PROGRAM REVIEW UPDATE 2016-2017

Program: Speech/Communication
Division: ALSS
Date: 10/10/16
Writer(s): James Dobson, Tim Heisler
SLO/SAO Point-Person: James Dobson

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data

1. We are still in the process of completing the Transfer Degree. We are very close now and are hopeful we will have the degree approved for the Fall of 2016.
2. We are also going through the process of changing our rubric and name of the department from Speech SPCH to Communication Studies CMST.
3. Our Forensics program has seen rapid growth over the last two years and our current budget is making it difficult to serve all of the students interested in the program.
4. It has come to our attention via student interaction that our Group Communication class is one the students want to take to fulfill transfer requirements for Communication majors. We would like to offer this class for the first time in Spring 2017.
5. The growth of our forensics team has allowed us to participate in limited preparation events that require students to have immediate access to a newspaper database. Our library currently has no such database in their collection.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how?

1. We were able to grow the High School tournament we host. The tournament turned in a profit and served as a fundraiser for our program. However, M&O fees are still prohibitive.

2. We hosted a Summer Speech night performance which brought in about $400.00. This fundraiser was modest yet worthwhile and we are going to try this again during future summer semesters.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

The continued exposure of the Forensics program brings students to the program that otherwise would not have had any interest in the Communication discipline. New students are able to see that Communication is more than just public speaking. Actors and performers can find a home with us.

We hosted a workshop for the Business department to prepare students for their Shark Tank presentations during the Spring 2016 Semester.

One of our Forensics competitors performed at the 2016 Livermore TedX talk. She was "discovered" by TedX organizers while performing at the 2016 Best of the Best performance at LPC. This is the second time our program has experienced this honor.

We tutor the valedictorian for his/her speech that he/she will present at the graduation ceremony.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

The biggest obstacle that we experienced this year was M&O. There is no doubt that M&O is very important to our college. This issue is the charges that our program incurs from events that we host. We intentionally host events on "regular" work days so that we will not have to pay overtime fees or pay for extra staff. Nonetheless, the bills we have received from M&O have caused us to lose money as a program while advancing LPC as an institution. In fact, M&O has charged us for "hours" and "work" that was not actually provided. This is a serious statement, I know, but an "obstacle" we have faced for many years now. Some administrators and administrative support have been very helpful in finding ways to help alleviate costs. However, others have not.

We still do not have an instructional assistant for the Speech Program. This position that was not filled when it became vacant back in 2007. We are now entering our 10th (?!) year without this position and it creates a tremendous hardship (both instructionally and fiscally) on the Forensics Program's ability to maintain their success (let alone enable the program to grow). We have asked for reinstatement of this position ever since and have always been denied this request.

LPC's LRC does not currently have a newspaper database available to the student population for current-event research. This would be helpful for numerous courses offered by the Speech program.

E. What are your most important plans (either new or continuing) for next year?

The following are the larger events that we plan to do.
  I. Summer
     A. Summer Speech Night Fundraiser
     B. Summer workshop for new and returning Forensics students.

  II. Fall
     A. We would like to attend a speech tournament outside of our region. This may be cost prohibitive but would be a great opportunity/experience for our program.
     B. We will be attending our National Communication Association Conference and presenting with students. This is a very big deal for us because having Community College students get a paper accepted will really help the academic future of these students.
     C. We will do the Children's Holiday story hour in conjunction with the ECD Department and the Library. This event has the forensics team perform for the children at the ECD center and is open to all children of faculty and staff.
     D. Fall Speech Night Fundraiser

III. Spring
    A. We are hosting a 2-day high school speech tournament. This is the biggest event we will host on campus.
    B. We are hosting our own collegiate speech tournament. (Again, M&O costs are becoming prohibitive. So much so that we may have to cancel the event.)
    C. We are traveling to Lima Peru for our International Forensics Association competition.
    D. Our National tournament is in Washington D.C. this year so we will be taking a group of students to that as well.
    E. For the 10th year in a row we plan to send a student to perform at Best of the Best.
    F. Spring Speech Night Fundraiser

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

We are not planning any DE courses at this time.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17 [May be updated]
- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

I am sorry but they do not.

