Barstow Community College

INSTRUCTIONAL PROGRAM REVIEW

(Refer to the **Program Review Handbook** *when completing this form)*

PROGRAM: Speech Department

Academic Year:	2015	**FULL PROGRAM REVIEW**	Date Submitted:	October 19, 2015
Academic Year:		**ANNUAL UPDATE #1**	Date Submitted:	
Academic Year:		**ANNUAL UPDATE #2**	Date Submitted:	

By:

Faculty Lead: Dennis Conrad

Members: Adjuncts: Sallie Bawden and Greg Cheek

1. Mission and Vision
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3. Program Data
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<u>Annual Update #1</u>
<u>Annual Update #2</u>

1. Program Mission and Vision

A. Program Mission

Instructors in the Speech Department will encourage each student to grow in his/her communication skills to become the best communicator possible. This process will encourage students to speak and listen to a wide range of ideas and topics whereby the individual taking a speech class may improve his/her communication skills. The class setting will foster interactions that will encourage critical thinking and personal development. As students interact with others, students will treat others with respect and strive to keep the class setting a "safe" environment for everyone. As students interact with people from different cultures, students have an opportunity to develop a sense of cultural awareness.

B. Program Vision *(Where would you like the Program to be three years from now?)*

The Speech Department currently offers two courses: Elements of Public Speaking (Speech 1) and Interpersonal Communication (Speech 3).

The vision during the next three years and beyond is to continue offering at least these two classes.

Speech 1 is part of IGETC: Every BCC student who has not completed the course elsewhere and plans to transfer will take this class. It plays a pivotal role in helping students develop oral communication skills in a very practical way. Interpersonal communication (Speech 3) needs to have the Catalogue Description updated to reflect the fact that the class is only offered online.

If more staff were to be added in the future, perhaps other courses could be added to the current speech curriculum. In the long term future, with the addition of staff, it may be appropriate to remove from archive both Argumentation (Speech 4) and Oral Interpretation of Literature (Speech 2).

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

The mission and vision of the Speech Department at Barstow Community College aligns with the College's Mission because… 1) it too seeks to provide an open access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering at least two quality courses and support services.
 And 2) the Speech Department seeks to empower students to achieve their personal best through speech education.

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following

A. Organization, including staffing and structure

Dennis Conrad (Full Time)
Sallie Bawden (Adjunct)
Greg Cheek (Adjunct)

B. Who do you service (including demographics)?

The 2012 Self-Evaluation Report in Support of the Reaffirmation of Accreditation there is an extensive section from page 6 to 25 that details the demographics of BCC at both main campus and at Fort Irwin. Instead of repeating that information here, it is important to note that the Speech Department fully serves all levels of the Barstow, Victorville, Baker and Fort Irwin demographic. These students represent diverse backgrounds ethnically, culturally, sexually, both civilian and military. There are online students taking the class around the globe. Indeed, one of

our instructors, Greg Cheek teaches online from his location in Germany. Given this diversity, it is essential that all speech instructors adapt to the "audience" that makes up each individual class reflecting those who live in the local, state, national and/or global service area.

C. What kind of services does your unit provide?

There are two classes:
    Elements of Public Speaking (Speech 1) and Interpersonal Communication (Speech 3).
    There is an annual Anti-drug and Anti-alcohol Speech Contest that takes place in the Fall.

D. How do you provide them?

In traditional (all Speech 1 classes) and online (all Speech 3 classes) formats.

E. Does the program have a degree or certificate?

No, the courses taught in the Speech Department do not have a stand-alone Transfer Degree. However, Elements of Public Speaking (Speech 1) is a requirement for every Transfer Degree, and (Speech 3) fulfills BCC's graduation requirement.

3. Program Data

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

> 2 to 2.7 or 1 to 1.35
> FTEF FT (Traditional) Percentage (2.0/4.7) * 100% = 43%, Percentage of PT (Traditional and Online)
> Load: (2.7/4.7) * 100% = 57 %

	TRADITIONAL	ONLINE
2) Course Completion Rate	476 Census 435EOT 91% Completion	335 Census 278 EOT 83% Completion
3) Course Success/Retention Rate	Course Success 87% Retention Rate 91%	Course Success 98% Retention 83%

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
Full-time:	Summer 2014 WSCH 141.59 FTEF .2 Fall 2014 WSCH 649.37 FTEF 1.6 (Note: Part Time and Full Time are Mixed)	
Part-time:		Fall 2014 WSCH 151.2 FTEF .1 Fall 2014 WSCH 456.69 FTEF .6 (Note: Part Time and Full Time are Mixed)
5) Fill Rate	Sum.14 96% Fall 14 99%	Sum.14 96% Fall 14 99%

50 Fill Rate, Cont.

14-15	101%	14-15	96.15%

Reflect on the data above:

