Skyline College
Speech Communication
Program Review
Executive Summary

Short Summary of Findings

The Speech Communication department at Skyline College contributes to student success by supplying the essential communication skills for students to transfer to a 4 year Institution, to earn an Associates Degree, to re-enter work placement, self-enrichment, and to use in their immediate academic and work life. The Speech Department had dedicated and active faculty that contribute frequently to vital committees and programs on Campus. It is growing and transforming to meet students' current needs and to anticipate future demands.

Three Strengths of the Program

- Vital, current curriculum with strong instruction, including plans for a "state of the art" Speech Lab
- Division and college leaders in several areas, including SLO development
- High student retention and success rates

Three Suggestions for Improvement

- Develop curriculum requiring more current technology in presentations and using a Speech Lab
- Hire a full time instructor to help create more successful learning environments for **all** of our students,
- Develop and institutionalize course wide assessments for all courses and track student learning every semester.

Submitted: October, 2005

Self study conducted by and prepared by Phyllis Taylor and Fermin Irigoyen

Full-Time Faculty Signatures

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Submitted on: Highlight this text & type in date

SKYLINE COLLEGE
PROGRAM REVIEW SELF STUDY

PART A: Overview of Program

1. *State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.*

The Speech Communication Department at Skyline College contributes to the mission and priorities of the College and District in the following ways:

- it provides coursework and training in a primary requisite for entry into today's workforce and success in a rapidly changing world: proficient oral communication skills
- it offers curriculum for students working to achieve a degree at Skyline College or planning to transfer to a four year institution.
    i. Our current courses include Speech 100, *Public Speaking*; Speech 120, *Interpersonal Communication*; Speech 150, *Intercultural Communication*; and Speech 127, *Argumentation and Debate*; all fulfill the Oral Communication Requirement for General Education and IGETC.
    ii. Speech 120, 100 & 150 fulfill the Area E.2 English requirement and Speech 150 fulfills the Area E.4 Ethnic and Cultural diversity requirement for the AA and AS degrees.
    iii. Speech 140, *Small Group Communication* has been approved by the Curriculum Committee and will be offered as soon as it receives IGETC approval. This course fulfills the Oral Communication requirement for General Education and IGETC.
- it increases student success in other courses and other areas of study by focusing its curriculum on skills necessary for oral presentations and interpersonal communication both inside and outside of the classroom
- its courses provide necessary skills not only for successful entry into, but also for promotion within the work force. Because many Skyline students are already wage earners, students find that their learning is immediately transferable to their current employment.
- it is a true reflection of the "students first philosophy" at Skyline College. The student success rates shown on page 15 are proof of this commitment. (see students success rates & WSCH pg 15)
- Speech Communication faculty are dedicated to student achievement and success in both the classroom and in a "one on one" situation, such as preparation of student speakers for Commencement and other celebrations of student achievement
- Speech Communication Faculty regularly assist declared Speech Coomunication majors, as well as other students, by responding to curriculum questions regarding Speech Communication courses appropriate for their goals.

The Speech Communication Department's (referred from here out as Speech Comm. Department) goal is to not only teach the required and necessary curriculum for graduation and/or transfer, but to create inquisitive learners who are excited about communication in their lives and who use what they learn to enhance their academic, professional/career, and personal lives.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

The Speech Comm. Department coordinates, impacts, and/or interacts with other programs in significant ways to students, learning communities, the college community, and the general public.

It has become a regularly offered component of learning communities and special programs due in large part to both the quality of the courses we offer and the caliber and reputation of faculty in the department:

- The Honors Transfer Program has invited us to offer Speech Comm. courses as Honors courses since 2002. Thus far we have offered: Speech 100 in Fall 2002, 2004 and Spring 2006; Speech 150 in Spring 2004; and Speech 127 in Fall 2005. These courses not only provide rigorous curriculum, but also capitalize on learning moments to capture student interest and expand learning beyond the actual course work. For example, Speech 100 was offered during the Fall elections of '04 and used the political debates and speeches as theme and learning opportunity.
- The African American Success through Excellence and Perseverance (ASTEP) learning community regularly asks the Speech Comm. Department to provide a section of Speech 150, *Intercultural Communication*, dedicated to various issues specific to African Americans within the context of the broader US society. The reading list and lecture topics feature African-American authors and the class work is approached with an African-American perspective.
- The Scholar Athletes Learning Community has just asked us to identify one or more courses that could become a regular offering of that learning community.

The Speech Comm. Department fosters strong working relationships with other departments and divisions, offering courses to supplement instruction and help students succeed in courses in both departments.

