DEPARTMENT OR PROGRAM: Speech Communication

DIVISION: Language Arts

1. **BRIEF DESCRIPTION OF PROGRAM:**

The *2009-2010 College of San Mateo Catalog* describes the program: "The Speech Communication program includes courses in public speaking, small group communication, interpersonal communication, intercultural communication, organizational communication, and oral interpretation of literature. The English requirement may be partially satisfied by 3 units of Speech 100 or Speech 120. [p. 198] Speech 855 (Speech for Non-Native Speakers) is credit-bearing but not degree-applicable, which means that the units count for the purposes of financial aid but not toward the AA/AS degree.   Speech 860 (Communication in the Workplace) is a required course for the Dental Assisting Program and also benefits students who are looking to improve their work force skills.

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

Speech Communication continues to have similar success rates from recent years. Retention levels were at 85% in 08-09, the same as in 07-08, and 1 percent above 06-07. The success rate in the same period remains consistent at 71%. Given the demands of students' lives, their preparedness for the courses taught plus the rigor of the courses themselves, these success rates seem reasonable. However, consistent with the rest of the College, Speech Communication has student-withdraw levels at around 20 % or higher among the traditionally underrepresented students.

Speech Communication's LOAD has increased 25 points from 470 in 07-08 to 495 in 08-09. This increase in part is likely a reflection of speech faculty trying to accommodate students who are having increasing difficulty finding courses due to budget cuts. As discussed in last year's program review, this increase has drawbacks: "Courses offered by the department conceivably fulfill an 'oral communication' requirement--roughly 30 minutes of solo or group speaking during the semester *per student*. With a class of 29 students, an -'oral communication' commitment leaves little time for discussing speeches, as well as for lectures, class discussion, and collaborative work. We cannot accomplish course objectives and add more students beyond the historical number of 29. Logistically, our classrooms lack the capacity to seat 35 students, the number required to reach the WSCH target of 525." [Speech Communication Comprehensive Program Review, 08-09, p. 6].

The Speech Lab is usually a valuable resource for Speech students. Students will use the lab to videotape presentations, view their speeches, and consult with faculty to name its primary aims. **BUT**, limited human and material resources create **DIFFICULT** problems for students and faculty in a number of ways. The total hours the lab is open each week has been reduced from 36 in the Fall 2009 to 32 for the Spring 2010. And, of that 32, faculty are only present for 17.3 hours of the time (13 units). Too often, while there, faculty help students with uploading videos, teaching them how to run the camera, and other similar tasks that take them away from their teaching tasks.   Even worse, these hours are not reliable for students—especially in the afternoons—because the student aides who keep the lab open cannot reliably be present. Students have driven from their jobs to the labs numerous times in the afternoon this

semester to find it closed. Faculty often volunteer time to try to overcome this problem. At times, a faculty will open the Foreign Language Lab which is adjacent to the Speech Lab so students can have access to that lab when no faculty is present there. Much of the valuable equipment, computers, monitors, digital cameras, is close to being unattended at times because of the excess activity going on. Because of these concerns Speech faculty have become wary of assigning too many assignments in the Lab because of the unreliability that exists there—**ESPECIALLY THIS SEMESTER**. In addition, material resources, namely our Mac computers and cassette video cameras, are becoming dated and breaking down. The Speech Department is converting to digital which requires more powerful computers than the Macs. One of our faculty has bought these with her own money.

Finally, the goals from last year's program review are as follows:
1) Research feasibility of developing a transfer-level survey course to increase department productivity.
2) Relocate the Speech Lab to a larger space that better accommodates students
3) Department faculty must contact students or make use of Early Alert system when students have extended absences or exhibit difficulty in class.
4) Tenure track faculty must engage in marketing the department, particularly if we are granted two additional sections of potentially productive classes
5) Develop a pre- and post-test for student self-assessment of mastery of SLO's
6) Research best practices in SLO assessment using members of the Community College Interest Group, Western States Communication Association. By Fall 2009, develop a new SLO assessment instrument. By Spring 2010, administer revised SLO assessment in all sections.

Goal 3 has been partially met. Some faculty now take advantage of the Early Alert System provided by WebSmart. However, one faculty member observes that students do not use theire smccd account sufficiently for them to receive a timely message. In this case 40 early alerts were sent out and only 3 students followed-up with the instructor; no counselors responded to any of these early alerts.

For Ggoal 6, Speech Communication faculty have created new SLO assessment instruments for all courses taught. These forms are simplified, more objective, and connect to the GE SLO's directly. Each one is being tested this semester Spring 2010.

Goals 1, 2, 4, and 5 are ongoing or have not been met. Specifically, goals 1 and 5 were not acted upon. Goal 2 continues to be pursued by our faculty in the Language Arts Division. Goal 4 is irrelevant given that classes are being cut and students are being squeezed out of classes.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

Goals 1 and 5 were not acted upon because faculty were unable to add these to their list of "things to do." In trying not to sound apologetic, the department works very hard to maintain high standards in the classroom; these goals just were excessive given time constraints. As already mentioned above, Ggoal 4 is not feasible with the current shortage of classes.

