Verification Team Report  
Fall 2007

Program: Speech

PEP Team Members: Ann Gross and Tia Madison, with input from Jan Molen and part-time speech instructors

Verification Team Members: Ann Counihan, Richard Della Valle, Laura Ecklin

Statement of Completion:

This is to verify that the Speech Program Evaluation and Planning Report (PEPR) is complete and accurate. It contains and addresses all of the applicable elements of program review.

The Speech faculty updated all curriculum in the spring 2007 semester. A program level SLO has been developed, and SLO’s have been added to course outlines of record. Due to the recency of this addition, the Speech faculty have yet to develop an assessment plan for SLO’s. The PEP Team completed and submitted the SLO matrix that speaks to progress in this area.

Strengths of the Program:

With relation to successful course completion rates for equity groups, the data indicate that there is no disproportionate impact among equity groups. The only area of concern is for the Native American population. While the equity index for Native Americans is .86 for retention and .79 for successful completion, the percentage of Native Americans actually enrolling in Speech courses is quite small (1.4%). Given the limited enrollments, the verification team did not believe there was adequate data to indicate that this is a significant problem.

The Speech faculty should be commended on their high retention and successful completion rates. Comments from students indicate a high level of satisfaction with the speech faculty and curriculum. The Speech faculty utilize a variety of teaching methods to address the diverse learning needs of NVC students. Further, Speech courses explicitly address the influences of cultural contexts within the course material. The Verification Team commends the Speech faculty on their commitment to diversity and cultural awareness.

The Verification Team supports the Speech faculty’s desire to re-establish connections with local high schools and to utilize current technologies in the classroom. The Verification Team also supports the department’s goal of working closely with counselors, transfer specialists, and faculty of various disciplines to further assess the communication skills that are needed in different disciplines/careers.

Areas for Program Improvement:

The PEP Team addressed a concern about the enrollments, retention, and success rates in Speech 128, Critical Thinking: Argumentation and Decision-Making. This course has lower than average enrollments, so the discipline faculty will be reviewing the course to assess how well it is meeting the needs of students in its current format. The Verification Team commends the Speech faculty on its concern in this area.
The Speech Department currently has two full-time faculty, representing 1.8 FTE in the instructional area. It should be noted that an additional full-time faculty member assigned to the Fine and Performing Arts Division teaches 1-2 Speech courses per semester. So, while approximately 53% of courses offered in 2007 were taught by full-time faculty in the Speech Department, this percentage would increase to approximately 64 if the other full-time faculty member were included in this calculation. Currently, approximately 62% of all instruction at NVC is provided by full-time faculty, and the college has met and exceeded its state-defined full-time faculty obligation, so having 64% of classes taught by full-time faculty is consistent with the college’s current ratio.

At this time, the Verification Team does not support an additional full-time faculty member in the Speech Department, but the team does recognize that, without additional full-time faculty specifically dedicated to Speech, the ability to develop programs and curriculum in areas such as media, argumentation, and forensics will be limited.

The Verification Team supports a regular review of the full-time/part-time staffing ratio, particularly if Speech assignments for the full-time faculty member in the Fine and Performing Arts Division change.

**Summary of Verification Team Recommendations:**

The Verification Team supports:

1. A review of the course content of Speech 128 to assess whether or not it is meeting student needs. The Verification Team recommends assessing whether or not low enrollments are due, in part, to the fact that this course meets the same transfer requirement as English 123 and 125, which is frequently required for entrance into CSU’s and UC’s.

2. Continued development of SLO assessment measures.

3. The purchase of two camcorders specifically for Speech courses.

4. The purchase or acquisition of clickers and associated software for Speech courses.

5. An examination of additional computer labs and extended lab hours for all students at the institution.

6. Utilizing the TLC, to the extent possible, to train faculty in new technologies and teaching to diverse learning styles.