> In a discussion with Ms. Shreve, we discovered how the data reflects different time periods: 2009-2014 (Summary By Discipline and Summary By Faculty and Section Type), Summer and Fall 2014 (Enrollment By Discipline), and 2014-2015 (Course Completion Rates and Enrollment By Course). Although the numbers above reflect different time periods, the data can be informative.
>
> Consider the following observations:
>
> The **Full Time to Part Time Ratio** in the past reflected the many classes taught by recently retired instructor, Ron Trotter. Although Ms. Bawden has been teaching Speech both on campus and at Fort Irwin during the period under consideration, it remains to be seen if the school will be able to have as many sections taught by Part Time staff in the future. This may pose a "Threat" which I will include in that section of this Review that I had only vaguely thought of up until now. In a discussion with Elizabeth Locke, I confirmed that we do not have a replacement for Mr. Trotter on the schedule to teach at Fort Irwin.
>
> The **Course Completion Rate** forces me to take a closer look at what exactly is the determining factor that accounts for Speech students remaining in class until the last day. The obvious difference is the Traditional (91%) vs. Online (83%) delivery.
>
> It may be that the face-to-face interaction with a *traditional in-person speech instructor* allows for students to "connect" as was emphasized in a recent presentation to the All Division Meeting (October 13, 2015) about factors that lead to student success. Some online students are not on campus for any of their classes, yet the completion is still in the 80's. Looking at the whole data set, one can quickly observe to be several courses that have higher Completion Rates in the upper 90's while others are in the upper 80's. I do wonder if across disciplines one would discover the attrition is higher for online courses in general. This might be proven out in the record. I cannot know for sure if this is the case by looking at the data set, for I cannot tell which of the numbers reflect only online courses.
>
> As a side note, I wonder if Trotter's departure will lead to higher or lower numbers in the future given his great in-class presence and familiarity with online teaching of Speech 3. He taught so many adjunct courses for us during the past year. He was actually the original creator of the first online Speech 3 class.
>
> **Course Success/Retention Rate**
> **Speech 1**
> Given the number one fear among Americans has long been considered the fear of public speaking, students who earn a grade of an A, B, or C in an Elements of Public Speaking classes have accomplished something significant. Getting up in front of class during the first weeks of class for many people requires overcoming a major psychological obstacle. To complete several speeches by the end of the semester and earn a passing or better grade for a good number of students represents quite an accomplishment. I would say the statistics prove the Speech does a good job in Speech 1.
> **Speech 3**

I have asked many students why they take Interpersonal Communication. Their answers vary, but one underlying goal has often been mentioned. Many students take Speech 3 online realizing the course is the only alternative to having to stand up and give an oral presentation in front of their peers as is required in Elements of Public Speaking. I suspect this could be highly motivating, and this could account for some number of students represented in the evidence. Why do I think this? I have met students in this category who drop Speech 1 in favor of Speech 3.

Efficiency [WSCH/Full Time Equivalent Faculty (525 goal)]

During the time period considered, the Speech Department seems to be meeting the target. Again, for example with Ron Trotter, he was able to teach Summers and on Sundays at Fort Irwin; I wonder what the numbers will look like during the next Program Review cycle.

Fill Rate

Speech classes have extremely high Fill Rates. In talking with faculty, during the past few years, it seems that many have mentioned that especially during the Fall semesters they have experienced incredible demand for all their classes. Where there is an open class, students rush to get remaining seats. Is it all about speech? Maybe not.

There are two factors that stimulate perhaps a bit more interest in speech classes. Speech 1 is a requirement for graduation and all "transfer" degrees. Speech 3 is a requirement for graduation but not the transfer degree. The Speech 3 online has what some consider the added benefit of avoid speaking. Both being counted toward graduation pushes demand. Taken together, the generally high demand for all class and classes count for graduation, the fill rates are fine.

Note: When Fill Rates for some specific classes are lower (not shown by the statistics provided), realize that some Fort Irwin classes may have low enrollment, but the school remains committed to serving the military population.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

Below are the Program Level Outcomes especially as they apply to Humanities courses:

1. Communication: Demonstrate communication skills in written, musical, verbal and visual forms
2. Critical Thinking: Analyze the cultural and historical foundation of contemporary human experiences; recognize the interconnectedness of all things; historical context, writing, composing poetry, creating art, singing, acting, and have developed a healthy curiosity about the world and its peoples.
3. Global Awareness: Analyze different historical/artistic/literary movements throughout history and how those movements developed; demonstrate skills to become more historically and culturally literate; and demonstrate a deeper appreciation of people's use of history, language and cultural mediums.
4. Personal and Professional Growth: Demonstrate the willingness to explore and discover through writing, performing or creating works of art; demonstrate respect and appreciation

> for humans' place in the world and the diversity of the human experience; and demonstrate an appreciation for history, art, music, literature, culture and philosophy.