With these thoughts in mind, a reformulation of existing goals would be as follows:
1) Research feasibility of developing a transfer-level survey course to increase department productivity and/or offer more Speech 120 courses. The justification for the goal would be to help increases retention. For instance, speech 120 tends to have less attrition than speech 100. If more students can stay in their classes, we will be able to alleviate the budget challenge for students in a small way.
2) Relocate the Speech Lab to a larger space that better accommodates students (Ongoing)
3) Continue to assess SLO's in the department (Ongoing)
4) Look for means to keep the Speech Lab open when funding is minimal (via using volunteers, setting up possible student scholarships, continued advocacy for help, etc.)

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

The only new goal is the 4th goal above.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Critical issues facing the Speech Communication department include cuts to the labs and students services (EOPS, Counseling), which will continue to negatively impact the CSM community as a whole.

The Speech Communication department intends to address the challenges in the Speech Lab by continuing to advocate for an instructional aide (at ½ time or more), using student assistants, and finding creative means to make the lab accessible.

The Speech Communication department is also challenged by budget cuts which could affect our part-time instructors. We have dialogued with each other about how we can protect their jobs and will need to continue to do so.

Other challenges include finding ways to use videotaping across all courses by all faculty. This issue can only be addressed with sufficient human and material power in the lab. Until the lab issue is resolved, the videotaping goal is moot.

6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

Speech Communication assesses all SLO's in all classes in the Spring. Thus the current cycle is in progress. Here is one example from Speech 860: Communication in the Workplace.

SLO Assessment for SPCH 860
Faculty name   Semester/class/section (Spring 2010, 38566)

SLO #1

Skillfully field job interview questions that relate to the 7 factors that employers look for when interviewing a job candidate

Linked to GE SLO Effective Communication and Social Awareness and Diversity

Assignment: Videotape Simulated Job Interview with Partner

Use A, B, C, D, F; if Y = 4.0, N = 0

Stu-dent	Successful Enthusi-asm	Effective Communi-cation	Examples of suc-cess	Rational Thought Process Shown	Maturity Shown	Goal orientation Shown	Ability To React To Pres̲s̶ su̶Ure shown
1	A	A	D	A	B	A	C
2	A	A	F	A	C	A	A
3	C	C	C	A	B	D	C
4	A	A	A	A	A	C	B
5	B	B	D	B	B	A	B
6	C	A	C	C	C	C	C
7	C	B	C	C	C	C	C

Lesson Learned: The trend here shows that students have the most difficulty giving examples of their personal successes related to the job field which are critical in making them stand out from the rest of the field. Thus, faculty teaching this course need to incorporate good examples of previous interviews that show an applicant discussing a personal success or develop in-class assignments that help students learn how to elaborate on their accomplishmentsof this happening.

   b. Student services areas: TBD

N/A

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None at this time	N/A	N/A

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Instructional Aide at ½ time	If granted, *Students will be reliably served in lab *Faculty will be able to conference with students *Lab hours will be more reliable and will be longer If not granted, *Faculty and student aides will continue to be stressed and possibly compromise their other commitments because they must hold the lab open. *the Speech Lab will at times be unreliable for students who must complete assignments *the HBA requirements will not be fully met	N/A

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested **Note:** The Speech Communication department would like to give other departments in our division first chance to receive funding since we received funding last year	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Inspiron Zino, HD **Number:** Inspiron 400 **Vendor:** Dell **Unit price:** $906 X 3 **Total Cost:** $2514 **Status*:** Upgrade	If granted, more faculty can use brand new digital cameras we already own because the Dell's are able to upload the films made from those cameras for playback. If not granted, faculty will continue to rely on aging cassette video cameras which, when broken, will not have a replacement	N/A
Item: Shure SRH 440 Professional Studio Headphones (Black) **Number:** see above **Vendor:** Amazon.com/Sarjo Wholesale Group **Unit price:** $79.48 x 5 **Total Cost:** 397.40 **Status*:** Replacement	If granted, we have headphones to loan students who need to watch speeches. If not granted, then the few remaining falling apart headphones are what students can borrow. Some may have to wait in line to watch their speech video because they are waiting for a headphone.	N/A

*Status = New, Upgrade, Replacement, Maintenance or Repair.

8.   PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* **evaluation:**

Please list the department's *Annual Update for Program Review and Planning* **report team** <u>as appropriate:</u>

Primary program contact person: George Kramm
Phone and email address: 574-6679   kramm@smccd.edu
Full-time faculty: Kate Motoyama, Ya Ping Li, Pat Paoli, George Kramm
Part-time faculty: Karen Reed, Charles Rope, Lisa Perry
Administrators: Sandra Comerford (Dean)
Classified staff: None
Students:

Primary Program Contact Person's Signature	*Date*
Full-time Faculty's Signature	*Date*
Part-time Faculty's Signature **(as appropriate)**	*Date*
Administrator's Signature **(as appropriate)**	*Date*
Classified Staff Person's Signature **(as appropriate)**	*Date*
Student's Signature **(as appropriate)**	*Date*
Dean's Signature	*Date*