articulation agreement that allows a student to take it for either the CSUGE A1 requirement or the A3 requirement, IGETC 1C

SCOM 5 Mass Communication became COMS 5 Mass Communication with a new articulation agreement CSUGE D7 – IGETC 4G

COM 1abcd Student Leadership (Humanities Division) became COMS 6abcd Student Leadership (Communications Studies/Counseling) This is consistent with the previous Compton curriculum where Speech 7AB Student Government and Principles of Leadership was part of the Speech Communication Discipline.

SCOM 7 Voice and Articulation became COMS 7 Voice and Articulation. This course needs further review may cross list with a similar course in Theatre.

SCOM 8 Oral Interpretation Literature became COMS 8 Oral Interpretation of Literature. CSUGE C1

SCOM 9 Readers Theatre was reactivated and became COMS 9 Readers Theatre. This course needs minor revisions and will be resubmitted to articulate CSUGE C1

COMS 11 New course Organizational Communication. Undergraduate requirement CSULB. Articulation agreement in progress.

SCOM 12 Interpersonal Communication became COMS 12 Interpersonal Communication. Updated to receive new articulation agreement, now CSUGE A1 – IGETC 1C

SCOM 14 Intercultural Communication became COMS 14 Intercultural Communication. Updated to receive new articulation agreement, now CSUGE D3 or D7 & IGETC 4C or 4G

COMS 22abcd Forensics - Individual Events. New course designed to bring our Forensics Program into compliance with Title 5. Board approved, will be taught starting in Fall 2010.

COMS 23abcd Forensics - Team Events. New course designed to bring our Forensics Program into compliance with Title 5. Board approved, will be taught starting Fall 2010.

SCOM 24abcd Forensics Workshop became COMS 24abcd Forensics Workshop.

SCOM 25abcd Forensics Team became COMS 25abcd Forensics Team.

SCOM 50 Special Topics in Speech Communication became COMS 50 Special Topics in Communication Studies.

SCOM 99 Independent Studies became COMS 99 Independent Studies, now required as part of the Communication Studies Certificate of Achievement.

Facilities, Equipment, and Technology

There are six classrooms primarily used by the Communication Studies Department: Music 201, 202, 207, 209, 210, and 211. Cost estimates for recommendations can be found in the Instructional Equipment Request at the end of this document.

Music 201 is the classroom we have been using for the shortest period of time. It has a projector and speakers that can be linked to a computer and or VCR/DVD. However there is no computer or VCR/DVD so it is necessary for instructors to bring in a laptop computer. If an instructor wants to use video recording equipment, portable equipment needs to be brought in. Recommendation: Purchase equipment and adequate storage for equipment.

Music 202 has a projector, speakers – amplifier, computer and a VCR/DVD. The cabinet has missing doors so the equipment is not secure and it does not work consistently. The computer and software are so out of date that when students create power point presentations at home they will often not work on the school's old computer. If instructors want to use video recording equipment, portable equipment needs to be brought in. Recommendation: Purchase equipment and adequate storage for equipment.

Music 207 and 211 are the most functional rooms that we have. Both have all the equipment necessary and it usually works. The computers are not secure because of the cabinets. The computer and software are so out of date that when students create power point presentations at home they will often not work on the school's old computer. Both rooms have recording booths attached to the classroom with digital HD recording equipment with a microphone in the classroom and a microphone in the recording booth so the instructor can make comments on the students recording. The cameras record to SD Cards and can also record to VHS as a back up or for the student. Recommendation: Purchase equipment and adequate storage for equipment.

Music 209 and 210 both have a projector, speakers – amplifier, computer and a VCR/DVD. The cabinet has missing doors so the equipment is not secure and it does not work consistently. The computer and software are so out of date that when students create power point presentations at home they will often not work on the school's old computer. Both rooms have recording booths attached to the classroom with the potential of becoming as functional as 207 and 211. Recommendation: Purchase equipment and adequate storage for equipment.

Music 132 is used a squad room for the Forensic Team. There is a flat screen monitor. There are computers in this room with the same issues as our other computers. The team has some laptops but need more in order to be competitive. The furniture in this room has all been donated and needs to be replaced. Recommendation: Purchase equipment and adequate storage for equipment, purchase new furniture.

Hagg Recital Hall is used to teach Mass Communication and is used for various performances by Communication Students; other groups and departments on campus also use it. It is a great space that needs a major make over. It needs a new projector, sound system and new lighting. Recommendation: Buy and install as necessary.

There are 3 large classrooms currently primarily being used by the Business Department, Music 203, 204 and 205. When their new building is completed we should take back these classrooms so we can offer more sections at prime time. Both Music 204 and 205 have a removable wall between them and could be used for a large class like Mass Communication.

Student Learning Outcomes (SLOs)

COMS 1 (Public Speaking)

The student will be able to:

- Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose.
- Incorporate sound reasoning and evidence that support claims they make in the body of their speech.
- Outline/speeches Deliver speeches to inform and to persuade successfully integrating visual aids effectively.
- Apply critical thinking skills when evaluating speeches.
- Adapt their presentations to the audience based on situational, demographic, and psychological audience analysis.
- Describe, evaluate and apply selected theories or rhetoric and/or communication theory.