7. The use of staff development funds for training activities in the communication field.

INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 1

PROGRAM: Speech
DATE: April 12, 2007

1. MISSION
   A. Program Mission Statement
      The Speech Department’s Mission is to engage our students as they develop the necessary
      communication skills, knowledge and self-awareness to participate effectively in diverse
      personal, professional and global environments.
   B. The program falls within one or more of the following categories (check all that apply):
      ☑ Transfer/Degree
      ☑ Vocational
      ☐ Remediation
      ☐ Non-Credit/Community Services

2. ACCREDITATION AND EXTERNAL REVIEWS
   A. Review the Accreditation Planning Summary and results of previous program
      evaluations. Discuss the recommendations of the review teams relevant to the program
      and how the program responded.
      Not applicable.
   B. Indicate the sources of information used in Question 2A.
      ☐ Accreditation Self-Study Planning Agenda
      ☐ Accreditation Final Report
      ☐ Previous program evaluation recommendations
      Not applicable.
   C. Review the recommendations from any other licensing or accreditation bodies. Discuss
      the recommendations of the review teams relevant to the program and how the program
      responded.
      Not applicable.
   D. Reflect on your responses in Section 2, Accreditation and External Reviews, and write
      objectives for improvement on Schedule A, Program/Discipline Plan.
3. CURRICULUM AND INSTRUCTION

A. Prepare/revise the Student Learning Outcomes Matrix.
   
   SLO Matrix has been completed and submitted, February 2007.

B. Review the course outlines of record:
   
   
   - Assess the appropriateness of the degree and certificate requirements.
   - Evaluate the appropriateness of courses to the program.
   - Assess the appropriateness of current pre- and co-requisites and recommended preparation.
   - Determine which course outlines have not been undated since the last program evaluation or within the past five years.
   - Write SLOs and Assessment Guides for the program and for each course.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.
   

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.
   
   All speech instructors submit copies of their syllabi to the division chair each semester. In addition, instructors share their syllabi with another faculty member from the speech department as part of the faculty evaluation process. At that time, any deviance from the outline of record would be pointed out for revision.

E. Assess Student Learning Outcomes
   
   - Explain the methods used to assess student learning outcomes. Which student performances were assessed and where the assessment occurred (please be specific).
   
   We will be adding SLOs to the outlines of record during Spring 2007. Therefore, we have not yet had the opportunity to assess formally student performance in these areas. The following performance assessments will be used for each course:
   
   Students will demonstrate evidence of course learning outcomes by:

   Speech 120 – Interpersonal Communication
   1. Participating in communication exercises demonstrating particular skills such as active listening, non-defensive communication, assertiveness, perception checking, etc.
   2. Writing journal entries discussing out-of-class applications of class topics.
   3. Completing individual projects/papers applying and discussing class topics such as assertiveness, self-disclosure, self-concept assessment, conflict resolution skills, etc.
   4. Demonstrating understanding of class topics through essay and/or objective exams.
Speech 122 – Public Speaking
1. Analyzing audiences and adapting messages for various audiences and occasions.
2. Researching topics and collecting appropriate support materials for informative, persuasive and
ceremonial speeches.
3. Organizing ideas logically, using a standard outline format.
4. Applying principles of logic and persuasion to increase speech effectiveness.
5. Utilizing visual aids effectively to support the message.
6. Delivering speeches effectively.
7. Critically evaluating the speeches of others.
8. Demonstrating understanding of class topics through essay and/or objective exams.

Speech 124 – Career Communication
1. Developing a professional resume.
2. Participating in informational and hiring interviews.
3. Working with other group members to research, critically analyze and solve a problem.
4. Analyzing group dynamics such as leadership styles, decision making, group member roles and
principles of effective meetings through essays or papers.
5. Developing and presenting one or more formal speeches.
6. Participating in class exercises covering topics such as listening, problem solving, conflict
resolution and/or other workplace skills.
7. Demonstrating understanding of class topics through essay and/or objective exams.

Speech 126 – Intercultural Communication
1. Completing an intercultural competence self-evaluation, using the Intercultural Development
Inventory.
2. Researching their individual family histories and identifying possible cultural influences on world
views, values, traditions, communication patterns, etc., and reporting findings in a paper and/or
presentation to the class.
3. Completing essays analyzing and reflecting upon course readings and in-class and out-of-class
exercises.
4. Participating in in-class exercises developing a range of intercultural communication skills, such
as perception checking and culturally appropriate conflict resolution behaviors.
5. Applying theories presented in the course in analyzing guest speakers through a written paper,
class discussion and/or exam questions.
6. Demonstrating understanding of class topics through essay and/or objective exams.

