



Speech

PROGRAM REVIEW REPORT 2014 – 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Melanie Anson	Kelly Bellini	
John Fincher	James Buckalew	
Tasha Van Horn	Mercedes Chavez-Appel	
	Kristin Deets	
	Franciella Jaimes	
	Mariusz Ozminkowski	
	Waleed Rashidi	
	Andrew Tufano	
	Catherine Tulliver	
	Nellie Rodriguez	



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I. Executive Summary

Program Description:

The Speech Communication Program offers courses that fulfill vital transfer/general education categories. As of Spring 2013 there are three full-time faculty members and ten part-time faculty members in the program. In Fall 2010 only 28 sections were offered, for Fall 2014, 97 sections will be offered. The average FTES per section have gone from 3.08 in Fall 2010, to 3.038 in Spring 2013.

Strengths/Effective Practices:

We have increased number of course offerings and adjunct faculty. The success rate in Spring 2009 was 67% and increased to 81% in Spring 2013. While campus-wide success rate was 68% the speech success rate was a strong 81%. For Spring 2013, campus wide retention rate was 91% while speech retention rate was 93%.

Weaknesses/Lessons Learned:

Speech communication program would benefit from additional resources in support including but not limited to: technical support and instruction, additional technology in the classroom, and increased professional development support. While course offerings have increased since Fall 2014, the demand for continued increased speech courses remains strong.

Recommendations/Next Steps:

Increase funding for technical support and instruction, additional technology in the classroom, and increased professional development support.



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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
SPCH100 Interpersonal Communication	F11	4	12	3	10	
SPCH101 Public Address	S09	8	24	5	22	SP 13
SPCH101H Public Address - Honors	S09	0	0	0	1	SP 13
SPCH103 Argumentation and Debate	F11	0	1	0	3	
SPCH106 Small Group Communication	F11	0	2	0	2	SP 13

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
AA (Language Arts)	1950	36				
AA-T		2011		5	17	

TYPE: AA = Associate in Arts AS = Associate in Science Degree C = Certificate S = Skill Award
AA-T = Associate in Arts for Transfer AS-T = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

The fact that our program offers courses day and evening indicates that student need is satisfied.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

For data on course sections, success and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate "plus one" addendum.

Observations and comments about course, program and college level data can be made below.

Student enrollment in Speech classes is generally representative of campus-wide demographics.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Students report an increase in self-confidence, personal awareness, cultural sensitivity, and critical thinking. In addition, students report a reduction in communication apprehension and nervousness through classroom experiences and practice.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Speech 101 and 101H are assessed regularly, and faculty find grading consistency between full time faculty evaluation of student speeches. For future, we recommend that adjunct faculty are also involved in learning outcome assessments.

Speech 106 assessment was a student reflection on how well or poorly they involved themselves in the course. There is consistency between the student assessment and faculty assessment in the area of student involvement and proficient mastery of the course.

Speech 100 and Speech 103 assessments are in progress.



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Add link to EMP

VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
Goal 1	Develop courses: Intercultural Communication	Van Horn	Completed to be offered in spring 2015	2.3.8
Goal 2	Restore funding for Library research databases such as Lexis/Nexis.		pending	5.2.4
Goal 3	Create a new discipline called Speech Pathology. Coordinate new course development with Career Technical Education division in order to comply with regional vocational programs through regional college representatives for Los Angeles workforce development.	Van Horn	Postponed	
Goal 4	In order to support faculty engagement in course and program SLO assessment the college should develop a user-friendly data review system that makes SLO data available to faculty for reflection and program development.			1.2.2 1.2.3
Goal 5	Designate three classroom spaces to replace AN 101, AN 102, and P1 103.			
Goal 6	Explore the feasibility of a speech lab.		accomplished	
Goal 7	Increase funding for tutor, learning and testing centers.		In progress	1.1.7 2.2.4 6.2.1

Goal 8	Make staff funding available to fund regional and national participation in National Communication Association and other professional activities--even for faculty that are not presenting or in leadership.		Priority request	1.2.2 3.2.2
Goal 2 2012	To continue to offer summer and winter sections in both traditional and distance ed modes.		Priority request.	

In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Data Index*	Institutional Goal**
Goal 1	Create partnership with Speech 101 and English 98 Community learning	In Progress/Fall 2013		2.1.2 1.1.3
Goal 2	Attend professional development activities	Funding required/Fall 2013		
Goal 3	Expand Speech Lab to include high tech equipment such as a camera and video recording equipment	Speech lab has been established and significantly contributed to student success. This is supported by student stories n My Tutor Story.		2.3.3
Goal 4	Purchase and install video recording in requested classrooms			2.3.3 3.1.5
Goal 5	Improve safety features in classrooms such as panic buttons and security alarms	Refer this to the Facilities Committee 2014		4.1.4

**For instutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

***For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Develop a speech laboratory in which students can practice and record speeches and have an opportunity for their speeches to be critiqued
EFMP 2 – Reinststitute the forensics program to help prepare students to play leadership roles in business and society
EFMP 3 – Develop an associate degree in speech

EFMP 4 – Modify curriculum as needed to align with degree patterns proposed in response to SB 1440



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IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Additional learning center technicians.	Increase funding for tutor hours	M,N,Q,F	5
Additional staff support for the new speech lab.		M,N,Q,F	4
Additional staff for the testing center		M,N,Q,F	2

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Wall mounted video recording system.			M,N,Q,F	1

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Additional instructional support materials.			M,N,Q,F	3

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.