COMS 3 (Small Group Communication)

The student will be able to:

- Analyze a group discussion based on the transactional model of communication and definition and elements of communication competence.
- Explain how using Systems theory can help increase a group's productivity and cohesiveness.
- Elaborate on the task and social dimensions of a problem-solving group.
- Discuss the pros and cons of competitive and cooperative group climates.
- Apply the four major perspectives of leadership to different group situations.
- Evaluate how different methods of group decision-making, critical thinking (including errors,) and creative problem solving techniques can affect a group in its decision-making.

COMS 4 (Argumentation and Debate)

The student will be able to:

- Demonstrate knowledge of the theories that govern argumentation and debate.
- Demonstrate knowledge of fallacies of reasoning. Evaluate research and evidence to support and defend claims.
- Demonstrate effective oral argumentation skills. Analyze and effectively refute oral arguments.

COMS 5 (Mass Communication)

The student will be able to:

- Demonstrate knowledge of the development and history of mass communication.
- Demonstrate knowledge of the theories that govern mass communication.
- Analyze the impact of movies, television, and music on society and culture.
- Analyze the impact of new media on society and culture.
- Evaluate the laws and regulations that govern telecommunications.
- Evaluate the Supreme Court decisions that govern free press.

COMS 6abcd (Student Leadership)

The student will be able to:

COMS 7 (Voice, Articulation/Pronunciation)

The student will be able to:

- Identify and transcribe all (IPA) International Phonetic Alphabet symbols applicable to Standard American English.
- Apply listening skills appropriate to various language situations and contexts.
- Identify and describe the functions and processes of speech anatomy.
- Apply proper breathing skills and posture to vocal performance.
- Employ vocal variety, expressiveness, and quality in various language situations and contexts.
- Demonstrate proper usage of Standard American English Language in terms of vocabulary, grammar, pronunciation and enunciation.

COMS 8 (Oral Interpretation of Literature)

The student will be able to:

- Identify and analyze literary devices particular to the genres of poetry, short story, and drama.
- Write textual analyses that demonstrate the ability to incorporate evidence that support claims advanced in the analysis.
- Develop a workable script for performance that includes an effective introduction and transitions.
- Deliver a performance that successfully utilizes voice, face body, and movement to communicate their understanding of the text to an audience.
- Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing their own, and their classmates' performances.

COMS 9 (Readers Theatre)

The student will be able to:

- Identify and analyze literary devices particular to the genres of poetry, short story, and drama.
- Write textual analyses that demonstrate the ability to incorporate evidence that support claims advanced in the analysis.
- Development a workable script for performance that includes an effective introduction and transitions.
- Deliver a performance that successfully utilizes voice, face, body, and movement to communicate their understanding of the text to an audience.
- Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing their own, and their classmates/ performances.
- Coach and rehearse other classmates in solo and small ensemble performance communication.

COMS 11 (Organizational Communication)

Students completing this course should:

- Be knowledgeable in theories of organizational communication
- Be able to conduct appropriate research in order to analyze communication in organizational settings
- Demonstrate understanding of effective leadership skills, group processes, and the function of communication networking in organizations.

COMS 12 (Interpersonal Communication)

The student will be able to:

- Explain the basic elements of the communication process in interpersonal settings.
- Recognize the self-concept development process, its multidimensional identity and its role in communication.
- Analyze physiological, social, and cultural factors that affect perception and misunderstandings.
- Analyze the nature of language and nonverbal messages as they apply to effective and ineffective encoding and decoding of messages.
- Apply learned skills and communication theories in teamwork activities.
- Evaluate relational theories in terms of students' own experience

COMS 14 (Introduction to Intercultural Communication)

The student will be able to:

- Explain the relationship of culture and communication using a model of intercultural communication.
- Differentiate between the macro cultures and micro cultures within the U.S. and discuss the influence they have upon one another.
- Distinguish between attitudes, beliefs, and values and critically analyze different value orientations.
- Discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination, and ethnocentrism to increase self-awareness of factors that contribute to these social ills.
- Show knowledge and appreciation of different ways that cultural groups raise their families, educate, practice religion, practice politics, and run their economies.
- Demonstrate knowledge of how different cultures use verbal and nonverbal communication.

COMS 22abcd (Forensics – Individual Events)

The student will be able to:

- Demonstrate knowledge of the various events that comprise Forensics
- Evaluate research and evidence to support and defend claims.
- Evaluate effective oral communication skills.

COMS 23abcd (Forensics – Team Events)

The student will be able to:

- Demonstrate knowledge of the various events that comprise Forensics.
- Demonstrate proficiency in one or more Forensics event.
- Demonstrate research-gathering skills.
- Evaluate research and evidence to support and defend claims.
- Demonstrate effective oral communication skills appropriate to the particular Forensics event.

COMS 24abcd (Forensics Workshop)

The student will be able to:

- Demonstrate knowledge of the various events that comprise Forensics
- Evaluate research and evidence to support and defend claims.
- Evaluate effective oral communication skills.

COMS 25abcd (Forensics Team)

The student will be able to:

- Demonstrate knowledge of the various events that comprise Forensics.
- Demonstrate proficiency in one or more Forensics event.
- Demonstrate research-gathering skills.
- Evaluate research and evidence to support and defend claims.
- Demonstrate effective oral communication skills appropriate to the particular Forensics event.