2) Summarize the progress you have made on Program Level Outcomes.

In both Speech 1 and Speech 3, students make progress in all Program Level Outcomes:
Communication: Students in both types of classes, have a chance either speak and/or write outlines (Speech 1) posts (Speech 3), so the students are communicating. Feedback from the instructor facilitates improving communication skills.
Critical Thinking: Handouts and ancillary reading gives students more information to successfully think through giving successful speeches or interact with others.
Global Awareness: Students hear about topics from around the globe including world cities like Mexico City and Paris.
Personal and Professional Growth: Students during their "After Action Reports" provide data about their progress in each of the respective SLO's. (See below.)

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

The Couse-level Outcomes of Speech 1 and Speech 3 are as follows:
By the end of Elements of Public Speaking (SPCH 1) a student will…
  1. Demonstrate knowledge and understanding of the basic principles of public speaking
  2. Show improvement in the expression of thought and develop the organizational skills of a speaker.
  3. Actively listening to student speeches.
By the end of Interpersonal Communication (SPCH 3) a student will…
  1. Be able to critically use the fundamentals of effective interpersonal communication in conversation and develop effective listening skills.
  2. Examine and use the fundamentals of effective interpersonal communication in conflict resolution.
  3. Discover the basis for clear interpersonal communication as it relates to non-verbal elements.

4) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Revisions of older and creation of new assignments, handouts, and other materials help each student have the latest information, so he/she can more successfully complete assigned tasks to better accomplish outcomes.

5) Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?

The SLO's provide feedback that faculty can react to as the need arises.

C. SUPPORTING ASSESSMENT DATA *(See Handbook for additional information)*

1) Provide a list of any additional measures *(not included in 3.A.)* **that you have chosen to gauge your program's effectiveness** *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).*

Please read this December 2, 2014 memo updating the department's progress to Ms. Nance Nunez-Gill regarding "'Communication Competence' in Speech Classes."

Context: This is a report of a meeting between Dennis Conrad (full-time professor) and Sallie Bawden (adjunct faculty) held on Thursday, November 20, 2014. Dennis Conrad prepared this "qualitative" analysis and a summary of the meeting's findings.

Purpose of Meeting: Discuss how "Communication Competence" is manifested in the *Elements of Public Speaking* classroom. "Communication Competence" in speech classes is inherent in the idea of teaching Speech, and at its very core, it is the mail idea that students taking the class will become better oral *communicators*. One side benefit is that students also learn interpersonal communication skills as they meet in small groups. During the conversation, Mr. Conrad and Mrs. Bawden discussed all the following topics finding many similarities, including the following:

Assignments: Although the actual speeches that are assigned by each teacher may be the same (i.e. Informative, Persuasive, and Impromptu) or different (i.e. Object, Value, Biography, Famous Figures), the goal of improving each individual speaker's **Communication Competence** is achieved on campus. Practicing speech-making skills gives students an opportunity to mature as communicators, and by building on early assignments, each student is able to grow in a number of *performance-related* ways like improving volume, eye contact, how to stand, and gestures. With additional opportunities in front of an audience each person continues to improve upon their own best speaking style and improve "fluency."

Lectures (i.e. Organization): Lectures on various topics concerning the speech-making process allow students to become more well-organized communicators. A "**standard**" building-block structure of speeches includes students seeing the importance of and using the following format: *an introduction, a preview of ideas, a body, a summary of the main ideas, and a conclusion*. Beyond the **standard format,** both instructors introduce students to **Monroe's Motivated Sequence**, a powerful organizational structure that helps students give a convincing persuasive speech. **Monroe's Motivated Sequence** includes the following: *Attention* (getter), *Need* (to change, AKA the problem), the *Satisfaction* (of the Need with a realistic plan or solution), a *Visualization* (having the student vividly describe life if the Satisfaction is implemented or what life will be like if the Satisfaction is not adopted), and a convincing statement of an *Action* (to be taken) or *Answer* (to the problem).

Audience Analysis and Aristotle's Proofs: Both instructors teach and emphasize Audience Analysis, and explain the importance of "knowing your audience." Aristotle's Proofs are important; the Proofs include the following: *Ethos* (speaker "credibility/ethics"), *Pathos* (speaker "passion") , *Logos* (speaker "logic"). Students are introduced from the early days of class the importance each plays.   Audiences differ so they require different language and appeals. Image a speaker preparing to teach to (1) very young children, (2) teenagers, or (3) senior citizens. The "style" of language appeals would be very different for each age group, but whatever the audience, a speaker will need to have appropriate Ethos, Pathos, and Logos to be effective.

Visual Aids: Both instructors assign students to use Visual Aids as part of the Informative (i.e. Expository) Speech assignment.   PowerPoint is an option.

