Ohlone College
Program Review Report

- **Program Description and Scope:**
  1. **Program Review Title:** Speech & Communication Studies/Forensics
  2. **Academic year:** 2012/2013
  3. **Review Type:** Instructional Disciplines
  4. **Program/Departments:** Speech and Communication/Forensics (15003,15005)
  5. **Authority Code:** 45-Dean, Arts and Social Sciences
  6. **External Regulations:** Yes
  7. **Provide a brief narrative that describes the instructional program/discipline.**

The Speech & Communication Studies Department at Ohlone College is a Western States Communication Association (WSCA) award-winning, interdisciplinary, academic program that offers general education courses and lower-division transfer level coursework in communication studies courses. Several of our courses are rooted in classic rhetorical theory such as in our Public Speaking, Persuasion/Critical Thinking, Argumentation/Critical Thinking, and Forensics courses. Largely our courses are social sciences where human communication behavior examines the ways in which communication creates and maintains relationships in multiple diverse contexts including interpersonal communication, intercultural communication, family communication, communication theory, gender communication, leadership communication, small group communication and business communication. Finally, we have several fine and performing arts courses such as Oral Communication of Literature and Voice & Diction. We have three AA degrees and seven certificates in Speech & Communication Studies including the new TMC - Communication Studies AA degree based on Law SB1440. Finally we have three interdisciplinary certificates in International Business, Mass Communication and Gender & Women’s Studies. Our largest course offering per semester is our SPCH 101 – Public Speaking course with 14-20 sections per semester. As part of this course, students are required to attend our Communication Lab to complete and practice their oral communication assignments and lab activities. Our lab tutors from 400 to 500 students per semester. As for extra curricular student activities, our department has a competitive forensics team which is a part of the Northern California Forensics Association which has won numerous state and national competitions and we have a Sigma Chi Eta (Students in Communication with Honors) Honor Society Chapter at Ohlone College which was awarded the outstanding college chapter nationally in 2010.

Furthermore, the Maggie Morrison Communication Lab was established in 2006, now serves between 400 (in the fall) and 500 (in the spring) Speech Communication students per semester with tutoring in oral communication, and critical thinking skills including information competency skills. The lab is part of the SPCH 101- Public Speaking class at Ohlone College and requires students to spend one hour per week (sixteen hours per semester) in the lab.
completing course assignments and lab activities from the required lab manual we publish in partnership with our textbook publisher. Each semester approximately six instructors and a staff of thirty trained Communication Lab tutors staff the lab. Students can receive help with topic selection, research, outlining, delivery help and visual aids as well as record their speeches for review and critique. Having student tutors is a wonderful way for both students and student tutors to learn and practice their oral communication skills in a safe, risk free environment. Student involvement in the department and other extra curricular programs are also promoted in the lab such as the Speech Club, the Speech Speaker's Series, the Forensics Team, and Sigma Chi Eta honor society.

In the past few semesters the tutor training process has grown and evolved and now we are completing a tutor training manual that will be published and available this fall. Student tutors are trained to help with topic development, thesis writing, speech outlining for informative and persuasive speeches, techniques for critiquing oral presentations, and visual aid creation. Our Comm Lab is hoping to earn national certification for our lab and our tutor training program from the National Association of Communication Centers in the next year.

Both the lab and the tutor training program as assessed with satisfaction surveys that are collected and analyzed every semester. Many of the recommendations for improving the lab facilities and the lab curriculum and tutor training program are implemented each semester as a result of these surveys. The Speech Communication Department think these assessments and surveys are valuable and vital pieces of evidence that inform and guide improvement and change in their program.

8. Describe how the program specifically serves students, faculty and staff.

The Speech and Communication Studies program's primary function is to serve students in the completion of their General Education requirements in the areas of Oral Communication, Social Science, Analytical Thinking and Fine and Performing Arts. The department also plays a fundamental role in serving students majoring in Speech and Communication Studies by offering a variety of courses required for transfer to four-year institutions.

We serve both the faculty and staff by offering a series of speeches for the entire campus and offering the services of the Speech Lab to faculty and staff who wish to use it.