COMS (Program Level)

Upon successful completion of the courses in this discipline, the student will have acquired the following knowledge and skills and will be able to:

- Communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.
- Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality. Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.
- Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.

Assessment of Student Learning Outcomes

What we have learned:

- The process of SLOs provides very little value added for the time and energy put into this endeavor.
- The students learn much more than the SLOs assess.
- Some students enter our classes with some of the skills and knowledge we teach but we already suspected that.
- Some of our Part-time instructors are not teaching to our course outline of record. They seem to be teaching the curriculum from other institutions at which they teach. Having a Department Chair would make this less likely.
- Many of our faculty see this as the latest fad that will soon be replaced with something else.
- SLOs are inconsistent with The Staged Self-Directed Learning Model that many Communication Studies faculty use as a basis for the structure of their courses.
- We have revised some of our SLOs because our analysis suggested that we are teaching significantly higher-level skills than our SLOs described.
- Our analysis raises some concern that the pressure for success of SLOs has had the unintended consequence of lowering instructor's expectations of students.

Staffing

Communication Studies Faculty

There are currently seven full time tenured faculty and one additional at the Compton Center and fourteen part-time faculty and two additional at the Compton Center. Our full time faculty, as their required load, teach only 44% of our classes. As we continue to cut classes the full-time to part-time ratio continues to improve, however there are more and more students who need the classes we are not offering.

Most of our faculty were at one time community college students with four being former El Camino College students. Many of our faculty not only teach their classes but they serve on various committees on campus. Even many of our part-time faculty have served on the Academic Senate. Many are actively involved in professional associations, for example: National Communication Association, Western States Communication Association, American Communication Association, American Readers Theatre Association, National Parliamentary Debate Association, International Communication Association, and Cross Examination Debate Association.

We believe it is in the best interest of the Communication Studies Department and the college to hire and rehire the most competent / qualified part -time faculty. We should not hire anyone we would not consider for a full-time position. We can attract and keep the best part–time lectures by offering them the best schedule with most classes possible. El Camino College pays their part–time faculty better than most of the surrounding colleges. We should reach out to include them in department meetings and other department activities. Many of our part-time faculty teach at neighboring colleges. We want them to have their highest loyalty to El Camino College. We need to earn that loyalty. A department chair would facilitate this.

R. Chris Wells and Jason Davidson both teach in the First Year Experience program. This is a excellent program with great support of students that increases success and retention. The added benefit to the Communication Studies program is that we have discovered the earlier a student takes a Communication Studies course the more likely they are to take more. We consistently hear from students who wait until their last semester to take a Communication Studies course: “I wish I had taken this course sooner.” Recommendation: Encourage counselors to suggest taking a Communication Studies course their first semester. We did an in service training for the counselors last year where we talked about our new articulation agreements and who we thought would best be served by our courses. We have also given them a flyer explaining all of our courses. We will be happy to meet with them at every opportunity. This could be one of the responsibilities of a Department Chair.

Carmen Hunt and Rosemary Swade both teach in the Semester Abroad Program. The courses we offer in this program seem to enhance the benefit of this exceptional opportunity for our students.

Dr. Mark Crossman, Diana Crossman, and Francesca Bishop teach in the Honors Transfer Program, which has great success increasing the likely hood that our students successfully transfer to their universities and colleges of choice.

Currently our faculty includes:

Lecturer **Noorunnissa Abbasi**, A.A. Marymount College, Palos Verdes, B.A. University of California - San Diego, M.A. California State University of Long Beach

Lecturer **Cynthia Bahti**, A.A. Golden West College, B.A., M.A. California State University - Long Beach. Emphasis: Performance Studies/ General Speech

Lecturer **Ava Baldwin**, B.A. and M.A. California State University – Long Beach

Lecturer **Jeannine Barba**, B.A. University of Southern California. M.A. California State University – Dominguez Hills. Emphasis: Student Leadership

Professor **Francesca Bishop**, A.A. El Camino College, B.A. University of California - Los Angeles, M.A. California State University - Fullerton. Director of Forensics, Emphasis: Debate and Mass Communication. Division Council.

Forensics Coach **Jennifer Clarry**, B.A. University of California – Los Angeles.

Professor **Diana Crossman**, B.A. University of the Pacific, M.A. University of Iowa. Forensics Coach – Individual Events. Emphasis: Oral interpretation of Literature and Interpersonal Communication. Division Load Committee

Professor **Dr. Mark Crossman**, A.A. Sacramento City College, B.A. Cal Poly State University – San Luis Obispo, M.A. California State University - Northridge, Ed. D. Pepperdine University. Forensics Coach – Debate. Emphasis: Argumentation and Debate. Academic Senate.

Associate Professor **Jason Davidson**, B.A. Bradley University, M.A. Miami of Ohio University. Emphasis: Performance Studies. Division & College Curriculum Committees, Academic Senate, First Year Experience program.

Lecturer **Jeremy Estrella**, A.A. Merced College, B.A. and M.A. California State University - Long Beach. Academic Senate.

Lecturer **Heidi Gornto**, B.S. Mankato State University, M.A. University of Northern Iowa.

Professor **Carmen Hunt**, A.A. East Los Angeles College, B.A., M.A. California State University - Los Angeles. Emphasis: Online Intercultural Communication, Semester Abroad Program.

