Program: Speech

Division: ALSS

Date: August 18, 2015

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Audience: *Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.*

Purpose: *To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.*

Time Frame: *This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.*

Topics: *The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.*

Scope: *While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.*

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

The rapid growth of the Forensics Program has created a need for greater funding and staff support. Our success has garnered more publicity for the program, our recruitment for the program has increased participation and the campus (as a whole) is growing. These are all possible reasons for our continued growth. Our current program (staffing and funding) prohibits our ability to service these "growth" students.   For example, from 2005-2011 the average size of our traveling competitive program was 8-12 students.   Comparatively, the 2012-2015 teams have ranged from 18-23 active individuals.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

We hosted a high school tournament in January of 2015.
We hosted our own collegiate-level tournament in February of 2015.
Collegial participation: Hosted/ran the CCD Christmas Program in December 2014, contributed 575 cans of food for a canned food drive with Bill Paskewitz.
Tournament Travel/Success: Cleveland/Barcelona in Spring 2015, Silver Medal Award at National Championship Competition.

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

"Cost of operation" (hotels, tournament entry, travel) expenses continue to rise and our budget does not. We are still not at the point of funding where we used to be prior to when cuts to our budget were implemented 5 years ago. Staff Assistant position was never filled once it became vacant 7 years ago.   The position still currently sits in our organizational chart but remains unfilled.

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

New: Begin a Summer Speech Night to give summer students the full experience that Fall and Spring semester students are privileged to.
Continuing: Find a way to make the High School Tournament that we host a profitable and money-making event for the LPC Forensics Program (Current rental and janitorial fees to host the event take up every dime of entry fees for the activity. What was meant to be a fund-raising activity for our program has instead become a money-grab for the school.)

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

> *Planning Priorities for 2015-16*
> - *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.*

No, they do not. No hard feelings though, ok?

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

(This data can be found here: http://goo.gl/y9ZBmt)

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

Not Applicable…b/c we got the "yes"!

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Our traveling forensics team has experienced international travel to Paris, Barcelona and Antwerp since our last program review. Our international competitions have given them exposure and experiences that cannot be matched by any other program on campus that we know of. We have also presented award-winning presentations to over 2000 speech students through our Speech Night performances venues that we offer each semester. And, most importantly, our students have grown in knowledge and confidence by their participation in our classrooms. Public Speaking, as you well know, is a skill that will be utilized again and again in life. While it is still identified as the #1 fear in society, upon completion of our courses our students possess the knowledge that enables them to become more confident and proficient in public speaking situations.

Part Two: SLO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning.

Speech 1 – Student rated at a "proficient" level and above are at 92%
Speech 10 – 100%
Speech 11 – 100%
Speech 5 – 100%

These numbers indicate that students are successful in their learning.

B. Discuss assessment results that indicate a need for improvement.

With a 100% proficiency rate in three different courses of the speech program it actually begs the question, why so high? We may need to reevaluate our SLO's to determine academic rigor.

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

We will be having upcoming discussions as a discipline concerning student learning outcomes, but at this time there doesn't seem to be the need (based upon our current results) to make changes within the pedagogy of our program.

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

Not Applicable….but thank you for asking. ☺

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

No Distance Ed courses in Speech – Not Applicable.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?   YES X   NO

If yes, please explain.

Particularly concerning the Forensics Program. We were not able to service the needs of the number of students who wanted to participate in the activity because of financial and staffing constraints. This is indicated by the number of people active in the activity at the beginning of the academic year (when we have money) compared to the number that are participating at the end of the year (when we do not).

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).
   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments
   - changing service hours
   - changing modes of service delivery

We are using these numbers to validate and advocate our need for increased funding/staffing for our Forensics Program.

We will have a continuing plan to annually reevaluate our assessments to ensure that we get the most out of the student learning outcome process.

1. Have your assessment results shown a need for new/revised SLO/SAOs?   YES **XX**

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	We will look at revising 2 of our courses.
Estimated number of SAOs that will be written or revised:	Not us.

   a. What courses will your program assess during this academic year (2015-16)?

Speech 10, Speech 46

   b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	Five
Spring 2016	Five