- One example is the ESOL department. The Speech Comm. Dept. offers a non-native Speech Comm. course series: Speech Comm. 811-812-813, for students whose first language is not English to acquire speaking, conversational and pronunciation skills so they can successfully complete future educational goals. Classes for the non-native speakers of English sequence work in conjunction with the ESOL offerings. Speech Comm. 811 is recommended and correlates with the ESOL 810 level. Speech Comm. 812 is recommended and correlates with ESOL 820 or 821/822. Speech Comm. 813 correlates with ESOL 830 or 831/832. The Speech Comm. classes help the non-native student in English with fluency and in learning correct pronunciation patterns. It is recommended that students complete the Speech Comm. 811-812-813 series before they move to the general education/lower division transfer level classes in Speech Comm.. In reviewing the Speech Comm. Comm. enrollment data, we noticed that Spring semester enrollment has been higher than Fall semester for the last five years. This is contrary to the college and district wide trend. We attribute this to the continuity of our non-native speaker classes which are always offered in successive series and are repeatable for credit.
- Other examples include the Learning Center, the Media Center, the Career Center, the Transfer Center, and general counseling who all see more students who must fulfill the Hour by Arrangement requirement for Speech Comm. 100. These are among the acceptable activities

listed to fulfill this course requirement which calls for the student to spend one hour a week during the semester advancing their communication skills outside of the classroom.

The Speech Comm. Department also responds to the campus community, our colleagues in the District, and the general public by using its professional expertise to help others improve oral communication skills. Two recent examples are:

- The Classified Senate: One full time and one adjunct faculty were the invited presenters at the classified retreat
- Speech Department at Canada College: One full time faculty chaired the 2004 Speech hiring committee that resulted in a full time hire
- The North San Mateo Leadership Forum: A fulltime faculty is participating as a guest lecturer and instructor

Finally, through collegial communication on campus and in ongoing interaction with current and former students, the Speech Comm. faculty are often told that students who have had Speech Comm. courses or are currently taking speech courses give oral presentations that are impressive in organization, technique and in the use of visual aids.

5. If the program utilizes advisory boards and/or professional organizations, describe their roles.

Although the Speech Comm. Department does not utilize advisory boards and/or professional organizations, it does rely on others to help shape student learning.

Outside experts: Faculty teaching Speech Comm. 120, *Interpersonal Communication*, invite guest speakers from local fields of law enforcement and domestic violence. Their information is used to expand on lectures and text information and to give theories a practical application.

A full time faculty member attended the Lower Division Transfer Pattern workshop at San Francisco State in February '05 and met with the Speech Communication Department Chair and faculty to discuss the Skyline curriculum in depth. As a result, the department developed Speech 140, Small Group Communication, to satisfy transfer requirements for CSU students.

4. Explain how this program meets the needs of our diverse community.

Skyline's Speech Communication classes represent the cultural diversity of our student population and Speech enrollments reflect the same percentages as those of the College overall.

(See graphs on next page)

Enrollment by Ethnicity Speech Communication Department and College Wide (2000-2004) continued												
	Fall 2000				Fall 2001				Fall 2002			
	Speech Dept.		College Wide		Speech Dept.		College Wide		Speech Dept.		College Wide	
	#	Col-umn %	#	Col-umn %	#	Col-umn %	#	Col-umn %	#	Col-umn %	#	Col-umn %
American Indian/ Alaskan Native	3	0%	45	1%	0	0%	50	1%	5	1%	48	1%
Asian	118	26 %	2,099	26%	119	28%	2,178	27%	155	28%	2,302	26%
Black-Non-Hispanic	22	5%	346	4%	17	4%	321	4%	18	3%	339	4%
Filipino	86	18 %	1,381	18%	81	16%	1,398	18%	107	19%	1,670	19%
Hispanic	101	20 %	1,779	21%	113	22%	1,782	20%	156	25%	2,027	20%
Other Pacific Islander	0	0%	3	0%	0	0	2	0%			3	0%
Pacific Islander	16	3%	139	2%	10	2%	156	2%	11	2%	165	2%
White Non-Hispanic	105	21 %	2,693	24%	96	21%	2,553	23%	112	18%	2,753	23%
Other Non-White	23	5%	229	3%	20	5%	227	3%	19	3%	243	3%
Decline to State	8	2%	99	1%	7	2%	153	2%	11	2%	192	2%
Total	482	100 %	8,813	100 %	463	100 %	8,820	100 %	594	100 %	9,742	100 %

Enrollment by Ethnicity Speech Communication Department and College Wide (2000-2004) continued								
	Fall 2003				Fall 2004			
	Speech Dept.		College Wide		Speech Dept.		College Wide	
	#	Column %	#	Column %	#	Column %	#	Column%
American Indian/ Alaskan Native	2	0%	40	0	3	0%	32	0%
Asian	160	29%	2,088	27%	126	22%	2,071	26%
Black-Non-Hispanic	24	4%	314	4%	18	3%	276	4%
Filipino	119	19%	1,534	20%	125	23%	1,569	20%
Hispanic	116	18%	1,646	19%	109	19%	1,538	19%
Other Pacific Islander	0	0%	1	0%				
Pacific Islander	7	1%	163	2%	10	2%	146	2%
White Non-Hispanic	146	24%	2,267	22%	131	23%	2,086	22%
Other Non-White	15	2%	231	3%	22	4%	220	3%
Decline to State	10	2%	186	2%	15	3%	182	3%
Total	599	100%	8,470	100%	559	100%	8,120	100%

For the last four years the Speech Comm. Department has shown enrollment consistent with college wide diversity trends.