Lecturer **Isadora Johnson**, B.A, M.A. California State University – Long Beach.

Lecturer **Daryle Nagano**, A.A. El Camino College B.A., M.A. California State University – Fullerton.

Lecturer **Gary Robertson**, B.A., M.A. California State University - Long Beach, Academic Senate.

Professor **Ella Stewart**, A.A. Los Angeles City College, B.A., M.A. California State University – Los Angeles, Certificate in Conciliator/Mediation. Emphasis: Cross Cultural Communication (Compton Center)

Professor **Rosemary Swade**, A.A. El Camino College, B.A., M.A. California State University - Long Beach. Emphasis: Interpersonal Communication and Oral Interpretation of Literature. Director of Semester Abroad Programs.

Lecturer **Dawn Trickett**, A.A. Cerro Coso Community College, Ridgecrest, B.A. and M.A. California State University Long Beach

Lecturer **Mark Urista**, A.A. El Camino College, B.A. University of California - Berkeley, M.A. University of the Pacific. Forensic Coach - Debate & Individual Events. Academic Senate.

Lecturer **Helené Wagner**, B.A. Moorhead State University, Minnesota, M.A. California State University - Long Beach

Professor **R. Chris Wells**, General Education - Long Beach City College, B.A., M.A. California State University - Long Beach. Alternative Dispute Resolution Certificate - University of California - Irvine. Emphasis: Organizational Communication and Small Group Communication. VP for legislative Action – Academic Senate, Program Review Committee, Educational Policies Committee, Facilities Steering Committee, Division Curriculum Committee, First Year Experience program, SLOs committee, Library Advisory Committee.

Lecturer **Lucretia Wright**, B.A. and M.A. California State University - Long Beach. Emphasis: Intercultural Communication.

Planning

The Communication Studies Department is poised for greatness. More than any other department it fulfills the “Community Colleges primary mission of providing academic and vocational instruction to the lower-division level.” Students now have opportunity to complete five different CSUGE transfer requirements by taking five different Communication Studies courses. If they take 18 units they also receive a “Certificate of Achievement.” The courses also help develop the “Qualities Employers Seek.”

The Top 10 Qualities Employers Seek

1. Communication Skills (oral & written)
2. Honesty/Integrity
3. Teamwork Skills
4. Interpersonal Skills
5. Strong Work Ethic
6. Motivation/Initiative
7. Flexibility/Adaptability
8. Analytical Skills
9. Computer Skills
10. Organizational Skills

There are a number of course the department might develop based upon need if given the opportunity to serve more students by offering more classes. Currently the number of sections we are allowed to offer based upon history and financial issues facing the state and college limits us. We should develop a “Basic Skills” course for students that lack basic communication skills and/or have high communication apprehension. We should develop a course based upon the previous Compton curriculum: English Pronunciation Skills for Non-Native and Native Speakers and the lab that went with it. We should develop a Male-Female Communication course.

We should offer the course Supervision 27 Oral Business Communication, which is truly, a Communication Studies course being taught by the Business Division. If you look in the current catalog it follows the Speech Communication courses. If the word Supervision was taken out it would make sense to call it Communication Studies 27 Oral Business Communication. The author of the textbook, Jean Miculka, is a retired Speech Professor from the University of Texas at El Paso. It is difficult to see how this course ever got through the curriculum review process as a Business, Management/Office Technologies and Business course. It does not appear to have an articulation agreement. If it became a Communication Studies Course we would revise it so it would meet CSUGE and IGETC transfer requirements. This course is being truly taught in the wrong discipline. This change would require the leadership and support of the Vice President of

Academic Affairs. In the 1992-1993 program review there was a recommendation to create this class for the then Speech Communication Department. We have met with the Dean of Business and she does not agree with our perception. We have not had a Dean who was willing to take on this issue. In the previous Compton curriculum they had a course Speech 11 Business and Professional Speaking, this is a course they feel they really need to meet the needs of their students.

We are considering hosting a mini conference for Communication Studies Instructors and Graduate Students based upon the popular National Communication Association G.I.F.T.S. Program: Great Ideas For Teaching Speech. It would be similar to the successful Inland Empire Communication Conference that has been held for the last few years and would be underwritten by publishers. This is more likely to happen if we are allowed to have a Department Chair.

Conclusion and Summary

As far back at the program review done in 1992-1993 the department has seen the need for a department chair. They wanted at least one more full-time faculty member. In the 1992-1993 Program Review they identified the need for a Business Communication course and Nonverbal Communication course. They were also concerned about the dropping interest in the Interpersonal Communication Course. They were concerned about the success/retention rate for some of the courses and the same issues with Part- Time Instructors. They said the money for Educational Technology was not adequate. They were requesting white boards that we just got in 2008. They said the Forensics Team budget was not meeting the needs of the team. They were concerned about the state budget and the number of sections being cut and the impact on students. The more things change the more they stay the same.

The 2001 program review looks pretty similar with some new concerns about curriculum. All of the issues with the curriculum that were identified in the 2001 Program Review have been remedied with the curriculum updates that have all been board approved.