Speech 128 – Critical Thinking: Argumentation and Decision Making
1. Utilizing critical thinking skills and appropriate application of inductive and deductive reasoning
through weekly essays analyzing a variety of current political, social and ethical issues.
2. Writing papers involving research, analysis, evaluation, and construction and refutation of
arguments.
3. Participating in group decision-making and problem-solving exercises or projects applying critical
thinking processes such as logical examination of evidence and reasoning in order to arrive at
rational decisions and solutions.
4. Demonstrating understanding of class topics through essay and/or objective exams

- Summarize your findings from the data.
  Not applicable: we have not yet instituted our SLO performance assessments; therefore, we
  have no data.

- How did you use the data findings and results to improve teaching and student
  learning?
  Not applicable: we have not yet instituted our SLO performance assessments; therefore, we
  have no data.
An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:

- [x] Syllabi
- [ ] Catalog
- [ ] Brochure
- [x] Articulation/Transfer agreements
- [ ] Website
- [ ] Other ______________________________

F. Instructional Methods

- Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline.
  
  All speech faculty members are evaluated regularly, including observation by a speech department colleague, evaluation of course syllabi and student evaluations.

- Discuss the instructional methods used by program faculty to address the diverse student population and to encourage retention and persistence.
  
  Speech communication courses are particularly adapted to relate to diverse student populations, due to the nature of communication as culturally based. Each course explicitly addresses the influences of cultural contexts on the course material. Thus, course content fosters an inclusive atmosphere for diverse students. In addition, faculty members tend to be particularly aware of and responsive to student diversity issues as a result of their education in communicative and interactive processes. Currently, we are looking into the possibility of developing one or more communication certificates in order to increase persistence within the program.

- Discuss the instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence.
  
  All speech courses use a variety of teaching methods designed to address the range of learning styles present in our classes. These include lectures, readings, in- and out-of-class applied exercises, group and/or individual presentations, essays, papers, and exams. All of the speech courses contain some performance component, meaning that students are required to demonstrate the skills and concepts they are learning through a variety of projects/papers, exercises, speeches, group presentations or other participatory methods. Thus, students are engaging the range of learning styles throughout each course.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not applicable

H. Reflect on your responses in Section 3, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan.
4. **COMMUNITY OUTREACH AND ARTICULATION**

A. What recruitment and/or community outreach activities has the program engaged in or initiated?
   The Speech Department has not engaged in outreach activities to date.

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?
   We have offered speech courses at New Tech High School. Speech courses are transferable to four-year institutions.

C. What has the program done to establish relationships with the business community (if a vocational program)?
   Not applicable.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)
   Not applicable.

E. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on **Schedule A**, Program/Discipline Plan.

**REVIEWS AND SIGNATURES**

Part I of the program evaluation report is to be reviewed by program faculty and staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ___________________________________________________________________ |
5. **Student Success and Equity**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution, to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

   **Enrollment**
   Enrollment trends indicate a 10% loss as compared to the college’s 6% loss. Enrollment by equity groups is fairly stable overall; relative percentage of male and Latino students is up.

   **Retention**
   Retention rates exceed college-wide retention rates and have increased for all equity groups from 2004 to 2007. With the exception of SPEE 128, our retention rate is consistently above 90% at the program level. While our overall retention rate was 91.4% in 2006-2007, retention in SPEE 128 was significantly lower, at 76.5%.

   **Successful Course Completion**
   Our average successful course completion has risen to over 80% as compared to the college rate of 71.5%. Success in SPEE 128 is significantly lower in comparison to other courses.

B. Identify strategies used to identify and assist students at risk; discuss their effectiveness.

   Speech instructors identify students at risk based on attendance, class participation, writing quality and other factors. Beyond meeting individually to work with students, those who are at risk are encouraged to use campus services to assist them with any of their additional needs. Given that our retention and success rates for students with disabilities exceed those of the overall student population, we believe that we are successfully addressing the needs of students at risk.