H. Instructional programs: Did your program meet its program-set standard for successful course completion?   XX   yes   _____no

(This data can be found here: [link to be added August 2016])

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples).

SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

(Instructional Programs Only)

Note: All courses should be assessed during a rotating 3-year cycle. Please enter all of your program's courses into one of the following tables. Courses that will not be assessed for any reason can be entered into Table 4.

Table 1: List the courses that were assessed last year. A full list of assessed courses for this year can be found here: http://goo.gl/wWjv9A

Courses assessed last year (Summer 2015-Spring 2016)
Speech 1
Speech 10

Table 2: List the courses that will be assessed this year (Summer 2016- Spring 2017).

Courses to be assessed this year
Speech 1
Speech 2A
Speech 5
Speech 10
Speech 11
Speech 46
Speech 48

Table 3: List the courses that will be assessed next year (Summer 2017-Spring 2018).

Courses to be assessed next year
Speech 1
Speech 2A
Speech 5
Speech 10
Speech 11
Speech 46
Speech 48

Table 4: List any courses that will *not* be assessed during this three-year cycle (Summer 2015-Spring 2018).

Courses that will not be assessed in this cycle	Reason this course will not be assessed
All courses are scheduled to be assessed.	
	press "tab" to add rows

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: **Speech 1**
Course SLO: 1. Deliver a clearly organized speech. 2. Deliver a speech with effective content. 3. Perform a speech using effective delivery.
Describe the quantitative or qualitative results: We have a near 100% success rate as a discipline with achievement of this SLO.
Discuss any actions taken so far (and results, if known): Evaluation of current figures.
Discuss your action plan for the future: We are in the process of reevaluating the academic rigor of our SLO.

Course: **Speech 10**
Course SLO: 1. Identify and demonstrate necessary skills for "application" of interpersonal communication competence. 2. Identify and demonstrate necessary skills for "comprehension" of interpersonal communication competence.
Describe the quantitative or qualitative results: We have a 100% success rate in achieving this SLO.
Discuss any actions taken so far (and results, if known): Evaluation of current figures.
Discuss your action plan for the future: We are reevaluating the academic rigor of our SLO.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Speech A.A.
Program SLO:
Upon completion of the Communication Degree, students will be able to communicate effectively in all communication settings and occasions, and have an understanding of all audiences.
Describe the quantitative or qualitative results:
We see an 8% "below standard" or "failure" rate from our students according to the SLO Achievement Report. 69% of students have achieved an "above standard"
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map
(Instructional Programs with Degrees/Certificates Only)

Your Program's Map:

Degree or Certificate: **Speech Associate's Degree for Transfer**														
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**													
	Spch 1	Spch 2A	Spch 5	Spch 3	Spch 10	Spch 11	Spch 46	Spch 48						
1. Communicate effectively in all communication settings.	X	X	X				X	X						
2. Communicate effectively in all occasions.	X	X	X				X	X						
3. Have an understanding of all audiences.	X			X	X	X	X	X						
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

~~Yes~~   ~~No~~   **This degree/certificate did not have previous mapping**

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

   a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
   b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?

Reflection Answers:
3.a.
All of our courses help students achieve at least one of the program outcomes. Speech 1, Speech 46 and Speech 48 specifically help to achieve all three of our identified program goals. As such, in terms of "achieving program outcomes" there is sufficient opportunity in terms of classes and sections for students to be able to achieve each outcome. In terms of achieving a program degree there are a number of classes (Speech 2A, Speech 5, Speech 10, Speech 11) that are only offered once per year. This creates a challenge for students who are trying to create schedules that enable them to transfer from LPC with an A.A. degree in Communications is two years.

3.b.
Students are most likely able to demonstrate satisfactory achievement of each program outcome in the **Speech 1** course. Unquestionably, this course is the cornerstone for our discipline.