In 2009 we need a Department Chair now more than ever. This is our **number one priority**. The 1992 – 1993 Program Review States:

There are a number of potential advantages to the department chair. First, the chair serves as an advocate and organizer of department business. The chair would be in charge of hiring part-time faculty members. There is some advantage to having a full-time speech faculty member in charge of part – time hiring process. Speech faculty are more likely to be aware of the types of abilities that each of the courses require. While faculty currently have input into this process, they do not govern it. In addition, the department chair could act as a liaison between the various professional Speech organizations and the department. Finally, the department chair could act as an initial arbitrator in grievances involving Speech Faculty. The creation of department chairs would require a mandate from the President's office.

The things said in the 1992 – 1993 are still true and there are additional reasons for a Department Chair. There is a push to increase student's success and retention. Related to that, we would like to get to a position that we would be eligible for "American Communication Association Program Accreditation." To reach that standard there are several parts of our program that would need to be improved that would be facilitated by having a Department Chair. There are various ways this could be funded, some would result in no cost to the college.

Some of the Criteria Considered in American Communication Association Accreditation that we would improve upon if we had a Department Chair:

Criteria Considered in ACA Accreditation

GOVERNANCE: The chief administrative officer of the Unit should provide the leadership to advance the cause of the Unit. Faculty control over basic educational policy is imperative. The chief administrative officer of the Unit must have the expressed confidence of both the faculty and the higher levels of administration in the institution. Students should be represented in governance within the policy and philosophy of the institution.

CURRICULUM: Students should be well served by the Unit curriculum. A model curriculum should clearly reflect an understanding of both the humanistic and the social science dimensions of the field of communication. At a minimum, students should take coursework in communication history, research, theory, criticism, as well as law and ethics. No student should be graduated without coursework in presentational skills, both written and oral.

INSTRUCTION: Quality instruction is crucial to effective education and should be encouraged in every way possible. A regular program of teaching evaluation should be in place. Teaching loads in the Unit should be consistent with the institutional balance of emphasis on research and service.

FACULTY: Faculty should be academically qualified for their responsibilities in the Unit. All full-time faculty should hold at least Master's degrees in a communication discipline. Full-time faculty must have primary responsibility for teaching, research, and service.

FACILITIES AND EQUIPMENT: The Unit must have equipment and facilities of sufficient quality and quantity to complete its mission. Faculty offices should have privacy, ample space, and in-office access to the internet and World Wide Web. Students must have access to the internet and WWW, and have sufficient technical support and available hours for access. Units with courses in technical or scientific areas of the field (e.g., media production, psycho-physiological measures, etc.) must support these curricula with adequate equipment, studios, and labs.

LIBRARY: Library budget and holdings should be adequate to support the Unit's mission. Journal holdings should reflect the mainstream interests of the discipline as well as the specific expertise of the faculty of the Unit.

FACULTY SCHOLARSHIP, RESEARCH, AND PROFESSIONAL ACTIVITIES:

Communication educators have a responsibility that extends beyond the limits of the classroom. This obligation includes scholarship and professional activities. These activities should be institutionally supported through such resources as computer facilities, release time, travel support, direct or in-kind support of research costs, laboratory space, and mentoring.

PUBLIC SERVICE: The unit should be able to show evidence of service to the general public and the community. This service should take the form of pro bono faculty contributions to the community in their various fields of expertise.

ALUMNI: The Unit should track its graduates, utilizing their feedback in the assessment process.

FACULTY EVALUATION, TENURE, AND PROMOTION: Detailed standards developed by the faculty should be published and readily available to the evaluation team. Faculty evaluations should occur at regular published intervals, but not less frequently than annually. Appeal processes should be in place.

MENTORING: The ACA strongly supports a program in which senior faculty serve as mentors for their junior colleagues. This is especially important in encouraging women and minorities. Faculty mentoring of students is also strongly encouraged, again particularly in the case of women and minorities as an effective means of increasing the diversity of the applicant pool in the communication disciplines. Peer mentoring of fellow undergraduates by senior communication majors is also encouraged.

DUE PROCESS: The Unit must have procedures in place for dealing with complaints and grievances of students, faculty, staff, and administrators. Such procedures may include, but are not limited to grade appeals committees, tenure and promotion committees, appeals of annual faculty evaluations, etc. Such procedures must comply with the principles of due process.

STUDENT ORGANIZATIONS: Units are encouraged to promote student organizations in the various interest areas reflected by the unit. Examples are Lambda Pi Eta National Undergraduate Communication Honor Society, Pi Kappa Delta Honorary Forensics Society, Public Relations Student Society of America (PRSSA), and Women in Communication, Inc. (WICI).

BUDGET: The Unit's budget should be sufficient to meet its mission, including support for student financial assistance, faculty research and travel, office and lab space, technical and secretarial support, and other such services.

STUDENT ADVISING: Quality of student advising is extremely important and should receive appropriate weight in the faculty evaluation process. All regular tenure-track faculty should be involved in student advising.

We could do this on a cost neutral basis. In the Fine Arts Division we currently have a Department Coordinator this position could be replaced with a number of Department Chairs costing the college nothing and improving all of our programs and consequently student success.

The **second priority** would be to hire a new faculty member who would assist the Forensics Program. This would be an ongoing expense of about \$100,000 per year but would be partly off set by the lower cost of Part-Time faculty compensation.