C. What has the program done to formalize links with support services for students?

   While we do not have a formal link with support services, our retention and success rates continue to grow. We can conclude that our students are getting the assistance they need from the support services on campus.

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.

   Currently we have two full-time speech instructors with a combined FTE of 1.8 out of 3.4 FTEF for speech. This means that approximately 53% of our courses are being taught by full-time instructors, which is well below the 75% standard set forth by the state.
E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

Not applicable.

F. Reflect on your responses in Section 5 Student Success and Equity and write objectives for improvement on Schedule A, Program/Discipline Plan.

6. ENROLLMENT TRENDS AND STUDENT SATISFACTION

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Enrollment Trends

While college enrollment decreased by approximately 6% between 2004 and 2007, the Speech Department experienced just under a 10% loss in enrollment over the same time period. This additional loss could have been due in part to fewer sections being offered and the times at which classes were offered.

Load

Our load has remained fairly stable over the past three years at roughly 400. It is consistently higher in fall semesters than in spring, in part due to the offering of additional sections of some Speech classes. We have added a course to our spring schedule, which should raise load for next spring. While our average load is less than the college-wide goal of 525, this likely is due to the 30-student limit our courses have as performance classes. Our load approximates that of the English department, which has similar class size limits.

Productivity

As with load, our productivity has remained basically stable and reflects the class-size limits of our performance classes. Again, while less than the college-wide goal of 17.5, at 12.7 it is comparable to the productivity score of the English department.

Class Size

Our program average of 26.2 students per class exceeds the college average, even with our class limits of thirty students per class. SPEE 128 is consistently lower than the average, suggesting that it may not be meeting student needs as currently written. We are in the process of discussing what revisions to SPEE 128 would encourage more students to take that course.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Financial data is not available, because the Speech Department does not have a budget that is discrete within the LADS division.

C. Review the program’s schedule of classes and the student satisfaction survey results; discuss whether course offerings are scheduled appropriately to meet student need.

After reviewing student satisfaction surveys, we are adding an additional section of SPEE 126 and have moved a section of SPEE 122 to an afternoon time slot.
D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Overall, our students’ responses were very positive. Typical comments included:

- Learned tools to help control speech anxiety
- The course was fun and interesting
- Instructors are passionate, supportive and understanding
- Instructors are very organized
- Small group assignments
- Learning to communicate with other cultures
- Interactive projects
- Learning confidence in communication
- Improving communication with others
- Fun environment
- Comfortable atmosphere
- Learned about self
- Personal growth
- Very structured class
- Variety of activities

Some students offered constructive criticism. Common suggestions for improvement:

- Improved classroom facilities
- More group discussions
- Examples of assignments in syllabus
- Air conditioning/Heat in classrooms
- White boards
- Technology

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable

F. Reflect on your responses to Section 6 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.
7. **Planning & Budget Requests**

When answering the questions in this section, consider the staffing available and the existing budget, as well as the objectives that you included in Schedule A. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives. Schedule A will be your program plan and will be sent to your Division Chair/Dean to be included as part of the division plan. Complete Schedules B-F to justify requests for additional resources; please note “No request” on the appropriate schedule if you do not wish to request resources.

A. **Program/Discipline Plan**

Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on **Schedule A**. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

We are in the process of revising all of our speech courses this semester. We plan to research which additional courses would best serve the needs of our students. We also are looking into reestablishing connections with local high schools to see if we should go back to offering speech courses there. The addition of one full-time faculty position will increase our ability to effectively expand our program.

Another component to updating the courses offered through the Speech department involves ongoing access to new technologies that can augment both our teaching effectiveness and the abilities of our students to develop presentation skills using the most current equipment. Therefore, a second general objective is to facilitate training for all speech instructors, and continue to request current technology in our speech classrooms, such as internet access, current PowerPoint programs, and clickers.