9. Describe how the program addresses current needs and applies current technologies.

The Speech and Communication Studies Department offers both General Education and lower division transfer courses in the areas of oral communication, social science, Analytical Thinking and Fine and Performing Arts.
We apply current technologies such as Power Point, Flip videos and TED.org speeches in the classroom, the Speech Lab and on the Forensics team. Online classes incorporate video streaming, podcasting and vodcasting and other innovative collaborative learning technologies. For our information competency requirements, we have students use the Library resources to explore credible sources on the internet.

Finally, the Forensics team no longer uses hard copies of articles to build their files for Extemporaneous Speaking competition, but rather they Scrapbook articles from Library Internet sources.

10. Discuss the impact of the program on the college and/or other programs.

Ohlone College students who transfer to CSUs and UCs can take a wide range of Speech Communication courses that meet general education requirements. Also, the CSUs require a SPCH class to meet their oral communication requirement. For our transfer students, the nearby CSUs have agreed to take 9-12 of our lower-division units into their programs. We offer several cross referenced classes with other departments at Ohlone College.

Overall, skills obtained in Speech Communication classes can help students meet their personal, professional and educational pursuits.

11. Discuss the impact of the program on the community and the impact of the community on the program.

Our Speech Communication instructors, both full and part-time, are available to offer workshops at off-site locations and through Community Education. We also offer the opportunity for community members to use the Speech Lab and to attend the Communication Studies Speakers Series. The Forensics team hosts debates on Election issues in order that the community can obtain information.

We have adapted many of our courses as hybrid (a combination of online and classroom meetings) in order to better meet the needs of the community.

● College Mission

1. Mission Statement

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. Vision Statement

Ohlone College will be known throughout California for our inclusiveness,
innovation and superior rates of student success.

3. Core Values, Goals & Objectives:

College Core Values

- We promote diversity and inclusiveness.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect and integrity.
- We promote team work and open communication.

College Goals/Objectives

1. Through innovative programs and services, improve student learning and achievement.
   1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
   2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
   6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
   7. By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.
   10. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
   4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   1. By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.

4. Briefly describe how the program supports the college mission, vision selected college values.

The Speech & Communication Studies Department supports the primary mission of Ohlone College in that we offer general education and transfer programs for university bound students for our community.

5. Briefly describe how the program supports selected college goals.

Goal 1: We support the college goals by offering two transferred focused AA degrees and multiple certificates in Communications Studies for students to obtain. We also work on various pedagogical approaches to enhance student learning and retention such as adding a communication lab and supervised tutoring for public speaking courses. Through all of this we provide a
foundation for students to better communicate their ideas in classes and on campus.

Goal 2: Employers have reported for decades that oral communication skills are the one number skill they are seeking in the workplace.

Goal 6: In the Speech and Communication Studies Department we continue to offer and infuse multicultural perspectives in every course in the department. Our intercultural communication course, which meets Ohlone College’s Intercultural/International Studies GE requirement, also transfers to CSU and UC. We also offer communication courses that are part of interdisciplinary curriculum in gender & women's studies and international business.

6. Briefly describe how the program supports selected college objectives.

Our primary mission in the Speech & Communication Studies Department is to encourage students to earn certificates, degrees, and to transfer to four-year universities. Overall, our classes meet a wide range of general education requirements from Oral Communication, Social Sciences, Critical Thinking and Humanities courses. The Forensics team offers added opportunities for students to engage in critical thinking and oral communication activities via intercollegiate speech and debate tournaments. We offer classes at both the Fremont and Newark campuses as well as online.

• Program SLOs & Assessment
  1. Program SLO -
     
     Demonstrate the ability to effectively communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.

     a. Indicate program assessment strategies used.
        i. Rubrics
        ii. Other

     b. Describe the criteria and standards used to appraise student work.
     c. Enter assessment results and analyze student success in achieving this program SLO.
     d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
     e. Future Action (Improvements)

  2. Program SLO -

     Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.
a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Other
   Midterm Exam: short answer essay question
b. Describe the criteria and standards used to appraise student work.
   Collected data over two semesters in SPCH 103
c. Enter assessment results and analyze student success in achieving this program SLO.
   Students demonstrated competence in defining and illustrating the Sapir Whorf Hypothesis even though few were able to illustrate the concept correctly.
d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
e. Future Action (Improvements)
   Maintain current student learning plan

3. Program SLO -

   Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.

   a. Indicate program assessment strategies used.
      i. Performance Assessment
      ii. Rubrics

   b. Describe the criteria and standards used to appraise student work.