Communication Studies Full-Time Position

- Fine Arts has the lowest full-time to part time ratio of any division 41.6% of the FTEF full-time. FTEF Report Spring 2009
- Communication Studies has 44% FTEF full-time.
- Many courses in Fine Arts do not meet the primary mission of the college
- All Communication Studies courses meet the primary mission of the college
- Many courses in Fine Arts are not articulated and/or do not fulfill a CSUGE or IGETC transfer requirement.
- Most Fine Arts Non-Communication Studies Courses fulfill the same CSUGE C1 requirement.
- All Communication Studies Courses transfer.

- Most Communication Studies courses fulfill a CSUGE and IGETC requirement.
- Communication Studies courses fulfill five different CSUGE categories.
- National Champion Forensics team enhances El Camino College's reputation of excellence.

Why Communication is Important: A Rationale for the Centrality of a Discipline

(Morreale, S.P., Osborn, M.M., & Pearson, J.C. Why communication is important: A rationale for the centrality of the study of communication. *Journal of the Association for Communication Administration*, 29, 1-25.)

Academic disciplines in higher education are routinely called upon to explain and justify their role in the educational enterprise. Some academic fields such as history and philosophy are more central in the pursuits of liberal arts, while others such as business administration and engineering are more related to career development. The discipline of communication is fairly unique as it crosses these boundaries. As a result, a need exists to provide a rationale for the study of communication.

The National Communication Association, in response to requests from communication departments and administrators for evidence supporting the centrality of their discipline, has collected and annotated nearly 100 articles, commentaries, and publications which call attention to the importance of the study of communication in contemporary society. Four of five major themes in the bibliography provide support for the importance of communication education to: the development of the whole person; the improvement of the educational enterprise; being a responsible citizen of the world, both socially and culturally; and, succeeding in one's career and in the business enterprise. A fifth theme highlights the need for communication education to be provided by those who are specialists in its study.

A full-time position in Communication Studies should be the highest priority for the Fine Arts Division and El Camino College.

The **third priority** would be to make the changes in class sizes recommended. This would generate money for the college because it would increase student success. The college loses money when students do not complete the course.

The **fourth priority** would be to increase the Forensics Team budget. The problem is that the team's expenses are not the same from year to year. The cost of traveling to tournaments is dependent on where they are. How many of them become "Over night" based on their location. The other factor is how many students qualify for the National Tournament at the end of the season. Often our National Ranking is lower than it could have been because we just do not have the money to send all the qualified students to the tournaments. Most programs our size have significantly larger budgets. It would also help if we could roll over the money from year to year. If we had a reserve account to be used in the years when we "need" more money some of the issues would be solved. An additional account with about \$4000 that could be carried over from year to year would allow us to deal with these fluctuations.

The **fifth priority** would be to repair/replace/buy the instructional equipment we have submitted to the college through Plan Builder. This should not be a departmental issue. All instructional spaces should have the equipment necessary for instruction using the latest technology to increase student success. This should be part of facilities budget. It would be silly to ask the

department to pay for the building we teach in or to pay rent. Why should we have to budget for the necessary instructional equipment that should be part of the building?

Communication Studies Department Instructional Equipment Request

Replace / update: computers, cabinets etc. to campus standard smart classrooms (Mu201, Mu202, Mu207, Mu209, Mu210, Mu211) CCS Presentation Systems 6 X \$16,000 = \$96,000 B&H

1 SD Camera, Tripod etc. \$2000 B&H

4 Phantom Power Hanging Microphones \$250 X 4 = \$1000 B&H

5 monitors for cameras \$200 X 5 = \$1000 B&H

3 Laptop computers for team \$1000 X 3 = \$3000 B&H

Replace/update: computers in squad room. \$1000 X 3 = \$3000 B&H

Laser printer for squad room. \$1000 B&H

Wireless Router for Music Building \$400 B&H

Furniture and carpet for Squad Room. \$5000

6 lecterns/podiums \$1000 X 6 = \$6000

Complete/extend walls in Mu 132ABCDEFGH to create secure offices for Communication Studies Faculty. \$????

Replace/upgrade sound system and install presentation systems in Hagg for Mass Communication. \$20,000 CCS Presentations Systems

Replace desks in Mu207 with Trapezoid tables and chairs for Small Group Communication. Tables \$200 X 32 = \$6400 Chairs \$150 X 32 = \$4800 Use desks to replace old desks in Mu 209. Get new desks for Mu 202. Update / replace Instructor's chair/stool in all classrooms \$20,000 ????

Total: \$160,000 ???? We could spend more Call it \$200,000 for fun.

The **sixth priority** would be to write/offer the new courses previously suggested. There is no cost associated with this.

The **seventh priority** is to make sure all of our classroom, the media and materials we use comply with ADA recommendations (Americans with Disabilities Act)

The **eighth priority** would be to reevaluate our High School course offerings.