B. **Staffing**

Summarize the staffing resource needs identified in Schedule A, the Program/Discipline plan. Discuss any changes needed. Complete **Schedule B**, Request for New Permanent Faculty and Staff.

Currently, 53% of our courses are being taught by the two full-time speech instructors. Their combined FTE is 1.8 out of 3.4 FTE for Speech. One additional full-time instructor position would bring the Speech department more in line with the state-mandated 75% standard for courses taught by full-time instructors. In addition, because we plan to expand our course offerings over the next five years, the addition of another full-time instructor will allow us to staff those sections more consistently, and will allow us to hire with the intent of expanding our collective expertise in the field.

C. **Operational Budget**

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete **Schedule C**, Request for Operating Budget Augmentation.

Not applicable; the Speech department does not have an individual operating budget.
D. **Program-Specific Equipment**

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D, Program-Specific Equipment Request.

Most of our speech classrooms have been supplied with the equipment needed for our courses: computer with internet access, LCD projector, document camera, videocassette/DVD player, and whiteboards. All speech course sections should be scheduled into rooms with these capabilities. Two additional DVD camcorders will enable speech faculty to record student presentations more efficiently. Currently, the LADS division has two camcorders for the entire division, which must be checked out and transported to individual classrooms. If we could have camcorders permanently stored in our main speech classroom, we would encounter fewer scheduling and transport issues (see Schedule D).

E. **Technology**

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E, Technology Request.

Generally, we have access to the technology needed for program success. It is important to keep classroom computers up to date with computer programs such as PowerPoint, so that students can successfully transfer their files for use in presentations. As we begin to make more use of clickers in our speech classes, it will be important to maintain software in our classrooms for this new technology.

Some students have complained about the limited hours that they have access to computer labs on campus. Extended computer lab hours will allow our students to complete their online and other computer-related assignments without undue hardship.

F. **Facilities Improvement/Renovation**

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F, Facilities Improvement/Renovation Request.

Because we have added computers and other technologies to our classrooms, it is important to replace any existing blackboards with whiteboards. For example, Room 1630 is used for several of our speech classes, and new equipment in that room is now completely covered in chalk dust. Replacing the blackboards with whiteboards should be a high-priority renovation.

G. **Professional Development**

1) Compile the individual faculty and staff Professional Development Information surveys to summarize professional development accomplishments of your program.

2) Complete Schedule G, Professional Development Needs, to indicate the areas of focus identified for future faculty/staff development. Note: Budget requests for Travel & Conference should be addressed on Schedule C, Operating Budget Augmentation.

H. **Learning Resources/Media Materials**

Complete Schedule H, Learning Resources/Media Materials Request to identify learning resources (e.g., books, periodicals, DVDs) needed to enhance program success.
## Program/Discipline Plan: Speech

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Develop and maintain department-wide standards of excellence in teaching and assessment</td>
<td>1</td>
<td>Hold Speech Department meetings at least once per semester for all full-time and part-time faculty members, in order to review and discuss course content, instruction methods, assessments and grading policies.</td>
<td>Time during fall and spring semester flex days with stipends for part-time faculty members.</td>
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<td>2. Expand Speech program through addition of new course offerings and development of on-line or hybrid versions of existing courses.</td>
<td>2</td>
<td>We will research departments on campus and speech courses offered at other colleges to assess which new courses would best meet student needs. We will present one or more course proposals to the Curriculum Committee by Fall 2008.</td>
<td>Additional staff to teach new courses; technical support for on-line courses.</td>
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<td>3. Expand speech course offerings at local high schools.</td>
<td>3</td>
<td>We will meet with administrators to discuss process for teaching various Speech courses at local high schools.</td>
<td>Additional staff to teach these courses.</td>
</tr>
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<td></td>
<td>4. Expand support services for students in Speech courses and for those doing oral presentations in other courses through the development of a communication lab.</td>
<td>4</td>
<td>Within the next five years, we will research the feasibility of developing and staffing a communication lab for students to get help in developing and practicing speeches or group presentations for courses both within and outside the speech department.</td>
<td>Room for lab, with computer, LCD projector, overhead projector, and recording equipment. Staffing for lab.</td>
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<td>5. Provide advanced training and experience in forensics for students through development of a debate/forensics team.</td>
<td>5</td>
<td>During the next five years, we will determine the feasibility of developing a college forensics team, either as a club or as a formally competing intercollegiate activity.</td>
<td>Staffing for team coaches. Travel costs for off-campus competitions.</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