Each Speech Communication course is designed with an emphasis on respect for diverse perspectives:

- Speech Comm. 811-812-813 classes are specifically designed for the non-native speaker of English. Pronunciation, articulation and conversation are key components of the curriculum for these classes but the sharing of cultural experiences through the many oral presentation assignments reflects the wide range of experience and perception of these students. Many cultures are represented which enhance the educational experience for everyone, including the instructors. Views of acceptance and cultural curiosity are nurtured not only in the presentations but also in the discussions that follow.
- Speech Comm. 100, Public Speaking; encourages students to speak on topics that reflect contemporary cultural concerns. Furthermore, it instructs students in skills for speaking with respect to and consideration for diverse audiences.
- Speech Comm. 150, Intercultural Communications, was specifically designed to address issues of differences among our students and in the larger community. It is consistently offered as part of the ASTEP Community.
- Speech Comm. 120, Interpersonal Communications, addresses topics such as stereotyping, conflict management and listening. All of these skills are requisite for effective communication in a diverse community.
- Speech Comm. 127,Argumentation and Debate, requires students to analyze and debate world events through various perspectives.

The 3 full-time faculty and 7 adjunct faculty represent a range of ethnic groups, gender, sexual orientation, and age diversity. Our more recent hires include both faculty who are themselves products of the California Community Colleges as well as faculty who were working professionals who have made a career change to

become community college teachers. The first group of faculty can relate to our students during the day as they themselves used the community college path to access higher education. The second group can relate to our evening students in particular because they understand through first-hand experience what it is to work and to go to school.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The last self-study was completed in 1998. It was assigned one month before its due date to a newly hired fulltime faculty member who, though a highly respected expert in her field and more than competent to address the work in the right situation, nonetheless possessed minimal knowledge of the process and scant familiarity with the Speech Department or Skyline College. Given the circumstances, the goals as written may not have been an accurate baseline from which to work. Provided here are the achievements as outlined in the goals of 1998:

- Successful re-activation of Speech Comm. 127; *Argumentation & Debate*
- Purchase of camcorder, tripod and monitor for viewing speeches
- Design of planned Speech Lab
- The Speech Comm. Dept is continuing to examine and develop the re-activation of Speech 160, possibly as a second module to Public Speaking for Non-Native Speakers

The Department has further transformed in many ways that will be or have already been detailed in this report. We believe our new goals informed by over two years of rigorous work as a department will provide a better baseline. However, as a result of this transformation, we have changed the name of the department from Speech to Speech Communication to better reflect the scope of the curriculum and to be more congruent with our colleagues in other institutions of higher learning. We have also changed the titles of two of our popular course offerings, again to specify curriculum and be more accurate.

PART B: Curriculum

1. ***Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).***

The courses offered by the Speech Comm. department meet the needs of the students in a variety of ways. First our staple courses Speech Comm. 100 (Public Speaking), Speech Comm. 120 (Interpersonal Communication), and Speech Comm. 150 (Intercultural Communication) are regularly offered during the fall, spring, and summer terms. These courses are Associate degree applicable, and UC/CSU transferable; Speech Comm. 100; Speech Comm. 120; Speech Comm. 150, all fulfill the Oral Communication Requirement for General Education and IGETC, as does Speech 127, Argumentation and Debate. To further meet the needs of our students the Speech Comm. Department added Speech Comm. 140 (Small Group Communication), also UC/CSU transferable, providing our students an additional option to complete their oral communication requirement. Moreover, our department has added an "N" section with our Speech Comm. 100 course focusing on the non-native speakers student population, as well as an "H" designating the section for the Honor's Transfer Program (HTP), to date the department has taught Speech Comm. 100 and Speech Comm. 127 in conjunction with the HTP. Speech Comm. 150 has been incorporated as a

regular part of the ASTEP Learning Community and fulltime faculty works with the African American students toward specific curriculum development.

	Success Rate	
Semester	Speech Dept.	College Wide
Fall 2000	70%	69%
Fall 2001	80%	71%
Fall 2002	75%	71%
Fall 2003	76%	69%
Fall 2004	78%	69%

Speech Communication students are succeeding at a rate consistently above the Skyline's average and this is a number we strive to increase.

When examining student success by ethnicity for the last five Fall semesters, we find that Asian, Pacific islander and white students are achieving at or above the average success rate. Hispanics are achieving at just below the average. Black students are achieving at significantly below the average success rate of Speech Communication students.