Summary: Bottom line: A conversation (i.e. Communication) about "Communication Competence" made both teachers aware of how much each has in common with the other. The discussion found many overlapping themes as have been discussed. In realizing this, both

teachers acknowledged how committed he/she is to student success as it relates to "Communication Competence. This was worthwhile.

Meeting Chart of Findings

	Mr. Conrad	Mrs. Bawden
Speeches Students Present		
Informative/Expository	Yes	Yes
Persuasive	Yes	Yes
Impromptu	Yes	Yes
Object	Yes	No
Value	Yes	No
Definition	Yes	No
Final	Yes (Presented Orally)	Yes (Written)
Bibliography	No	Yes
Famous Person	No	Yes
Creative Speech	No	Yes
Organizational Structures Taught		
Standard 1, 2, and 3	Yes	Yes
Monroe's Motivated Sequence	Yes	Yes
Aristotle's Proofs Emphasized		
Ethos	Yes	Yes
Pathos	Yes	Yes
Logos	Yes	Yes
Visual Aid Requirement (PowerPoint Optional)	Yes	Yes
Written Text and Supporting Materials		
Textbook	Yes	Yes
Handouts	Yes	Yes

A Summary of "Communication" In Speech Classes

I. Communication
  A. Write
  1. Communicate thoughts... Yes
  2. Compose and create documents ... Yes (Outlines)
  3. Check, edit and revise written work to correct formation... Yes (Outline)
  B. Speak and/or converse
  1. Organize ideas and communicate verbal or non-verbal messages... Yes (Speeches)
  2. Participates in conversations, discussions and group activities. Yes (Small Groups)
  3. Speak clearly and ask questions. Yes (In-class Interactions)
  C. Read
  Comprehend various types of written information... Yes (Textbook, Handouts)

1a) **If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program.** *(Include labor market and demand information using resources in CTE and the PR Handbook.)*

N/A

2) **Summarize the results of the measures listed in #1 above:**

N/A

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan** to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

N/A

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

Spring 2016
Elements of Public Speaking (Speech 1)
Dennis Conrad (Full Time)
On Campus
MW 1:00-4:15
MW 3:00-4:15
W 6:00-8:50
TTh 1:00-4:15
TTh 3:00-4:15
Ms. Sallie Bawden (Adjunct)
MW 10-11:15
TTh 10-11:15 or Fort Irwin (As assigned)
Fort Irwin (As assigned)

Interpersonal Communication (Speech 3)
(Assigned as needed, per demand)

Fall 2016
Elements of Public Speaking (Speech 1)
Dennis Conrad (Full Time)
MW 3:00-4:15
M 6:00-8:50
W 6:00-8:50
TTh 1:00-4:15
TTh 3:00-4:15
Ms. Sallie Bawden (Adjunct)
MW 10-11:15
TTh 10-11:15 or Fort Irwin (As assigned)
Fort Irwin (As assigned)

Interpersonal Communication (Speech 3)
(Assigned as Needed per Demand)

Spring 2016
Elements of Public Speaking (Speech 1)
Dennis Conrad (Full Time)
On Campus

MW 1:00-4:15
MW 3:00-4:15
W 6:00-8:50
TTh 1:00-4:15
TTh 3:00-4:15
Ms. Sallie Bawden (Adjunct)
MW 10-11:15
TTh 10-11:15 or Fort Irwin (As assigned)
Fort Irwin (As assigned)

Interpersonal Communication (Speech 3)
(Assigned as needed, per demand)

Fall 2017
Elements of Public Speaking (Speech 1)
Dennis Conrad (Full Time)
MW 3:00-4:15
M 6:00-8:50
W 6:00-8:50
TTh 1:00-4:15
TTh 3:00-4:15
Ms. Sallie Bawden (Adjunct)
MW 10-11:15
TTh 10-11:15 or Fort Irwin (As assigned)
Fort Irwin (As assigned)

Interpersonal Communication (Speech 3)
(Assigned as Needed per Demand)

Spring 2017
Elements of Public Speaking (Speech 1)
Dennis Conrad (Full Time)
On Campus
MW 1:00-4:15
MW 3:00-4:15
W 6:00-8:50
TTh 1:00-4:15
TTh 3:00-4:15
Ms. Sallie Bawden (Adjunct)
MW 10-11:15
TTh 10-11:15 or Fort Irwin (As assigned)
Fort Irwin (As assigned)

Interpersonal Communication (Speech 3)
(Assigned as needed, per demand)

Fall 2018
Elements of Public Speaking (Speech 1)
Dennis Conrad (Full Time)
MW 3:00-4:15
M 6:00-8:50
W 6:00-8:50
TTh 1:00-4:15

TTh 3:00-4:15

Ms. Sallie Bawden (Adjunct)
MW 10-11:15
TTh 10-11:15 or Fort Irwin (As assigned)
Fort Irwin (As assigned)

Interpersonal Communication (Speech 3)
(Assigned as Needed per Demand)

Spring 2018
Elements of Public Speaking (Speech 1)
Dennis Conrad (Full Time)
On Campus
MW 1:00-4:15
MW 3:00-4:15
W 6:00-8:50
TTh 1:00-4:15
TTh 3:00-4:15
Ms. Sallie Bawden (Adjunct)
MW 10-11:15
TTh 10-11:15 or Fort Irwin (As assigned)
Fort Irwin (As assigned)

Interpersonal Communication (Speech 3)
(Assigned as needed, per demand)

2) What changes, if any, have been made since the last Program Review?