### Program Evaluation Section

- 2. Accreditation & External Reviews
- 3. Curriculum & Instruction
- 4. Community Outreach & Articulation
- 5. Student Success & Equity
- 6. Enrollment Trends & Student Satisfaction
REQUEST FOR NEW PERMANENT
FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Speech Instructor</td>
<td>N</td>
<td>1.0</td>
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</table>

Currently, 53% of our courses are being taught by the two full-time speech instructors. Our combined FTE is 1.8 out of 3.4 FTE taught in the Speech Department. An additional full-time speech instructor position would bring the Speech department more in line with state-mandated 75% standard for courses taught by full-time instructors. In addition, because we plan to expand our course offerings over the next five years, the addition of another full-time instructor will allow us to staff those sections more consistently, and will allow us to hire with the intent of expanding our collective expertise in the field.

*N=New, R=Replacement

Submitted By: ___________________________   ______ ____________________

Approved By: ___________________________   ______ ____________________

Budget Center Manager      President/Vice President
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: _________________________ Activity __________________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget
This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No request. Speech program needs are funded through the LADS Division budget.</td>
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Submitted By: ___________________________   Approved By: ___________________________

Budget Center Manager      President/Vice President
**Program-Specific Equipment Request**

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Instructional</strong></td>
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<tr>
<td>All speech classrooms should contain a computer with internet access, LCD projector, document camera, and DVD/ videocassette playback units. In addition to this equipment, we need:</td>
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<tr>
<td>1. Two DVD Camcorders for speech classes ($500-$1,000 each)</td>
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<td></td>
<td>The LADS division currently has two DVD camcorders for use by any LADS faculty. Because most speech instructors record individual and group presentations, we need to have more camcorders available for our use. Ideally, these would be stored in the Speech classrooms to eliminate transportation issues.</td>
</tr>
<tr>
<td>2. Clickers with software for all Speech 122 and 124 classrooms</td>
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<td></td>
<td>This new equipment will allow instructors to collect and display instant feedback from their students, and will allow students giving presentations to interact more effectively with their audiences. Many textbook publishers bundle clickers with textbooks, so the cost may be passed on to our students. We need to look into software costs in more depth.</td>
</tr>
<tr>
<td><strong>B. Non-instructional</strong></td>
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</tr>
<tr>
<td>No request.</td>
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Submitted By: ______________________ Approved By: ______________________

Budget Center Manager President/Vice President
Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

1. Access to computers with internet access and relatively current PowerPoint programs for extended hours during the day and evening. This could occur at any of the existing computer labs on campus. It is important for our speech students to be able to complete internet research and participate in online communication assignments.

2. Software in speech classrooms for clickers (see Schedule D).

Submitted By:          Approved By:
_________________________   ______ ____________________
Budget Center Manager      President/Vice President
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

**Accreditation reference:** Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

**List in priority order.**
Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. On-going maintenance that will be necessary

1. Replace all blackboards with whiteboards in any classroom used for Speech courses.
   This is important because each of these classrooms requires a computer, LCD projector, DVD/video playback unit, DVD camcorder and document camera for use both by the instructors and by students for presentations. Currently, chalk from the blackboards in some rooms is damaging this equipment.

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________   ______ ____________________
Budget Center Manager      President/Vice President

Approved By:     ___________________________   ______ ____________________

PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   a. Ongoing training in technology as new programs and applications arise. It is particularly important in the Speech Department to stay abreast of technological developments as they relate to presentational skills, because that is information we need to transmit to our students in a timely fashion.
   b. Training in teaching to diverse learning styles and student populations will continue to be a central professional development focus.
   c. The communication field continues to expand rapidly with regard to global, cultural influences on the communication process. We need to stay current in our field as more information in this area is developed.