Possible Department Chair's Responsibilities

- Run Department meetings
- Schedule Classes to meet the needs of Students
- Schedule Classes to meet the desires of Full-Time Faculty
- Select Appropriate Part-Time faculty for teaching assignments

- Facilitate Program Review, Plan Builder and SLO assessment
- Monitor reports (No show – active enrollment, etc.)
- Monitor syllabus (Consistency with course outline of record, Objectives, SLOs, etc.)
- Monitor Curriculum (Title 5 updates, Need for new courses, Articulation agreements, etc.)
- Monitor Facilities, Equipment, Technology, (Make sure we have what we need and make sure every thing works)
- Hire and Evaluate Part-Time Faculty
- Mentor: Junior and Part-Time Faculty
- Act as a liaison with the Library to make sure they have the resources that our students need
- Scholarship Advisor (Make sure our students receive the scholarships they deserve)
- Major and/or Certificate Advisor
- Track Alumni
- Encourage and Promote Student Organizations
- Encourage Professional Development
- Act as liaison with Professional Associations
- Act as liaison with other colleges (especially the ones our students most often transfer to)
- Act as initial arbitrator or mediator for issues involving faculty
- Facilitate an Advisory Board
- Facilitate Internships and Service Learning
- Monitor Department Website

We believe that many of these responsibilities are not being done or are being done by an administrator when they fall under the faculty's responsibilities. If the goal is "Student Success" we need to do more than just teach our courses and serve on committees. It is unreasonable to expect that this be accomplished without some form of compensation. It is above and beyond the contractual obligation of faculty members. There could be no cost to the college if the college eliminated the Department Coordinator and divided the released time among Department Chairs for the Fine Arts Division.

SCANS

Because the world of work is changing, the U.S. Departments of Labor and Education formed the Secretary's Commission on Achieving Necessary Skills (SCANS) to study the kinds of competencies and skills that workers must have to succeed in today's workplace. The results of the study were published in a document entitled *What Work Requires of Schools: A SCANS Report for America 2000*. A summary of the findings is provided in the tables below.

Table 1: SCANS' Five Competencies

Resources: Identifies, organizes, plans, and allocates resources

- *Time* - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- *Money* - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

- *Material and facilities* - acquires, stores, allocates, and uses materials or space efficiently
- *Human resources* - assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- *Participates as member of a team* - contributes to group effort
- *Teaches others new skills*
- *Serves clients/customers* - works to satisfy customers expectations
- *Exercises leadership* - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interests
- *Works with diversity* - works well with men and women from diverse backgrounds

Information: Acquires and evaluates information

- *Acquires and evaluates information*
- *Organizes and maintains information*
- *Interprets and communicates information*
- *Uses computers to process information*

Systems: Understands complex interrelationships

- *Understands systems* - knows how social, organizational, and technological systems work and operates effectively with them
- *Monitors and corrects performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems performance and corrects malfunctions
- *Improves or designs systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- *Selects technology* - chooses procedures, tools, or equipment including computers and related technologies
- *Applies technology to task* - understands intent and proper procedures for setup and operation of equipment
- *Maintains and troubleshoots equipment* - prevents, identifies, or solves problems with equipment, including computers and other technologies

Table 2: A Three-Part Foundation of SCANS Skills and Personal Qualities

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- *Arithmetic/mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues
- *Speaking* - organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- *Creative thinking* - generates new ideas
- *Decision making* - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives
- *Problem solving* - recognizes problems and devises and implements plan of action
- *Visualizing* - organizes and processes symbols
- *Knowing how to learn* - uses efficient learning techniques to acquire and apply new knowledge and skills
- *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Responsibility, self-esteem, sociability, self-management, integrity, and honesty

- *Responsibility* - exerts a high level of effort and perseveres towards goal attainment
- *Self-esteem* - believes in own self-worth and maintains a positive view of self
- *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- *Self-management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- *Integrity/honesty* - chooses ethical courses of action

Tables excerpted from *What Work Requires of Schools: A SCANS Report for America 2000*, U.S. Department of Labor, June 1991, pp. xvii-xviii.

The Staged Self-Directed Learning Model
Gerald Grow, Ph.D. Extension of work by Hersey and Blanchard

	Student	Teacher	Examples
Stage 1	Dependent	Authority, Coach	Coaching with immediate feedback. Drill. Informational lecture. Overcoming deficiencies and resistance.
Stage 2	Interested	Motivator, Guide	Inspiring lecture plus guided discussion. Goal setting and learning strategies.
Stage 3	Involved	Facilitator	Discussion facilitated by teacher who participates as equal. Seminar. Group projects.
Stage 4	Self-directed	Consultant, Delegator	Internship, dissertation, individual work or self-directed study-group.

Increasing Learner Motivation and Involvement

Jane Srygley Mouton and Robert R. Blake

Pedagogy is the most standard classroom model: an instructor, who is an expert in the subject under study lectures, gives assignments, tests student achievement, and so forth. In brief, the teacher teaches and the learners passively absorb whatever they can. A key advantage of pedagogy is that it permits codified knowledge to be presented in an orderly manner. Its chief disadvantage, however, is that the students are often passive and unmotivated.

Andragogy (meaning "adults teaching other adults") posits a different role for the instructor. The teacher serves as a facilitator or catalyst for the learners' activities. An advantage of andragogy is that learners' motivation is enhanced through greater responsibility for and involvement in learning. But andragogic methods are often situation dependent and cannot be applied to codify or standardize information for mass use.

Synergogy is an alternative mode of education that can be examined in the light of the benefits and limitations of two traditional approaches, pedagogy and andragogy.

Four designs for learning team experiences.