   In the Fall semesters there is no change to the schedule as two Night classes are still offered because both a Monday and a Wednesday Night class tend to have good enrollment.
   Modification: Dennis Conrad's Elements of Public Speaking, Monday Night class, was replaced with a Monday/Wednesday 1:00-2:15 p.m. class during the Spring semesters. During the Spring, only one Night class is offered; it is on Wednesday Night.

   The courses scheduled currently reflect student needs of those who are aiming for non-transfer and transfer degrees. The way the Spring and Fall semesters are now structured adequately meets student's demands and needs. This is reflected in student enrollment that remains high.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

   During the Fall 2015 semester, Dennis Conrad's Elements of Public Speaking classes' students, have been very hard working and seem better prepared than in past years. Different factors seem to drive students to earn top grades. Perhaps this is because BCC now has instituted the Student Success Initiatives like summer intensive programs for some classes. Students completing this preparatory material are better prepared for all of their classes. Outreach to high schools in lining up courses with college curriculum is evidently more than adequately preparing first-time and continuing students to take a more rigorous class like Speech 1.

4. Curriculum

A. List any <u>new</u> courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

N/A

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

Update the Catalogue Description for Interpersonal Communication (Speech 3). See Threats Sections.

1) CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

aN/A

2) CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

The Interpersonal Communication textbook, *Looking Out, Looking In*, is current.
Please note: *7 Habits of Highly Successful People* is ancillary reading, yet is does have a publication date that is not within the 5 year minimum for articulation.
The Natural Speaker, Volume 8, is the most recent edition, and it is currently used in Elements of Public Speaking.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. *(NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)*

Speech 3 needs to have the Catalogue Description revised. See Goals Section.

Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum *(including all modes of delivery)***?**

SLO's help the faculty respond to needs as they arise.
Interpersonal Communication's Catalogue Description needs to be updated.

5. Internal Factors *(see Handbook for additional information)*

A. Strengths: *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

Program Data, Section 3 indicates the Speech Department maintains good retention in part due to a qualified and engaged faculty. The traditional course success rate (87%) and the retention rate (91%) and the online course success rate (98%) and retention rate (83%) offer evidence of strength. Although there can be many reasons why these areas are doing well, the qualified and engaged faculty may well be the number one reason for the strength of these numbers.

Elements of Public Speaking continues to count as a graduation requirement for all majors. The enrollment remains consistent as all sections continue to fill when offered.

Demand for classes continues to be high. Courses are offered to meet student needs:
1. Class offering times vary, and this gives students a chance to complete degree and transfer requirements. 2. The classes are offered at various times of the day and night: Speech 1 in a traditional format, is offered in the morning, early afternoon, late afternoon, at night, (with Ron Trotter, in the past, on Sunday's), and during Summer School. Speech 1 is also taught in a

traditional format at Fort Irwin. Speech 3 is offered online. 3. Classes are offered in the fall and spring semesters and during summer.

B. Weaknesses: *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

Below is a discussion of the current Catalogue Description. It is in need of some scrutiny. Other weaknesses include the following:

1. Ron Trotter's retirement may reduce productivity for the Speech Department.
2. There are currently no weekend classes offered at Fort Irwin.
3. Although Public Speaking is part of other transfer degrees, there is currently no Speech Transfer Degree.

The IGETC Factor (Also an Opportunity)

Although Speech 1 is doing well, the Speech 3 (Interpersonal Communication) is only offered online. It no longer fulfills IGETC transfer requirement for Speech because it does not have an oral communication component. Students prefer to enroll in Speech 3 online. It is because students can count it toward graduation from BCC, and it has been used as a requirement for some nursing programs.

6. External Factors *(see Handbook for additional information)*

A. Opportunities: *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

As mentioned elsewhere, adjustment has been made for the Schedule of Classes due to a lower number of night students enrolling for night classes during the spring. Night students are still served in the spring by offering just one night class.

Many updates made in light of SLO feedback improve the likelihood of student success are now used in class. (i.e. A handout for "personal post-speech assessment" where each student completes a form after giving a speech to allow him/her to assess their own performance.)