2. What pedagogical training needs have been identified in your program review?
   See above

3. What types of technology does your program use? What technology training needs have you identified?
   See above

4. What are the leading publications specific to your discipline and/or program?

Submitted By:          Approved By:
___________________________   ______ ____________________
Budget Center Manager      President/Vice President
### LEARNING RESOURCES/MEDIA MATERIALS REQUEST

#### Books including Reference:

- **Number of titles to add:** Variable

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

- Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

- **Recommendations/comments:** As requested by individual speech instructors.

- **Estimated cost for new materials:** Variable, depending on requests that year.

#### Periodical Titles: (Newspapers, Journals, Magazines)

- **Number of titles to add:** Variable

- **Recommendations/comments:** See above

- **Estimated cost for new materials:** Variable

#### Electronic Databases and Indexes:

- **Number of databases to add:** Variable

- **Recommendations/comments:** See above

- **Estimated cost for new materials:** Variable

#### Media Collection (closed-captioned or DVD):

- **Number of titles to add:** Variable

- **Recommendations/comments:** See above

- **Estimated cost for new materials:** Variable

---

**Yes ___ No X**  Are library/learning resource service hours adequate for this course/program?

**Yes X No ___**  Is the quantity of materials sufficient for students within needed time frame?

**Yes X No ___**  Will library/learning resources assignments be used in your course?

**Yes ___ No X**  Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.
Complete the following sections based on the completed program evaluation. This summary will be forwarded to the Planning Committee after the verification phase is complete.

**Program Achievements** (major achievements, changes, implementations, progress since last program review)
The Speech Department has remained small and stable over the past several years. With the hiring of a new full-time faculty member last year, we now have the additional expertise and energy needed to begin expanding our program. To that end, we have begun researching which additional courses would best fit the needs of our students. We also have revised four out of five of our current courses, and are planning a major revision of the fifth course in the spring. We continue to update our use of technology within all the speech courses, with increasing use of the Internet and PowerPoint for both teaching and for student presentations.

**Strengths** (unique characteristics, special capacities)
The greatest strength of the Speech Department is that we practice what we teach. Because our instructors are highly educated in communication, we are able to apply our content expertise in the teaching of our courses. We believe that this is one of the central reasons that our student retention and success numbers are so high. In addition, because communication skills are critical to success in any field, we attract students from every department across campus. Thus, our students bring a variety of backgrounds, interests, communication styles, and future goals to the classroom, which leads to more dynamic discussions and interactions. The communication expertise of our faculty also benefits the college as a whole through our willingness to act as guest lecturers on communication and in our participation on committees. We are able to act as resources any time communication expertise is required.

**Challenges** (concerns, difficulties, areas for improvement)
The biggest challenge we face is that we currently have only two full-time faculty members. For our department to grow to the level we envision, we need to hire at least one additional full-time faculty member in the Speech Department. We have discussed several directions in which our course offerings could be expanded, including the possibility of offering a debate course or club, or possibly even putting together an inter-collegiate debate team, but this would require a substantial commitment of time and energy by one or more faculty members.

Another area in which we always can improve is the use of technology, both in our teaching and for students’ use in researching and developing presentations. Because technology is changing so rapidly, we are under constant pressure to update our knowledge and equipment to keep up with the latest developments. On the same line, in order to respond to our students’ changing needs, we must adapt our courses so that they can be offered effectively on-line.

**Process:** Briefly describe the process used to complete the PEP Report.
Our program review process began with meetings of Speech Department full- and part-time faculty members, as well as other stakeholders, to develop SLOs for Speech. Using these SLOs and the data gathered regarding student satisfaction, retention, and success, we were able to revise our current courses and develop a plan for adding more courses in the near future. Our two full-time faculty members then completed various parts of the report and circulated drafts to other speech faculty for review and revisions. We found our meetings to be productive and energizing, and are excited about the new directions we have set for expanding the program.
Optional: What additional data, if any, would have been helpful to effectively evaluate the program?