Team Effectiveness Design (TED), as described by Mouton and Blake (1984) consists of individual pre-study for each team member, then working together to come to a consensus for the answers to a test. This generates discussion and an exchange of knowledge. Later an answer key is provided, as well as individual and team scores and the scores of other learning teams. Team members also assess how well they worked together as a team. Mutual responsibility among team members is an important element. A learning administrator delivers the instruments and helps students manage their learning process; he or she does not deliver the learning content. TED is useful for learning facts and data and deducing principles or consequences.

Team Member Teaching Design (TMTC). Team members learn a portion of the content and then teach it to other team members. Learners are later tested on all material. Presentation skills can also be evaluated and effectiveness improved, so it is useful for managers and salespeople who are involved in such tasks. This method is most useful for learning information, facts and data (Mouton & Blake, 1984).

Performance Judging Design (PJD) is the third design for learning team experiences that Mouton and Blake (1984) mention, which is useful for acquiring practical skills. First, learners develop the “effectiveness criteria” for the skill to be learned. These criteria will be used to judge the quality of their own performance. Second, each person’s initial skill level is established. Team members critique their performance, which provides suggestions for improvement for each learner.

Clarifying Attitudes Design (CAD). A case for dealing with workplace attitudes is made: “Peoples attitudes profoundly influence their effectiveness as well as personal satisfaction, and attitudes are a significant aspect of social emotional learning. Nonetheless, many people regard attitudes as private affairs that are not a legitimate part of education. Although the coercive manipulation of personal attitudes has no place in education, generally it is helpful for people to freely explore their attitudes, to gain insight and enlightened self-control, and to discover how their attitudes may limit or distort the scope or quality of their performance” (Mouton & Blake, 1984, p. 20). Clarifying attitudes involves phases. In the first phase learners assess their attitudes through the use of an instrument with a scale. Then learners gather and discuss what position on the attitude scale they believe to be “sound” based on the situation. Finally, attitudes are then re-examined to see if they have changed in light of the discussion. This gives learners a chance to discuss their own attitudes and hear the views of others.

El Camino College – Comparable College Course offering - Communication Studies

This is the offering for Spring & Winter 2010:

College	El Camino	Pasadena	Long Beach	Orange Coast	Moorpark	Santa Monica	Total	Average
Enrollment	24.9K	26.67K	25.54K	24.42K	14.5K	28.96K		24.153K
Public Speaking	24	45	22	35	37	35	198	33
Group	7		7			2	16	2.667
Interpersonal	4	19	10	36	1	8	78	13
Intercultural	1		4	1	1	3	10	1.667
Oral Interp	1		3		1	1	6	1
Voice & Art		2				1	3	0.5
Readers T	1				1		2	
Argumentation	6	9	14	4	1	4	38	6.333
Men/Women				1				
Persuasion						1		
Mass Comm.	1	2				13	16	2.667
Forensics	2	2		4	15	2	25	4.167
Nonverbal				1	1			
Winter	7	4				7		
Leadership	1	1	1	1		1		
Section aprox.	55	84	61	83	58	78	419	69.833
Ratio	2.209	3.15	2.388	3.399	4	2.693	17.839	2.973
Ratio w/o F.	2.129	3.075	2.388	3.235	2.966	2.64	16.433	2.739

El Camino has the lowest ratio of sections per thousand students at 2.129 and Orange Coast has the highest at 2.966. Without including Forensics, which makes Moorpark's even higher at 4.0. To achieve a 3 section to 1000 student ratio El Camino would need to offer 75 sections. To achieve a 2.75 section to 1000 student ratio El Camino would need to offer 68 sections. Communication Studies courses are the only courses that fulfill the CSUGE A1 requirement and we simply are not offering enough of them to meet the primary mission of the college.

El Camino Sections offered to fulfill CSUGE A1, A2, & A3

Winter & Spring 2010

A1

52 to 45 sections offered to meet this requirement

There are 52 sections of Communication Studies courses (11 winter & 41 spring) that fulfill the CSUGE A1 transfer requirement. Some students use Communication Studies 4 (7 sections) to fulfill the CSUGE A3 requirement and therefore cannot also use it for the CSUGE A1 requirement. This in effect further reduces the number of sections that fulfill the CSUGE A1 requirement.

A2

91 sections offered to meet this requirement

There are 91 sections of English 1A (11 winter & 80 spring) offered to meet the CSUGE A2 transfer requirement.

A3

79 to 72 sections offered to meet this requirement

There are 53 sections of English 1C (7 winter & 46 spring) offered to meet the CSUGE A3 requirement.

There are 11 sections of Philosophy 5 & 8 (2 winter & 9 spring) offered to meet the CSUGE A3 requirement.

There are 8 sections of Psychology 3 (0 winter & 8 spring) offered to meet the CSUGE A3 requirement.

There are 7 sections of Communication Studies 4 (0 winter & 7 spring) offered to meet the CSUGE A3 requirement. Some students use Communication Studies 4 (7 sections) to fulfill the CSUGE A1 requirement and therefore cannot also use it for the CSUGE A3 requirement. This in effect further reduces the number of sections that fulfill the CSUGE A3 requirement.

All students that plan to transfer to a CSU need to complete these requirements as three parts of the Golden Four to be able to transfer. Therefore the number of sections to meet student's need is the same for all requirements. The primary mission of the college is to provide transfer courses.