Speech Communication Dept. and Ethnicity Success Rates

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Overall rate Success rate	70%	80%	75%	76%	78%
American Indian /Alaskan Native	100%		100%	100%	98%
Asian	73%	79%	80%	84%	83%
Black Non-Hispanic	65%	93%	51%	46%	50%
Filipino	73%	81%	77%	75%	79%
Hispanic	71%	79%	72%	64%	76%
Pacific Islander	63%	89%	80%	84%	78%
White Non-Hispanic	66%	83%	71%	82%	82%
Other Non-White	75%	60%	68%	62%	85%
Decline to state	62%	86%	68%	70%	53%

This is an issue of concern to the Speech Comm. Department and we are working closely with the ASTEP Learning Community and the counseling department at Skyline College to determine why we continue to fail these students. The ASTEP instructor in the Speech Comm. Department is modifying teaching methods, delivery and assessment each semester to make an impact on this number and this population. We are going to start tracking African American student success rate in Speech Comm. classes other than the ASTEP community and in each specific course to determine indicators. We would also like to consider recruiting faculty that represent the spectrum of our student diversity, including African American. If we are unable to hire diverse adjuncts, perhaps we could mentor and promote successful students here to work as

tutors with incoming students. Finally, we believe that collaboration with the counseling Department and the ASTEP community is essential to ensure a stronger cohort in the Speech Comm. 150 ASTEP sections and the supporting English classes.

2. State how the program has remained current in the discipline(s).

The Speech Comm. Department remains current with the discipline with a range of activities. First, the textbooks we use in our classes are the newest editions, which includes the latest research and new exercises. In addition, many of our texts come with media, including CD's, DVD's and films to support the text to enhance our teaching and the students learning. Most Public Speaking instructors use *The Art of Public Speaking*; a text enhanced by videos and a CD ROM that supports outlining. Since faculty have begun to use this text, the quality of outlines has improved, as has student success. Audio tapes and CD ROM are invaluable tools for the Speech Comm. 811, 812, 813 series, allowing students to hear the correct pronunciation of speech sounds.

We are in the process of building a 'state of the art' Speech Lab. (See below #6) In 2000 , the Speech Comm. Department successfully submitted a proposal for a Speech Lab that received funding and was able purchase the equipment cited above in Part A. 1, 5., however, the only available space for use was a very small conference room in the Learning Center, which is too small for effective use and a difficult location for the Speech Comm. Faculty. In the summer of '05, a full time faculty member worked in collaboration with Dean Martinez, the Speech faculty at CSM, and Marcus Gary from Swinerton to design the new Lab which is slated to open in 2007. (plans attached page 17)

Members of our Speech Communication faculty are members of the Western Speech Communication Association and receive academic journals pertaining to communication studies. Examples of journals are:

- *Communication Quarterly* (A Publication of the Eastern Communication Association.)
- *Communication Research Reports* (A Publication of the Eastern Communication Association.)
- *Western Journal of Communication* (A Publication of the Western States Communication Association.)
- *Southern Communication Journal*
- *Communication Studies* (A Publication of the Central States Communication Association.)

The Speech Comm. Department at Skyline College frequently interacts with the Speech faculty at Canada, and College of San Mateo regarding curriculum development, teaching and student achievement. In addition, the department interacts with SFSU and SJSU Speech faculty concerning transferable courses and requirements of our students to these institutions.

The full-time faculty also stays in close contact with the adjunct instructors on staff, mentoring them as they begin and advance in their careers. Characteristically, adjunct faculty have just recently completed graduate programs so we tap into their subject expertise and teaching pedagogies recently learned at the university level. These mentoring opportunities provide professional exchange for both new faculty and seasoned professionals. Further, in searching out new adjunct faculty, we also preserve ties with our colleagues in Speech Comm. Departments at four-year colleges and maintain currency in the latest pedagogy and research in theory and practice. Finally, because of this strong link and support between tenured and adjunct instructors, four adjunct instructors from the Skyline College Speech Comm. Department have interviewed for and been appointed to tenure-track positions at the community college

level in the past five years. We thus have established professional and personal links with faculty at other community colleges.

In addition, the Speech Comm. faculty participates with campus programs and professional development opportunities such as Title 3 and the Museum of Tolerance (MOT), and we incorporate strategies learned from those programs into our classrooms. Furthermore, a full-time faculty member created a documentary, *Brothers*, that incorporates interpersonal communication topics about siblings to supplement the learning in the Speech Comm. 120 course.