       SPCH 101 meets the college's information competency requirement and we assessed students research for the informative speech in five sections in Spring 2012.

   c. Enter assessment results and analyze student success in achieving this program SLO.

       The data revealed that students need to use the library tools to access academic research and topics need to be more scholarly although our department passed the librarians assessment by approximately 75%.
d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

We are adding a requirement for four, not three library sources and the library tour in addition to the library assignment.

e. *Future Action (Improvements)*

4. **Program SLO -**

**Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.**

a. *Indicate program assessment strategies used.*

   i. Rubrics
   
   ii. Other

   Use of the rubric in classroom presentations in SPCH 101.

b. *Describe the criteria and standards used to appraise student work.*

   The full-time faculty in the department used the same rubric for four sections of SPCH 101-Public Speaking during the fall semester of 2009. Rubric attached.

   Public Speaking (Spch 101) Evaluation rubric provides the standards and criteria for evaluating the introductory speech, the informative speech and the persuasive speech. (attached)

The timeline:

Fall 2009: Data collected from 2 online sections and 2 classroom sections. Data on 3 speeches in 4 sections will give us approximately 480 speeches for our assessment. We project that this will give us statistically significant data.

Spring 2010: Analysis and interpretation of data and suggestions for improvements.

c. **Enter assessment results and analyze student success in achieving this**
program SLO.

SLO#4 Data tables attached.

Analysis: We hoped to prove that students using the in-person lab vs. the online would show statistically higher grades in delivery (verbal & nonverbal) over the course of the semester. We did find that delivery improves as students do more speeches throughout the semester. These findings were statistically significant. However, we were unable to show that the sections that used the in-person lab were significantly different from the sections that used the online lab because we did not tie the data to the number of hours spent in the lab. From these data we learned that more practice and more experience giving speeches improves delivery (SLO#4). Secondly, when collecting these data in the future, we need to tie delivery performance with the number of practice/lab hours.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Continued use of the Lab and a more structured approach to requiring student use of the lab. We are currently revising both tutor/consultant training and lab modules for student use in the lab. In addition, in the future we will have each student tape a speech in the lab and it will be e-mailed to both the student and the instructor.

e. Future Action (Improvements)

- **SLO Matrix**

  *Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
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SPCH 122 | P | M | I | P
SPCH 130 | P | P | I | P
SPCH 132 | P | P | I | P
SPCH 150 | I | I | I | I
SPCH 190A | P | I | P | P
SPCH 190B | P | I | P | P
SPCH 190C | P | I | P | P

- **SLO Matrix Comments**
- **Course SLO & Assessment**
  **SPCH 101 Introduction to Public Speaking***HISTORICAL***
  1. Analyze diverse audiences and choose effective language and organizational patterns to deliver effective public presentations.
  2. Practice and record speeches in the Speech and Communication Lab and classroom in order to improve presentation skills.
  3. Create and utilize effective visuals aids for public presentations using PowerPoint and other media.
  4. Practice verbal and nonverbal delivery techniques appropriate for use in business and educational settings.
  5. Conduct and evaluate library and Internet research for effective speech preparation.
  6. Analyze and critique speeches in the classroom, community and Speech Communication lab.

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**SPCH 101 Introduction to Public Speaking**
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**SPCH 101 Introduction to Public Speaking**

1. Analyze diverse audiences and choose effective language and organizational patterns to deliver effective public presentations.
2. Write informative and persuasive outlines using standard outlining format, utilizing credible information and citing sources.
3. Practice and/or record three speeches in the Speech and Communication Lab and classroom in order to improve presentational skills.
4. Create and utilize effective visuals aids for public presentations using PowerPoint and other media.
5. Practice verbal and nonverbal delivery techniques appropriate for use in business and educational settings.
6. Conduct and evaluate library and Internet research for effective speech preparation.
7. Deliver a minimum of three formal presentations (introductory, informative, and persuasive) to a live in-person audience for at least 50% of the course grade.
8. Analyze and critique speeches in the classroom, community and Speech Communication lab.

