

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Speech	ALSS	Tim Heisler, Jim Dobson

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

<p>The mission of the Speech program is to help students communicate effectively in all communication settings and occasions, and have an understanding of all audiences.</p>
--

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

Where the programs mission and the colleges mission meet:

The speech program serves to fulfill the college's mission statement several ways.

- The first of which is **transfer**. All of our course offerings, with the exception of Speech 48 (Forensics Activities), is transferable to CSU and UC. Speech 48 is currently transferable solely to CSU.
- We have developed **outreach** to numerous four year universities outside the state of California to help enable Speech 48 students to transfer and receive scholarships for their previous development of public speaking skills and their future improvement at that four year institution.
- We foster **student success** by encouraging students to assess their skills in friendly competitive format (intracollegiate and intercollegiate tournaments). The tournaments also serve to foster growth in the program because they provide students with a better understanding of what is required to be impactful, dynamic and successful in public speaking. Speech 1 is a foundation or “gateway class” to the other offering of the speech program. The majority of our students in classes other than Speech 1 have taken Speech 1 first.
- We take pride in our ability to showcase our talents and successes in the **community**. Achievements that emerge from the Speech 48 class, namely tournament successes, are recognized by the college. Press releases regarding these accomplishments are delivered to the local media for community recognition. Members of the speech faculty also participate as judges in the annual rotary club speech competitions for our local youth. These activities keep our face in the community.
- We enjoy seeing students take what they already know and apply it to individual projects. In order to provide this **continuing** high level of **education**, all our speech faculty offer students the ability to participate in honors transfer work. This allows students interested in expanding their **knowledge, personal development** and rhetorical analysis skills the ability to gain that knowledge.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If **yes**, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Speech 2A	Title V update
Speech 5	Title V update

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If **yes**, please describe briefly what new curriculum is planned.

Speech 2A and Speech 5 – As identified above for Title V update.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If **yes**, please describe briefly what new initiatives are planned.

SB 1440 – Speech AA Transfer Degree

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
7	7	13

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Every class is planned to be assessed upon completion of the semester.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
1	2	1

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program’s AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator’s records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

We’ve held informal program-level dialogue amongst full-time faculty regarding program-wide issues. SLO’s are a part of this discussion. No “official” documentation exists from such conversations. We were never aware that it was required that we keep track (provide “evidence”) for these conversations.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

We have only just recently completed entry of data into all of the course SLOs. We are currently in the process of deciding how best to proceed with assessment analysis.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

We are currently in the process of trying to figure out the best way to analyze the data that has been produced from SLO assessments. **As such, we don’t have the answer to II.C.4.c this at this time.**

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

We WILL have an ongoing plan for assessment analysis that will be utilized by the full-time faculty in AY 2014/2015.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Based on discussions following annual review of databases statistics, FT faculty members have periodic conversations analyzing the results. This has always been done on an "informal" level after town meetings and/or division meetings with no documentation of the encounters. It was not until filling out this template that it was discovered that "evidence" of dialog was required.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

- **The vast majority of ours students are transfer-oriented.**
- **80%+ success rate of students on average in all classes.**
- **Over 100% enrollment capacity in Speech 1 courses in some semesters.**

Based upon these findings it was determined that due to the high FTES rates in Speech 1 courses classes added to the program in the near future should be in Speech 1.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

The student data results do not necessarily directly support our need for resource requests. Our program has created an internationally recognized Forensics Program. Our resource needs are specifically dedicated to this one particular part of our program and the general nature of the information provided to us in the Discipline Data Packet does not specifically give us information regarding the Speech 48 course and its unique needs.

2. Enrollment Management **(Instructional programs only)**

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

9.08 – which includes summer of 2012, fall of 2012, spring of 2013.

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

**9.48 – Total FTEF from 2011/2012
Cuts across the board to the Speech program were made due to a college-wide mandate to reduce course loads for budgetary reasons. We ultimately eliminated sections of Speech 1, Speech 46, Speech 10 and Speech 5.**

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

Are we expecting growth? If so, we'll take it....and we'd add Speech 1 sections back into our offerings for each semester.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
9.08	6.08	67%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*				

regular hourly classified staff**				
student assistants				

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

The forensics program has been operating without our part time classified assistant for the past 5 years. We need this position to come back in order to maintain the level of excellence the Las Positas College Forensics Team has enjoyed over the past several years. By reinstating this position, we will be able to continue our successes and save the forensics budget by not being forced to pay excessive judging fees at tournaments. Each coach is eligible to “cover” only so many of his/her students that participate in the tournament. When that “limit” has been reached additional students are not allowed to partake in the activity OR a financial penalty ensues that drains our budget and restricts our ability to participate in future events.