3. *If the student population has changed, state how the program is addressing these changes.*

One of the many strengths of the Speech Comm. Department is the Speech Comm. 811-813 series for non-native speakers. These classes have strong retention rate. (see data)

Speech Communication Success and Retention Speech for Non-Native Speakers I & II			
		Success	Retention
Fall 2000	Speech Non-Native Speakers I	89%	90%
	Speech Non-Native Speakers II	93%	97%
Fall 2001	Speech Non-Native Speakers I	66%	77%
	Speech Non-Native Speakers II	93%	94%
Fall 2002	Speech Non-Native Speakers I	55%	74%
	Speech Non-Native Speakers II	87%	90%
Fall 2003	Speech Non-Native Speakers I	89%	91%
Fall 2004	Speech Non-Native Speakers II	83%	89%

Daily participation and continuous commitment from the students in these sections is very high. As a result of this, we have developed and are offering Speech Comm. 100N, a sheltered class for Non Native Speakers of English. These sections have a high enrollment and we are offering more sections every semester. The Speech Comm. 800 series serves as a feeder into our 100N section. The environment created in the 800 series becomes a community that transfers into the 100N section, so the students focus on developing their public speaking skills in a comfortable learning environment. This class is essential in building student's self image from one of remediation to one of transfer quality learning. More consistent offerings of Speech Comm. 100N need to be considered for future semesters. Due to the observed

success of this pattern, we are discussing developing a short non-transferable course to prepare students for the standard Speech Comm. 100 sections. These sections have some of the Departments lower success and retention rates and we would like to see if some prior preparation would bolster student confidence and success.

It is necessary that the Speech Comm. Department start to develop modules teaching technical and electronic presentations, such as Power Point. This will become feasible after the completion of the Speech Lab

Speech Comm. 140, Small Group Communication has been developed and approved and awaits IGTEC approval. This course will provide students with skills needed to improve small group interactions at work, school, and in life. More and more employers and educators are requesting that our students are able to work in small groups for collaborative efforts Speech Comm. 140 will include the study of leadership, types of authority, teamwork, and conflict resolution. The students will participate in discussion groups to share information, to solve problems, and reach consensus.

Speech Comm. 127, Argumentation and Debate has been created to add a new dimension of critical thinking to the curriculum. There is some interest in reviving a Forensics team and Speech Comm. 127 will build momentum toward that direction. Argumentation and Debate (Speech Comm. 127) was developed to add more critical thinking to the curriculum. Relevant issues in current society is discussed, debated, and analyzed as it pertains to cogent reasoning and presented in writing and oral presentations. Speech Comm. 127 is especially useful to students who are in student government, forensics, Speech Comm. communication major, and those who aspire a career in law, politics, or business.

Our students are more technologically driven since our last program review, so we have used more of that capability in the classroom. For example, for our Public Speaking course students are strongly encouraged to use PowerPoint or other electronic tools such as creating video, audio, and photo components as visual aids. With our proposed speech lab, our student will be more technologically sound by having accessibility to practice, view recorded presentations, and develop their assignments using computers and other technological equipment. We want to give our students a competitive edge that will help them stand out academically and professionally. We have addressed this further in the technology question in Part D.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

The Speech Comm. Department has reviewed all of the courses that we currently teach or that have been taught in the last 7 years. Student Learning Outcomes have been incorporated into all of these outlines outlines. The department has been collaborating with the Speech faculty at CSM and Canada while working with the Curriculum Committee to develop assessment that will be tracked every semester to determine the effectiveness of our instruction toward our SLO's. The department needs to contemplate and review the future of Speech Comm. 111, *Oral Interpretation of Literature*, which is currently inactive. We are examining revising and reactivating this course to see if it might become part of a Learning Community with the Creative Writing course during the production of the Talisman.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

Not applicable.

6. Discuss plans for future review and program modification.

The Speech Comm. Dept. is ready to begin looking at assessment cycles for its courses. First, we plan to survey our Speech 100 sections at the beginning and end of each semester to assess student readiness (upon enrollment) and success (upon completion). We then plan to develop a process for regular assessment of all sections and will start to compare data each semester with other variables. After we have piloted Speech 100, we plan to do this with all of our curriculum.

For the Speech Comm. Department to continue to meet the assorted needs of our students, the program will have to develop a rotation plan for offering new courses such as Small Group Communication and Argumentation & Debate while rotating in revived courses like Voice and Articulation and Oral Interpretation.

Because of recent Bond measure and the renovation/construction on campus the proposed Speech lab (SEE ATTACHED PLANS pg 17) will allow the Speech Comm. Department to have more advanced access to technology which will enhance our teaching and student success. For example the proposed Speech Lab will have two individual mini-studios to permit students to practice with visuals and power point presentations. In addition, we will have approximately six computer workstations, half for Macs and half for PCs. Moreover we have included 12 mini- DVD-VHS stations. We want these stations to be used by students for listening/speaking practice (SPCH Comm. 811, 812, and 813 – Speech for Non-Native Speakers; SPCH Comm.130 – Voice and Articulation). By providing our 800 series students more of an opportunity to hone their English pronunciation skills we can expect a larger flow of those student in our Speech Comm. classes. The lab will facilitate our student's use of learning tools that will augment the Speech curriculum at Skyline College. The synergy of the proposed lab has led to talk of developing 8-week experimental short courses exposing our students and faculty to different topics in communication studies, (intercultural, interpersonal, advanced public speaking, forensics, voice and articulation, and small group communication topics).