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| Describe the criteria and/or performance standards used to appraise student work. |
A rubric was developed by library and speech faculty to assess an informative speech. See attached rubric. Librarians evaluated the speech outline and works cited list.

The informative speech required students to identify and develop a research topic and to locate relevant information for a specific purpose, an informative speech. In addition, students are required to provide oral citations and a works cited list in APA format.

Enter assessment results and analyze student success in achieving course SLOs.

Overall students appear to be finding relevant and appropriate sources of information about their research topics. However, many do not go beyond superficial Web sources to include scholarly sources of information. In a number of cases the research topics are not demanding enough to require rigorous research.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

1) Topics for the informative speech should be complex enough to require more in-depth research using library and academic information resources. The informative speech assignment should have consistency among all the sections of SPCH101.

2) Students should have a copy of the Information Competency rubric to accompany the informative speech assignment.

3) GE SLOs for Information Competency should be on the course outlines.

4) Librarians need to revise the student evaluation form used to assess the value of the library instructional session.

5) Librarians will discuss with the speech instructors the effectiveness of the library research exercise in the speech manual designed as the hands on component to reinforce the concepts presented in the library instruction session.

6) Rubric should be revised to clarify the expectations regarding topic selection for the informative speech assignment. Topic should be demanding enough to require at least three to four library or other scholarly sources of information.

Future Action (Improvements)

Describe changes you will make to promote improved student learning

The CRO will require four library courses, library orientation, and library activity. Also there will be a department discussion about academic speech topics will be addressed.

• Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:

   We expect all students in the program to achieve the four program SLO's and we feel our curriculum and course success rate reflect it (high 70% since fall 2009 to present) Students cannot complete a spch 101 course without successfully completing three oral speeches. These speeches reflect the overall program SLO's.

   2. Analyze changes in data, identify trends, and provide possible contextual
explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Applications for certificates dropped in 2007-08. We had usually awarded approximately 50 certificates. We surmise that despite the fact that we have more Speech & Communication Studies earning AA degrees and more students qualifying for our Speech Honorary Society, our students are not applying for certificates or they are unaware that they have to apply for them.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

Our budget has remained at the same level for the last six years for Forensics, instructional and office supplies. We still do not have a budget line for the Communication lab which comprises tutoring and operations. Because resources have always been limited, we have continually sought outside funding for both Forensics and the Communication Lab.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

All Communication classes need accessibility to wireless interent and multi-media ready classrooms.

When the Speech communication department grew to a three faculty member program, we were able to we create two transfer degrees, 7 speech communication certificates and three interdisciplinary certificates, develop an awarding forensics program, a nationally recognized honor society and a new communication lab. We also developed a speaker series and a speech communication club. Now, we are back to only two full time faculty members to coordinate all these elements to continue the program and support and grow the program.

5. Describe any additional notable program achievements(optional).

6. Additional Program Table Data

7. Future Action

   Strategies to improve student achievement indicators. Specify.

   We plan to enlist our adjunct faculty in promoting our certificates, our AA degree and our Honorary Society. In addition, we need to attend a counseling meeting and present information on our certificates.

- Program Analysis

   After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs.

   1. Describe program achievements and successes.

   2. According to the evidence, what are the areas needing improvement?
The following items are necessary for the success of the Speech Lab:

1. A full-time lab supervisor to assist with the development of lab materials and tutor/consultant training.
2. A larger lab and taping suite near the existing lab where students can tape and view speeches to accommodate the large number of student using the lab for thousands of hours per semester.

**Program Improvement Objectives:**

1. **Objective:**

   Develop and grow the COMM curriculum to better prepare Ohlone College students in their transfer and professional pursuits by maintaining, directing and enhancing the four aspects of our program:

   1. Curriculum for GE, AA degrees, and Certificates
   2. Comm Lab
   3. Forensics Team
   4. Honor Society and student club

   a. *Action Plan*
      
      *Year 1:*
      
      Hire a FT SPCH faculty member to help maintain and direct these communication programs and activities

   b. *Staffing*
      
      *Year 1:*
      
      hire a full time faculty member

   c. *Equipment (Include items that fit under department budget codes)*
      
      *Year 1:*
      
      Hire a FT SPCH faculty member to help maintain and direct these communication programs and activities.

   d. *Assessment Plan: List Assessment Strategies*
      
      *Year 1:*

Track increase in student enrollment and success. This would include: Certificates and AA degrees obtained and trophies and student awards received.

e. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
   Rationale:

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   Rationale:

2. PIO Assessment

   a. Enter assessment results with analysis.