It would be helpful to have more specific and in-depth knowledge of how our speech courses fit the needs of the range of programs offered at Napa Valley College. Research consistently demonstrates that communication skills are of vital importance to job success across disciplines, yet we have not taken the time to sit down with faculty from each discipline to determine exactly which communication skills their students will most need in their particular field. Discussions such as these would have given us a better idea of how well our courses are serving the specific needs of students across disciplines. It then would allow us to develop degree requirements more appropriately and would enable us to create additional courses to fit students’ needs. We plan to work closely with counselors, transfer specialists, and faculty of various disciplines as we begin implementing the changes put forth on Schedule A.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Vice President (Instruction or Student Services) or President, with a copy to the Office of Research, Planning, and Development by October 18, 2007 for the verification phase.

Program Evaluation Chair Signature: ______________________________
Division Chair/Supervisor Signature: ______________________________
Date: ______________________________

VERIFICATION PHASE

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services).

Verified on: ______________________________
Verification Committee Signatures: ______________________________

ACKNOWLEDGEMENT PHASE

The Vice President (or President for administrative services) reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program evaluation results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

Vice President/President ______________________________
Date Letter Sent: ______________________________
Recommend review in 2 years: Yes _____ No _____
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

SPEECH

Upon completion of the courses offered by the Speech Department, students will be able to:

1. Demonstrate self-awareness and confidence in various communication settings

2. Utilize an understanding of interpersonal dynamics and the communication process to communicate effectively verbally and nonverbally

3. Demonstrate intercultural competence

4. Use critical thinking skills to evaluate and create messages

5. Demonstrate critical and empathic listening skills

6. Successfully utilize technology as relevant to the communication process

7. Demonstrate effective workplace skills

8. Develop and present effective speeches for diverse audiences and occasions
# Program Evaluation and Planning

## Student Learning Outcome (SLO) Matrix

### Speech

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<th>Course</th>
<th>#1 Self-Awareness and Confidence</th>
<th>#2 Interpersonal Communication Dynamics</th>
<th>#3 Intercultural Competence</th>
<th>#4 Critical Thinking</th>
<th>#5 Critical and Empathic Listening</th>
<th>#6 Technology in Communication</th>
<th>#7 Workplace Skills</th>
<th>#8 Speeches</th>
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</table>
PROGRAM: Speech  
Program Faculty: Ann Gross; Tia Madison, Jan Molen

DATE: March 8, 2007

1. COURSE REVIEW TIMELINE
None of the courses offered through the Speech Department have been revised since 1997.

2. COURSE REVISION LIST AND TIMELINE
The following courses have not been updated for over five years. They will be revised by Ann Gross and Tia Madison, with input from Jan Molen on the Speech 122 course, and submitted to the Curriculum Committee by Fall 2007. The changes will go into effect in Fall 2008.

   - Speech 120, 122, 124, 126, 128

No courses are currently being considered for archived status.

3. NEW COURSES
We are beginning the process of determining which new courses would best serve the needs of our students. We will be looking at the range of speech courses offered by other colleges, those being offered as distance education courses, and courses which can meet transfer requirements. Some of the commonly offered speech classes we will be considering include: Ethics in Communication, Gender Differences in Communication, Media Literacy, Oral Interpretation, Argumentation and Debate, Small Group Dynamics, Voice and Diction, Listening Skills and Business Communication in the Global Economy. Based on our findings, we plan to develop one or more new courses for submission to the Curriculum Committee in Fall 2008.

4. COURSE-LEVEL STUDENT LEARNING OUTCOMES
Our program and course-level Student Learning Outcomes Matrix is complete. The course-level outcomes will be added to all outlines of record by the end of Spring 2007.

5. DEGREE OR CERTIFICATE REVISION TIMELINE
We are currently looking into the feasibility of offering one or more certificate programs to increase student persistence in the Speech Department. Other colleges have begun offering such certificates, having found them more effective than AA degrees in Communication for increasing student participation in the program. Options could include certificates in Intercultural Communication Skills, Business Communication Skills, Speech/Performance Communication or others. As part of this process, we will be talking with members of other departments on campus, such as Human Services and the new Hospitality Program, to determine how the Speech Department offerings could better meet their needs.