We will use the lab to attract graduate students from SFSU as Speech Comm. tutors at Skyline College. These graduate students will gain experience with our students that will provide us a strong pool of adjunct instructors, creating a stronger continuity of new instructors. This will increase the presence of the Speech Comm. Department on campus and create more Speech Comm. majors.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

The Speech Communications faculty are a prominent resource at Skyline and participate actively in Division and campus activities, including:

Hiring committees: New full time faculty hire in 2001 & intra-District hire in 2004
Tenure review Committee: 2 Faculty members have successfully completed tenure review
Course development, approval and re-activation: Speech Comm. 127
New course development and approval: Speech Comm. 140
Course development for Honors program: Speech Comm. 100 & Speech Comm.150
Course development for and active participation in ASTEP Program; Speech Comm. 150
Participation in the District sponsored Museum of Tolerance trip and formation of and active participation in the on-going MOT Alumni Group.
Primary consultants for and coaches of annual Graduation Speakers.
Annual MC for the Student Recognition and Awards Ceremony
Faculty member represented the Language Arts Division for three years on the Curriculum Committee
Faculty member is serving as Skyline's Faculty/Staff Development Coordinator
Faculty member has been active in implementing SLOAC training at Skyline (Including conference attendance)
Faculty regularly consult with Dean in interviewing and hiring new adjunct instructors
Faculty is working with the Dean and San Francisco State on coordinating the LDTP for Speech Communication
Adjunct mentoring resulting in 3 adjuncts hired into full time positions
Design and development of Speech Lab (See Part B., #6 and attached plans)
Faculty served on the District Housing Committee
Faculty serves on the Institutional Planning Committee
Faculty was Industry Initiatives for Science and Math Education (IISME) Fellow Candidate Summer 2005
Faculty is serving as Senate Treasurer
Faculty received a grant from the President's Innovation Fund for a documentary *Brothers* supporting the Speech Comm. 120 interpersonal communication course. After completing the documentary, a campus wide showing was organized for the community.

The Skyline Speech Communication faculty will continue to re-activate course, including Speech Comm. 130, Voice & Articulation. We are planning to begin offering the new course, Speech Comm. 140, Small Group Communication, in the Spring of 2007. Both of these classes will bolster our Speech Comm. major. Speech Comm. 140 is also a primary component of the LDTP.

The Speech Comm. Department is also dialoging with business departments and certain certificate programs to consider developing oral communications course specific to a discipline or profession, such as nurses or business majors.

With the launch of the Speech Lab in 2007, we will be well equipped to prepare our students for presentations that technically enhanced. We look forward to developing curriculum in the area of Power Point and Multi-Media Presentations.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

New speech fulltime faculty go through the four year tenure review process as required by the union contract. They also attend a campus wide orientation. Adjunct faculty are assigned fulltime mentors and are evaluated within their first semester. All faculty are encouraged to attend monthly Speech Communication department meetings. Each adjunct faculty has a designated fulltime faculty mentor and regular informal communication, through meetings and email, are common. In general, the process for new adjunct faculty needs some refining. As a result of this program review and our course outline review, including SLOAC's, we plan to more regularly consult with all adjuncts in each section. For example, the Speech Comm.100 instructors are currently developing a survey to help them better assess students' attitudes toward their learning and their success in Public Speaking.

4. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

The Speech Comm. Department is currently writing a proposal for a new fulltime faculty position. Our capable Speech Comm. faculty is becoming increasingly involved in campus committees, learning communities and district wide committees and activities including accreditation. This work is depleting our time and energy that needs to be devoted to students and curriculum. We need support to continue to bolster the enthusiasm and interest that we have created and to continue to re-activate and develop classes to offer in the Speech Comm. Major. Also, as stated above, in experimenting to further the success rates of African American and Hispanic students, we may need to consider recruiting from outside of the local area. We continue to be in regular contact with local graduate programs to recruit new graduates for our adjunct pool. As detailed above, we believe our new Speech lab, continually updated curriculum and enthusiastic full time faculty are a strong factor in attracting new hires to our Speech Communication Department.

PART D: Facilities, Equipment, Materials and Maintenance

1. ***Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.***

The classrooms designated for Speech Comm. instruction are suitably equipped for conventional Speech Comm. courses. Each room should have minimally a podium, video player and overhead projector. Student accessibility is good, including wheel chair access for non-ambulatory students.
For the Speech Comm. Dept to stay current with technology and presentations, they need at least two electronic classroom which would include a computer station with Power Point capabilities and internet access, a projector and a screen.

2. List projected needs.

In order to continue to successfully matriculate students through their classes, the Speech Communication Department needs easy access to updated equipment to incorporate instruction to PowerPoint presentations. This would include an available computer and LCD projector in at least two of the Speech classrooms. The planned Speech Lab will provide needed access for students to practice in privacy and to review their own videotapes. Moreover, the new Speech lab will provide a room where students will be able to tape themselves while speaking.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.