      1/2/12

      1. Comm Studies AA Degree - Transfer Model Curriculum (TMC) was approved Spring 2011.

      2. We have three new interdisciplinary certificates with Mass Comm, Gender & Women's Studies, and International Business

      3. We did receive approval for Information Competency for SPCH 101 and Comm 100 and is related to our PSLO assessment for information competency with the librarians and the GE Committee.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

      This goals meets goal #1

   c. Future Action

      Completed.

1. Objective:

   Enhance student opportunities to compete with other college and universities teams to increase critical thinking and oral communication skills

   a. Action Plan

      Year 1:

      Restore and increase Forensics budget from $9000 and increase to $18,000 annually, in order to bring us to parity with other Bay 10 Community
Colleges (especially Delta, Chabot and Los Positas).

We need a FT SPCH faculty member who can assume the role Director of Forensics. Currently we are at a competitive disadvantage because we only have adjunct coaches. Most all colleges have a FT SPCH faculty person in charge of Forensics.

b. Staffing
   Year 1:
   We need a FT SPCH faculty member who can assume the role Director of Forensics. Currently we are at a competitive disadvantage because we only have adjunct coaches. Most all colleges have a FT SPCH faculty person in charge of Forensics.

c. Equipment (Include items that fit under department budget codes)
   Year 1:
   Secure needed equipment such as laptops, cameras, projectors and smart classroom

d. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   Secure a Forensics practice space where students can perform without interrupting quiet student study.

e. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   Oral communication and critical thinking skills are largely enhanced by the practice and performance of these skills is a perfect program for the development of these skills.

   6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
Rationale:
The fundamental difference of all people is culture and by giving voice to our students in the classroom, on campus, and in the community we promote and enhance awareness and appreciation for people of diverse cultures with different perspectives.

2. PIO Assessment
   a. Future Action

1. Objective:
   Enhance student success with all oral presentations including research, organization and delivery by increasing lab instruction, operation and tutoring in the communication lab.

   a. Action Plan
      Year 1:
      Increase open lab hours with supervised instruction.

      Secure supply and equipment budget for the communication lab

      Year 2:
      Equip a taping suite with sound, video, and powerpoint presentations that can be video taped.

      Year 3:
      Hire a FT SPCH faculty member to also serve as Lab Director and secure a lab budget line for tutoring.

   b. Staffing
      Year 1:
      Hire a FT SPCH faculty member to also serve as Lab Director and secure a lab budget line for tutoring.

      Year 3:
      Hire a FT SPCH faculty member to also serve as Lab Director and secure a lab budget line for tutoring.

   c. Equipment (Include items that fit under department budget codes)
Year 1:
Purchase computers, taping equipment and supplies including subscriptions to journals. Need more seating for students and better wireless services

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   Add a taping suite with off-white board and taping equipment for taping student speeches for review. There is a need for better wireless connection in the lab.

Year 2:
Obtain tutor track software

e. Assessment Plan: List Assessment Strategies
   Year 1:
   Obtain student feedback via evaluations when exiting the Lab after receiving assistance on oral presentations.

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
      Rationale:
      In order to meet State guidelines for TBA Lab hours, the Lab needs a credentialed supervisory person to guide and administer student activities in the Lab.

   6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
      Rationale:
      We want to meet the needs of our diverse student population by having tutoring and lab staff to assist students with improving their overall communication skills.
2. PIO Assessment
   a. Enter assessment results with analysis.

      We have written and published a Speech Communication Lab Manual that is
      now required for all SPCH 101 students to complete while completing their
      16 hours of lab. It also funds our lab. Feedback on the manual has been
      collected and analyzed. We will attach a report.

      b. Future Action
         Current level of focus maintained. Describe.

   • Outside Review Results
     1. List each team members name and title.
        None.
     2. Discuss key feedback provided by team and how it was incorporated into the
        report.
        None.

   • Attached Files
     1. Speech_101_Rubric1.doc
     2. Speech101_SPSS data Tables.doc