We have documented on dozens of occasions over the last five years the need/necessity for the replacement of this lost position. It seems tediously superfluous and redundant to repeat the justification again. You might imagine our frustration in being asked to “explain to us again why.....” at every turn.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

We have needs for conference funding. Because of the roles that we hold in the Communication and Forensics societies (memberships and governing body positions) we are required to attend several conferences per year. We’re attending up to three per year. Staff Development funding simply doesn’t fulfill the costs.

Exact documentation will be provided when invitation literature for the events are published with exact terms (prices) of participation.

F. Technological Resources

Are there any new technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Click here to enter text.

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

Click here to enter text.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

We have a co-curricular account that funds our Forensics program. We have no idea what the funding is or will be. Our Forensics program is entirely dependent upon this co-curricular funding and each year we have to wait to see what funds will be given to the Speech and Debate Team. We're not trying to be coy, we simply do not know. We are still awaiting a final decision to discover our 2013/2014 budget amount and we're two months into the academic year. Projecting the 2014/2015 budget is not feasible.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

Co-Curricular funds are the primary source of funding for the Forensics team. The team simply would not be able to travel and compete at intercollegiate tournaments without this resource. These funds have been reduced over the years from approximately \$19,000 per year to just over \$15,000 today. It should also be noted

that the funding of 18+ years from the district office (approximately \$6,500 per year) has been entirely eliminated. We are now operating on a budget that is about 65% of what it once was. The Forensics team continues to grow in the amount of students we service as well as their level and frequency of competition. Our success on a local, national, and international level has been well documented and we are now on a steady pace of constant success. As a result, we now receive yearly invitations to the International Forensics Association's Championship Tournament. Whenever we attend this tournament we require the students to pay for their travel and meals because our budget simply does not allow for us to cover even a fraction of these expenses.

We have asked that our co-curricular expenditure account be raised to \$22,000 per year. A projected budget that is much higher has been submitted to the ALSS Dean, the President of LPC and Natasha Lang. The \$22,000 figure is the bare minimum of what is required to make our tournament travel feasible. Every year we have had to ask for extra money from the LPC Foundation, the LPC President, and the ASLPC. Each year these groups have been generous enough to offer financial assistance. We should not have to ask. We should have an operating budget that meets the minimum needs of our program.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

Due to the union contract we are obligated to offer classes to our adjunct instructors based upon seniority. As a result, we find our program is forced to use the same two or three adjunct instructors every semester. The problem that arises from this is that we have part time instructors in our pool that are in danger of being dropped entirely from the pool simply because there are not enough classes to go around. This becomes an even larger issue when it is coupled with the fact that the part timers we are not using are incredibly skilled and effective teachers who excel at their craft. Our program could benefit immensely if we were able to call upon these instructors. We do not know what can be done about this but felt it was worth addressing because we are probably not the only program that is affected by this issue.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

- All of the full-timers are submitting SLO's.
- We're beginning to add courses back into our program.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

- We still do not have the instructional assistant that is identified in the organizational chart for the institution.
- The operating Forensics budget is still less than what is needed to run an effective program.
- We have yet been able to add the classes back to our program that were cut over the last several years due to budgetary reasons. We seek to (first) regain our "lost" classes before we plan for future growth.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

- The Speech SLO assessment process will be finalized.
- We seek to increase the Forensics budget by means that do not include fund-raising.
- We want fill the vacancy that exists in our instructional assistant position.
- We want our Forensics team to become more involved in community service activities.
- We want to increase the advertisement of our program and make it more accessible to the community and LPC students.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

The forensics program has been operating without our part time classified assistant for the past 5 years. We need this position to come back in order to maintain the level of excellence the Las Positas College Forensics Team has enjoyed over the past several

years. By reinstating this position, we will be able to continue our successes and save the forensics budget by not being forced to pay excessive judging fees at tournaments. Each coach is eligible to “cover” only so many of his/her students that participate in the tournament. When that “limit” has been reached additional students are not allowed to partake in the activity OR a financial penalty ensues that drains our budget and restricts our ability to participate in future events.

We have documented on dozens of occasions over the last five years the need/necessity for the replacement of this lost position. It seems tediously superfluous and redundant to repeat the justification again. You might imagine our frustration in being asked to “explain to us again why.....” at every turn.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Speech	ALSS	Tim Heisler, Jim Dobson

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1-Budget-1	Increase Forensics Operating Budget	Yes		With an increase in our Budget	Financial		Co-Curricular
2	1-Instructional Assistant-1	Fill the vacant Instructional Assistant Position	Yes		The hiring of an I.A.	Financial and Human		Hiring- What do we call it now?
3	2-SLO Assessment-2	Create a viable SLO Assessment	No		On the next Program Review	Human		N/A
4	2-Program Advertisement-2	Increase Program Visibility	No		Program Growth	Human and Technological		N/A
5	3-Community Service-3	Increase Forensics Community Service	No		N/A	Human		N/A

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.