Fill rates are good. The classes have a tendency to fill as they are offered. It is vital to serve the students who enroll in classes and ever strive for better Course Success/Retention. Opportunities for Change in Speech 3

See the discussion that follows. "A question arises: Why not look at a combination of a traditional and an online class* for Interpersonal Communication to resolve the Catalogue Description issue outlined below? It is an option. Be aware that the "fully online option" is an option that many students prefer because of proximity to campus. The last time a completely traditional Speech 3 option was offered, it did not achieve minimum enrollment.

"Also note, trying to have a hybrid course or a course where online students submit speeches by sending in or emailing a recorded speech might work, but it could create some logistic problems for instructors trying to manage such a process.

"Given the existing demand for Speech 1, an adjunct instructor would need to be hired to teach Speech 3 in this format, and the risk is it would not have adequate enrollment."

The IGETC Factor (Also a Weakness)

Although Speech 1 is doing well, the Speech 3 (Interpersonal Communication) is only offered online. It no longer fulfills IGETC transfer requirement for Speech because it does not have an oral communication component. Students prefer to enroll in Speech 3 online. It is because students can count it toward graduation from BCC, and it has been used as a requirement for some nursing programs.

The Scope of the Opportunity

Why not look at combination of a traditional and an online combination class to resolve the problem?

The demand for a the "fully online option" is something that students currently prefer.

The Catalogue Description Issue

SPCH 3 INTERPERSONAL COMMUNICATION (Taken from the Catalogue with bold for emphasis.)

3 Units

Lecture: 3 hours

Also **available** online *(This class at Barstow College is only available online .)*

Blend of the important areas of interpersonal communication and the art of platform speaking. Theory and practical skills are analyzed and practiced as they apply to all forms of communication, including one-to-one situations, small group situations, **and public speaking situations**. The creative processes of **informative and persuasive deliveries**. Grades: Option (A-F), P/NP. Degree Applicable Credit. Gen Ed

Applicable. UC/CSU

Why is this both a weakness and an opportunity?

Online Speech 3 has very high enrollment, and if the Department and the school lost this source of revenue it could be dramatic. Unfortunately, in its current online format, there is no "**blend of platform speaking**" or "**public speaking**" as described. Neither are there are "**informative and persuasive deliveries**" in the online-only offering!

Changing the Catalogue Description could have an impact on the course's transferability. Not changing it, in light of it no longer being offered in a Traditional format, means that there could even be a discrepancy that accreditors discover the next time the school is up for accreditation. The description, as it currently reads, is outdated and inaccurately portrays reality when Speech 3 is offered as an online class. Originally, this course was offered as an in-class option. This is not the case currently (now it is now only available online), nor has it been successfully offered in a traditional format for the past many years.

The catalogue description needs to be updated to reflect the current situation, but this change may very well jeopardize the status of the course itself because of the following: 1. Students taking BCC curriculum online rely on this course being in the curriculum. Consider the impact on just one segment of the school's service population if it was not offered online in the future. For example, this could change the way soldiers and their families who start with BCC at Fort Irwin are able to finish their degrees entirely online after relocating around the globe; and/or 2. it could disqualify the course as it currently acts to provide credit for some nursing programs.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?

> In the most recent Humanities Program Review Dennis, Conrad is mentioned as having attended the Great Teachers Seminar.
>
> Dennis Conrad will be attending the Cultural Intelligence Seminar on November 3 and 4, 2015.

B. How did this benefit your department and the College?

> As a result of attending the Great Teacher's Seminar, it was possible to give a presentation to the All College Meeting and to the SEER meeting. I personally returned to campus with new energy and enthusiasm for introducing new ideas into the Elements of Public Speaking curriculum to facilitate learning and advance students to greater student success.
>
> With regard to the Cultural Intelligence Seminar, a report will be made to various campus constituencies after returning from the conference. Dr. Ranney will also be attending the Seminar, and I plan to work with her to make presentations to various groups.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

> According to the BAP: As a Speech teacher, I am ever in pursuit of ideas to help my students become better speakers. The Great Teachers Seminar (GTS) offers an environment where shared ideas are encouraged. Often ideas for innovation come from casual comments about techniques or strategies shared by other instructors.
>
> When 50 instructors or more gather for the Great Teachers Seminar each summer, all are openly sharing their *best practices* for 5 days. This is a Speech professor's gold mine. Each and every example that is shared, comment about how to help students learn more effectively, or how students can be more resilient, provides an opportunity to link the idea back to the Elements of Public Speaking classroom.
>
> Last time I attended the GTS, I return to campus with new tools to foster student success. These were soon integrated into class via new and revised handouts, lectures, etc.; I even shared ideas I had learned with other faculty at an All College Meeting. Last time I attended GTS. It is not surprising that many of the innovations address concerns reflected by students as they fill out SLO feedback forms used in the Speech Department. The SLO process gets the credit, but behind many changes and updates is the GTS.

