Academic Program Review



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| **ACADEMIC YEAR** | 2014-2015 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | Speech | |
| **DESCRIPTION/PURPOSE** | The Speech program is a broad-based discipline concerned with the exchange of messages and interpersonal and mediated situations. Courses focus on understanding the communication process and developing skills to communicate effectively. | |
| **DIVISION** | Arts, Letters & Learning Services | |
| **DEPARTMENT** | World Languages and Speech Communication | |
| **SUBMITTED BY:** | José Salvador Ruiz, Laura Mosier, Sabrina Worsham, Bruce Page | |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **1** | **PAST PROGRAM GOAL #1** | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):** Hire two full-time tenure track instructors | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | | Not Met | |  | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  We were given a billet for ONE speech instructor after requesting TWO replacement full-time instructors over the past five years. The person hired for Fall 2014 replaced the full-time temporary position, which had been filled for Spring 2013-Fall 2014. Having this new instructor helps the department to meet the current and future needs of students. | | | | | |  | |
| **2** | **PAST PROGRAM GOAL #2** | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  Secure TWO appropriately equipped classrooms to call “Speech” classrooms. | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | | Partially Met | | Not Met | |  | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  The Speech Department is now able to claim rooms 315 and 1603 as its own. | | | | | | |  | |
| **3** | **PAST PROGRAM GOAL #3** | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):** Maintain the number of students at 25 for SPCH 100 and SPCH 180 | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | | Partially Met | | Not Met | |  | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  After receiving a letter from the Director of Communication from SDSU regarding raising the class cap, and the reasons he gave for not doing so, the cap was implemented anyway by IVC, and the cap was raised from 25-28.  Please note that the cap in the Debate class was raised three years ago from 20 to 25 (a 25% increase)—and then again from 25 to 28 this year -- totaling a 40% increase of students in SPCH 180. Public speaking class increases from 25-28 was a 12% hike, but it is imperative that we remember that both Public Speaking and Debate classes are performance courses and need specific amounts of time to fulfill State requirements which is somewhere around 22 minutes of speaking time-per student. | | | | | | |  | |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
3. **Enrollment and Fill Rates**

Discuss the trends in enrollment and fill rate for each program by day and evening at the program level.

In the period being evaluated, we maintained a fill rate of 100% in our day sections. Our extended day sections are at an 89.83% fill rate. We believe the lack of transportation options in the afternoon and evenings yields a lower fill rate. However, we try to offset this lower number by offering classes every evening and also Saturday mornings. After careful consideration, we stopped offering online courses.

1. **Productivity**

What are the trends in productivity? [[1]](#footnote-1)

We currently have 371.97 productivity, which is below the state goal of 525. All of our classes have a cap of 28 students. However, it would be counterproductive to increase the cap for the sole purpose of having a productivity rate closer to the goal of 525. We are already beyond the ideal class cap for Speech courses, and to further increase the cap would affect the quality of education our students receive.

1. **Success and Retention**

Discuss the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

Our success rates are among the highest in our Department (WLSC). We have a dedicated faculty that works hard to push our students to be successful. As a result, our day classes have an 81.62% success rate, and our extended day classes have a 78.82% success rate. The slight difference may be explained by the fact that our extended day students are normally working adults who face challenges in organizing their time to fulfill all of their assignments.

Our retention rates are 89.75% in our day classes and 85.75% in our extended day classes; both reflect our faculty’s effort to maintain interest in the subject and the student commitment to their success.

The success and retention rates in our online classes are precisely the reason why we decided to discontinue offering our hybrid courses. We have to clarify that our Speech classes were never fully online; they were designed as hybrid courses with a 60% student presence on campus. Perhaps students did not like this format, but we felt that students' physical presence on campus for speech delivery is essential to maintain a rigorous curriculum.

1. **Success and Retention by Ethnicity**

Discuss the success and retention rates by demographic diversity of students.

Hispanic and white students have a very similar success rate, 79% for Hispanics and 78% for Whites. African Americans have a 60% success rate, but we have only had 10 students enrolled in this three-year period. Students under the “other” category have a 90% success rate and the “non responsive” students have a 79% rate. Retention rates are high in general, Hispanics 88%, White 81%, “other: 90%, “unknown or nonresponsive" students 86% and African Americans 72%.

1. **Degrees and Certificates**

Discuss the trends in the number of degrees and/or certificates awarded.

Since the new Associate Degree for Transfer in Communication Studies was created (Spring 2013), we have graduated 13 students.

1. **Program Changes**

What program changes, if any, do you expect to have a positive effect on students?

We are currently discussing the creation of a certificate in Speech and the deletion or modification of our AA in Communication Arts. Both changes will have a positive impact on our students. A certificate will prepare students to acquire the necessary tools to be effective communicators. The new Associate Degree for Transfer (ADT) in Communication Studies will better prepare our students for their bachelor's in Speech or similar areas.

1. Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review.

As stated above, we are exploring the possibility of creating a certificate and deleting or modifying our current AA degree in Communication Arts. We feel that students need to be exposed to more Speech classes before they transfer; we are not interested merely in numbers but in the quality of our graduates. The Associate Degree for Transfer in Communication Studies currently allows students to transfer having only three courses in the area of concentration (Speech).

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.

The program is healthy. We have good enrollment, good success and retention rates, good fill rate, and a well-developed set of classes. We believe our program can grow further with a modified ADT in Speech.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**  Budget Priority #1 | | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Increase student access to our program | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Hire an additional full-time tenure track Speech instructor | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| 1. Hire an additional full-time Speech instructor | | | | | | | |
| **Timeline:** Spring 2015 | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_80,000\_\_\_\_\_\_\_\_\_\_\_** |
| **How will this objective be measured?** By hiring a full time instructor. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** By providing more classes to students with well prepared instructors. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** Laura Mosier, José Salvador Ruiz | | | | | | | | |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **2** | | **2015-2016 PROGRAM GOAL #2**  Budget Priority #1 | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Increase student success | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Reduce the cap in SPCH 100 and 180 from 28 to 25. | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| **A**. Petition to reduce cap in SPCH 100 and SPCH 180 | | | | | | | |
| **Timeline:** Spring 2016 | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **How will this objective be measured?** If cap is reduced to 25 students. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?**  Students will have more personal and individualized instruction. More feedback on speeches and debates can be given when we don’t have as many students. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** Laura Mosier, José Salvador Ruiz | | | | | | | | |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **3** | | | **2015-2016 PROGRAM GOAL #3**  Budget Priority #1 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Increase completion rate | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** To create a Certificate in Speech Communication. | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| 1. Develop new certificate proposal. | | | | | | | |
| **Timeline:**  Fall 2015 | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **B.** Submit new certificate proposal to Curriculum Committee. | | | | | | | |
| **Timeline:**  November 2015 | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **How will this objective be measured?**  The new certificate in Speech Communication will be available for students. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?**  The new certificate in Speech Communication will add to a student's employability. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  Laura Mosier and Dr. José Ruiz | | | | | | | | |

1. (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525. [↑](#footnote-ref-1)