As just stated, the Speech Communication Department is aware of the ever changing technology needs for research and presentation and the planned Speech lab should help us rise to those needs.
Our classrooms need to be updated so that internet access and computer use become a regular tool of teaching, learning, and student success. Our proposed lab will prepare our students to use technology for their public speaking presentations, class debates, and small group activities. As the proposed lab gains popularity faculty expectations will be higher for more effective use of technology in the classroom. Unfortunately, currently, when it is time for our students to perform for a grade we are not adequately equipped to use the skills acquired during the lab process.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support? Not applicable.

PART E: Budget Request

1. ***What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?***

As stated above, we need one fulltime faculty position and two electronic classrooms. We are also looking forward to continued support for the Speech Lab being built in building eight. Once the Speech Lab is open, we will need funding for and recruitment of suitable tutors for staffing. Until then, we need tutors for Speech Comm. especially to work with ASTEP students, in the Learning Center.

The Speech Comm. Dept. is steadily increasing enrollment and working very efficiently.

Speech Communication Dept. Total WSCH and Fill Rate		
	Total WSCH	Fill Rate
Fall 2000	1,513	92%
Fall 2001	1,453	93%
Fall 2002	2,157	91%
Fall 2003	2,229	102%
Fall 2004	2,042	94%

WSCH: Weekly student contact hours generated by census enrollments
Fill Rate: The percent a class fills/enrolls based on capacity or enrollment maximum defined in the curriculum

Furthermore, the new Speech lab will generate even more interest in our classes and help us to reinvigorate the Speech Communication major. Because of this, we are in the process of writing an application for a new full time position.

2. ***If appropriate, discuss methods the program could share resources with other programs in the College and District.***

The Speech Communication Department is sought out frequently to participate in other Department activities and presentations. We continue to remain enthusiastic about all of the projects that come our way. With the increased emphasis on communication in the work place, we see our courses and curriculum as valuable to all other programs and Skyline and continue to be committed to the District wide success of Speech Communication.

Skyline College Program Review
Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours- WSCH

Year	2000	2001	2002	2003	2004
WSCH	1,513	1,453	2,157	2,229	2,042

Comments:

The Speech Comm. Dept weekly student contact hours have increased over all in the last 4 years, with a peak in 2003. The increase over the last 3 years may be due to the increasing capabilities of our new full time hire (hired 2001). To move this number even higher, we need another full time instructor that teaches a 100% load.

FTE and WSCH/FTE (Load)

Year	2000	2001	2002	2003	2004
FTE	3.6	3.4	4.4	4.0	4.0
WSCH	1,513	1,453	2,157	2,229	2,042
Load	420	427	490	557	510

Comments:
As further demonstrated here, the Speech Comm. Dept. has improved their load without compromising WSCH.
The Speech Comm. adjunct faculty contributes effectively to this number, but the Department would operate more efficiently and effectively with another full time instructor.