8. Prior Goals/Objectives

- **Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update.** *(Include measurements of progress or assessment methods.)*
- **If the program does not have prior goals and objectives, please explain.**

> In the previous Program Review, it was observed that some part-time faculty members were negligent in turning in their SLO's on time. This was problematic and brought to my attention by Nance Nunes-Gill. This adjunct no longer teaches for the district. Problem solved.
>
> The goals are clear: All instructors are to teach well, comply with all of their duties as instructors, and meet administrative requirements. At this time, this seems to be what is happening.

9. Goals/Objectives/Actions (ACTION PLAN)

A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.

B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.

C. **OBJECTIVES:** Define Objectives for reaching each Goal.

D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Goal 1: Update the Catalogue Description for Interpersonal Communication (Speech 3).
Alignment:
(Spring 2015 Update)
Strategic Priority 2: Provide students a successful college learning experience.
III. Plan and implement instructional programs based on student learning needs and career paths.
(i.e. Keep the Catalogue current)Objectives: Plan to see the Course Catalogue modified in such a way that it more accurately reflects its current status as being only "Online" as opposed to "Also Available Online."
Actions/Tasks Required to Achieve Objective: Take steps to update the Catalogue by…
1. Gaining input from administration and any other constituencies that may be affected by such a change;
2. Creating a final draft;
3. Getting on the Curriculum Committee Agenda;
4. Getting the update to the Catalogue approved; and
4. Future Catalogues will accurately reflect the nature of Interpersonal Communication as taught at BCC.
Outcomes: Obtain approval of the newly reworded Catalogue Description
Additional Information: Get it done!

Goal 2: Through this Program Review point out to the Administration there is a possible need for a replacement for adjunct instructor, Ron Trotter.
Alignment:
 (Spring 2015 Update)
Strategic Priority 5: Attract, retain, and develop excellent employees.
(Make sure there is optimum service of the Fort Irwin Night, Rotational and Fort Irwin Sunday students).

Strategic Priority 1: Foster an innovative learning environment that respects diversity.
1. Offer programs and services for emerging student populations that are appropriate to and in support of individual student's needs.

Objectives: Plan to have some conversations alerting the Vice President and Dean there may need to be consideration of some recruitment effort to find a person who can pick up classes that were traditionally taught by Ron Trotter.

   Mrs. Bawden is serving the school; however, she only has so many classes she can teach each semester as an adjunct. Mr. Trotter was teaching Fort Irwin night classes and even a Sunday class. Actions/Tasks Required to Achieve Objective: This is primary an "early alert item." The goal is to purely point out to Administrators that the Speech Department will be shorthanded in the future with Mr. Trotter no longer teaching for BCC.
Outcomes: Administrators can decide when or even if to make a decision to have more Speech classes taught at Fort Irwin.   They may elect to have Mrs. Bawden adjust her schedule to teach a Rotational Night Class at Fort Irwin.
Additional Information: N/A

Goal: Attend the Great Teachers Seminar sometime in the future.
Alignment:
 (Spring 2015 Update)
Strategic Priority 5:
Attract, retain, and develop excellent employees
X. Provide employees with a wide range of training and development opportunities to foster their professional growth.

Objectives: Attend the seminar with funds from the Basic Skills Budget.
Actions/Tasks Required to Achieve Objective: Discuss attending with and gain approval of Vice President Eaton.
Outcomes: Attend the seminar. Make presentations sharing what was learned with various constituencies after returning to campus.
Additional Information: Organizer: Faculty Association of the California Community Colleges Education Institute (http://www.faccc.org/event/2015-great-teachers-seminar/)**;** Phone: (916) 447-8555; Email: info@faccc.org; Website: faccc.org; Seminar Dates: July 31, 2016 - August 6, 2016**;** Location: La Casa de Maria, *800 El Bosque Road, Santa Barbara, 93108*

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN					
	GOAL	**ALIGNMENT WITH BCC STRATEGIC PRIORITIES**	**OBJECTIVE**		**ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE**	**OUTCOMES, MEASURES, and ASSESSMENT**
#1	Update the Catalogue Description for Interpersonal Communication (Speech 3)	*List all that apply:* (Spring 2015 Update) Strategic Priority 2: Provide students a successful college learning experience. III. Plan and implement instructional programs based on student learning needs and career paths. (i.e. Keep the Catalogue current)	**#1** Change the Description to more accurately reflect online delivery.	1. Get input from Administrators and others affected by such a change.	Obtain approval of a newly reworded Catalogue Description.
			#2	2. Create a Final Draft	Future Catalogues will accurately reflect the nature of Interpersonal Communication as taught at BCC.
			#3	3. Get on the Curriculum Committee Agenda and get the changes approved.	
	Additional Information:				
#2	Let Administration know of a possible personnel shortfall in the Speech Department due to Mr. Trotter's retirement in December 2014.	*List all that apply:* Strategic Priority 1: Foster an innovative learning environment that respects diversity. 1. Offer programs and services for emerging student populations that are appropriate to and in support of individual student's needs. (i.e. To serve Fort Irwin, Night, Rotational and Fort Irwin Sunday). (Spring 2015 Update) Strategic Priority 5: Attract, retain, and develop excellent employees.	**#1** Have conversations with Vice President Eaton and Dean Shreve.	Set up an appointment to alert Administrators to this possible need.	Outcomes will be up to the Administration; it is not a departmental decision.
			#2	Simply start the conversation.	
			#3		
	Additional Information:				
#3	Send Dennis Conrad to the Great Teachers Seminar in the future.	*List all that apply:* (Spring 2015 Update) Strategic Priority 5: Attract, retain, and develop excellent employees X. Provide employees with a wide range of training and development opportunities to foster their professional growth.	**#1** Send one person to the Great Teachers Seminar.	When the Seminar is coming up, discuss with and obtain Vice Presidential Approval	Attend the Seminar
			#2	Line up funds from the Basic Skills Budget.	Return and share with various groups what was gleaned from the training.
			#3	File all paperwork with Barbara Rose. 4. Get All paperwork approved. 5. Attend the Seminar.	

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			6. Return and make presentations to various groups on campus.	
	Additional Information:	Organizer: FACCC Education Institute (Faculty Association of the California Community Colleges Education)**;** Phone: (916) 447-8555; Email: info@faccc.org; Website: faccc.org; Seminar Dates: July 31, 2016 - August 6, 2016**;** Location: La Casa de Maria, *800 El Bosque Road, Santa Barbara, 93108*		

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1	Curriculum Committee effort and staff time to update the latest Catalogue (online and hard copy).	N/A	No	N/A
2	1	Conversation only. Possible hiring an adjunct to replace Ron Trotter.	This is Administration's choice.	?	Administrative decision.
3	1	$1050. to attend the Great Teachers Seminar.	$1050.	No	Obtain Funds from Basic Skills.
	1	Mileage to and from Seminar in Santa Barbara.	$196.00	No	Obtain Funds from Basic Skills.

Annual Update #1	Academic Year:

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1. **Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)**
(from #3B of full PR)

A) **List your Program Level Outcomes:**

B) **Summarize the progress you have made on Program Level Outcomes (PLOs):**

C) **Summarize the progress you have made on course level outcomes and assessments (SLOs):**

D) **Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.**

E) **Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?**

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2. **GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)**

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Update the Catalogue Description for Interpersonal Communication (Speech 3)	**#1**	Change the Description to more accurately reflect online delivery.	3. Get on the Curriculum Committee Agenda and get the changes approved.	Future Catalogues will accurately reflect the nature of Interpersonal Communication as taught at BCC.
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Let Administration know of a possible personnel shortfall in the Speech Department due to Mr. Trotter's retirement in December 2014.	**#1**	Have conversations with Vice President Eaton and Dean Shreve.	Set up an appointment to alert Administrators to this possible need.	☐
		#2		Simply start the conversation.	
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		**#1**	When the Seminar is coming up, discuss with and obtain Vice Presidential Approval	**Error! No text of specified style in document.**	Attend the Seminar
		#2	Line up funds from the Basic Skills Budget.	**Error! No text of specified style in document.**	Return and share with various groups what was gleaned from the training.
		#3	File all paperwork with Barbara Rose. 4. Get All paperwork approved. 5. Attend the Seminar. 6. Return and make presentations to various groups on campus.	**Error! No text of specified style in document.**	

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2   **Academic Year:**

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1.   Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A)   **List your Program Level Outcomes:**

B)   **Summarize the progress you have made on Program Level Outcomes (PLOs):**

C)   **Summarize the progress you have made on course level outcomes and assessments (SLOs):**

D)   **Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.**

E)   **Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?**

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2.   GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Update the Catalogue Description for Interpersonal Communication (Speech 3)	#1	Change the Description to more accurately reflect online delivery.	3. Get on the Curriculum Committee Agenda and get the changes approved.	Future Catalogues will accurately reflect the nature of Interpersonal Communication as taught at BCC.
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Let Administration know of a possible personnel shortfall in the Speech Department due to Mr. Trotter's retirement in December 2014.	#1	Have conversations with Vice President Eaton and Dean Shreve.	Set up an appointment to alert Administrators to this possible need.	☐
		#2		Simply start the conversation.	
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1	When the Seminar is coming up, discuss with and obtain Vice Presidential Approval	**Error! No text of specified style in document.**	Attend the Seminar
		#2	Line up funds from the Basic Skills Budget.	**Error! No text of specified style in document.**	Return and share with various groups what was gleaned from the training.
		#3	File all paperwork with Barbara Rose. 4. Get All paperwork approved. 5. Attend the Seminar. 6. Return and make presentations to various groups on campus.	**Error! No text of specified style in document.**	

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source