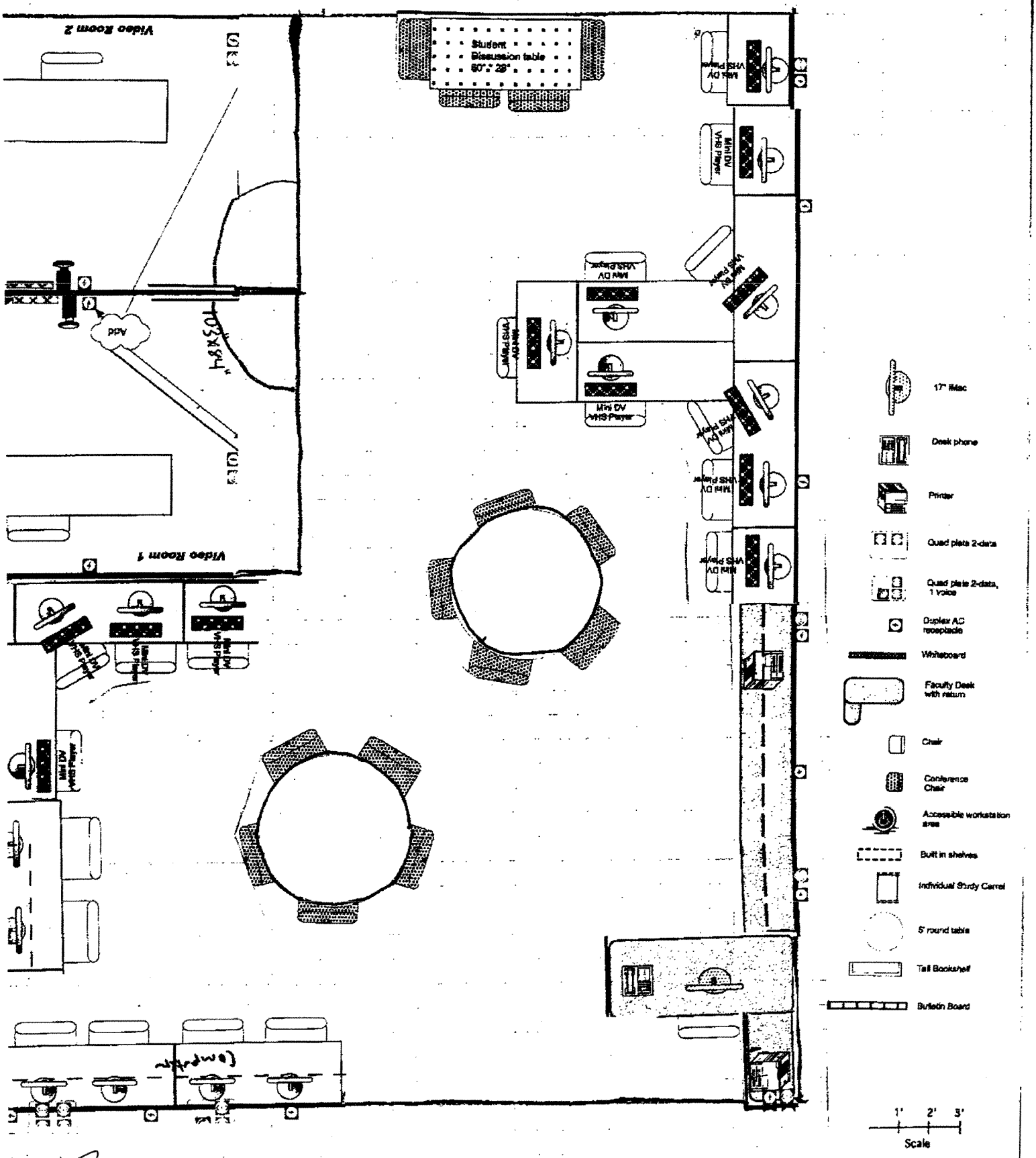
Retention and Success

Year	2000	2001	2002	2003	2004
Retention	86%	89%	87%	88%	87%
Success	70%	80%	75%	76%	78%

	Success Rate	
Semester	Speech Dept.	College Wide
Fall 2000	70%	69%
Fall 2001	80%	71%
Fall 2002	75%	71%
Fall 2003	76%	69%
Fall 2004	78%	69%

	Retention Rate	
Semester	Speech Dept.	College Wide
Fall 2000	86%	79%
Fall 2001	89%	81%
Fall 2002	87%	80%
Fall 2003	88%	80%
Fall 2004	87%	82%

The success rate and retention rate of the Speech Communication department has consistently been healthier than the college wide success rate for the past five academic years. Our numbers are hurt by the success and retention rate of our Argumentation course. The first semester we taught this course was during the Spring 2003. Because it was a new course; it takes a while for it to build popularity, but the success rate and retention rate has steadily increased to the present (Fall 2005 term). Currently we are offering an Honors section of Argumentation and we expect to see improvements in success and retention than in previous semesters. In addition, improvements need to be made with retention and success rate on our Public Speaking course. The addition of the Speech Communication lab will improve our student's skills, and confidence in their public speaking experience.


Video Room 2
Video Room 1
Student
Discussion table
60" x 28"
Mini DV
VHS Player
17" iMac
Desk phone
Printer
Quad plate 2-data
Quad plate 2-data, 1 voice
Duplex AC receptacle
Whiteboard
Faculty Desk with return
Chair
Conference Chair
Accessible workstation area
Built in shelves
Individual Sturdy Carrel
5' round table
Tall Bookshelf
Bulletin Board
1'
2'
3'
Scale

17

COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CSU	UC & CSU			
Speech 811	Speech for Non-Native Speakers I	12/04					X
Speech 812	Speech for Non-Native Speakers II	12/04					X
Speech 813	Speech for Non-Native Speakers III	12/04					X
Speech 100	Public Speaking	12/03		X	X	Recommended Eligibility for ENGL 836 ENGL 400	X
Speech 120	Interpersonal Communication	3/04		X	X	Recommended eligibility for ENGL 836 or ENGL 400	X
Speech 150	Intercultural Communication	8/04		X	X	Recommended completion of or concurrent enrollment in ENGL 836 or ENGL 400	X
Speech 127	Arguementation & Debate	9/03		X	X	Recommended eligibility for ENGL 836 or ENGL 400	X
Speech 140	Small Group Communication	4/05		X	X	Recommended eligibility for ENGL 100 or 105 or equivilant	X
Speech 111	Oral Interpretation of Literature (currently inactive)			X			
Speech 128	Forensics (inactive)		X				
Speech 130	Voice and Articulation	4/05	X			Recommended eligibility for ENGL 836 or ENGL 400	X
Speech 160	Basic Skills in Public Speaking (currently inactive)		X				