Skyline College
Speech Communication
Program Review
Executive Summary

Skyline
COLLEGE
ACHIEVE

Short Summary of Findings

The Speech Communication Department at Skyline College contributes to the mission and goals of the college and the district. A primary goal for the Speech Communication Department is to offer our students "student-centered" instruction by developing their oral communications skills. This also furthers their educational goals toward earning an AS/AA degree, transferring to a four-year university, developing career technical skills and advancing careers. Moreover, the Speech Communication Department's core course offerings meet the requirements for an Associates Degree, and transfer into the California State University and the University of California.

Three Strengths of the Program

- We have increased our outreach to the African-American community and have seen a 3% percent increase in our enrollment (4% vs.7%) in our classes in comparison to the College enrollment percentages.

- The Speech Communication Department was at the forefront of the SLOAC movement at Skyline College.

- The Speech Communication Department has the strongest load of 574 in comparison to our sister Colleges. (499 at CSM, and 481 at Cañada between 2004-2009)

Three Suggestions for Improvement

- Develop assessments for our Speech 120 and Speech 150 course offerings.

- Develop ways to utilize the Speech Lab to increase retention and success rates.

- Develop a successful campaign to hire another fulltime faculty member.

	Full-Time Faculty Signatures	
Fermin Irigoyen	Phyllis Taylor	Highlight this text & type in name
Highlight this text & type in name	Highlight this text & type in name	Highlight this text & type in name

Submitted on: March 31, 2010

PART A: Mission Effectiveness

Overview

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 goals of the college and the district. A primary goal for the Speech Communication Department is to offer our students "student-centered" instruction by developing their oral communications skills. This also furthers their educational goals toward earning an AS/AA degree, transferring to a four-year university, developing career technical skills and advancing careers. Moreover, the Speech Communication Department's core course offerings meet the requirements for an Associates Degree, and transfer into the California State University and the University of California. Below is a list of Speech Communication courses that contribute to supporting the College and District's mission:

Associates Degree Requirement Fulfillment

Area E #2 English
Speech 100 (Public Speaking), Speech 120 (Interpersonal Communication), Speech 140 (Small Group Communication), Speech150 (Intercultural Communication)

Area E #4 Ethnic and Cultural Diversity
Speech150 (Intercultural Communication)

Area F General Education Requirements
#4 Language and Rationality
Speech 100 (Public Speaking), Speech 120 (Interpersonal Communication), Speech 127 (Argumentation and Debate), Speech 140 (Small Group Communication), Speech150 (Intercultural Communication)

CSU General Education Requirement Fulfillment
Area A Communication Skills and Critical Thinking
A1- Oral Communications Speech 100 (Public Speaking), Speech 120 (Interpersonal Communication), Speech 127 (Argumentation and Debate), Speech 140 (Small Group Communication), Speech150 (Intercultural Communication)

Intersegmental General Education Transfer Curriculum (IGETC)
Area 1- English Communication
Group C- Speech 100 (Public Speaking), Speech 120 (Interpersonal Communication), Speech 127 (Argumentation and Debate), Speech 140 (Small Group Communication), Speech150 (Intercultural Communication)

The classes in the Speech Communication Department support the linguistically diverse population of the San Francisco Bay Area with Speech 813 (Speech for Non-Native Speakers III) which is designed to develop fluency in basic presentational skills for Non-Native Speakers of English. In addition, our Speech 150 (Intercultural Communication) course prepares our students to be culturally sensitive members of society in our increasingly global society. Furthermore, our department has added an "N" section to our Public Speaking class specialized for students who do not have English as their first language, and an "H" sections to Speech 100, 127 & 140 designating students who are part of the Honors Transfer Program.

In congruency with our college mission statement, our Public Speaking, Argumentation and Debate and Small Group Communication courses require our students to be critical thinkers and proficient users of technology while encouraging them to be responsible lifelong learners. In addition, these valuable skills transfer to our students' success in other courses across the curriculum in support of their educational goals.

The Speech Communication Department not only teaches the required curriculum but also stimulates an environment that creates curious learners who are excited about communication in their academic, professional and personal lives.

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

☐ The Speech Communication Department is an active department that interacts with numerous programs enriching the learning environment of our students at Skyline College.

☐ Speech Communication courses have been consistently in the listing of courses for the Honors Transfer Program. Public Speaking is usually offered in the fall while Small Group Communication is offered in the spring. We look forward to expanding our class offerings to assist the Honors Transfer Program meet their rigorous requirements growth.

☐ The Speech Communication Department offers a Speech 150 (Intercultural Communication) course as a core class in the African American Success through Excellence and Persistence (ASTEP) learning community. This class uses an Afro-Centric prism in teaching the Speech 150 curriculum.

☐ The Speech 100 Public Speaking classes regularly work with the Library Staff and attend library workshops to assist students in using current technology with research skills and the critical thinking element necessary for supporting ideas in their speech assignments.

☐ The two-tenured faculty members conduct public speaking workshops in conjunction with the Learning Center.

☐ Faculty in the Speech Communication Department work with the Disabled Students Programs and Services (DSPS) to ensure that our students with learning disabilities have every chance to succeed in our courses with extended test times, note taking and any accommodations required for their educational success.

☐ The Speech Communication Department works with the Cooperative Education (Coop Ed) Program, asking them to present their offerings in classes and to encourage our students to earn college credit while working.

☐ The Office of Campus Security regularly presents rules and regulations in our classes that students find helpful as they navigate through our college. Moreover, Campus Security highlights services that offer our students a secure campus climate as they pursue their educational goals.

☐ The Speech Communication Department supports the Transfer Center with their annual Student Recognition Award ceremony. One of our two-tenured professors serves on the planning committee and as the Master of Ceremonies.

☐ In conjunction with the Student Activities Office, the Speech Department assists in the selection of the student graduation speaker. In addition, the person selected to speak works with Speech faculty to fine tune and practice the delivery of the speech.

☐ The Speech Communication Department also responds to the campus community, our colleagues in the District and the general public by using our professional expertise. Here are examples of our outreach:

- Conducting communication workshops for the Classified Staff retreat
- Participating in a Public Speaking workshop for the North San Mateo County Leadership Forum
- Interviewing prospective Speech Communication adjunct faculty at Cañada College
- Conducting peer evaluations of Speech Communication adjunct faculty at Cañada College

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

Student Enrollment Percentages by Ethnicity						
	2006		2007		2008	
	Speech Department	College Wide	Speech Department	College Wide	Speech Department	College Wide
African-American	4%	3%	6%	4%	**7%**	**4%**
Asian	27%	28%	26%	27%	24%	22.7%
Filipino	22%	18%	20%	18%	22%	19.1%
Hispanic	17%	18%	19%	19%	18%	19.7%
Native American	0%	0%	0%	0%	0%	.5%
Other	3%	3%	3%	2%	0%	0
White	20%	23%	17%	22%	17%	21.2%
Unreported	7%	7%	9%	8%	12%	12.6%
Total	100%	100%	100%	100%	100%	100%

The Speech Communication Department's enrollment by ethnicity closely mirrors the college's overall breakdown of ethnicity. We have increased our outreach to the African-American community and have

seen a 3% percent increase in enrollment in our classes in comparison to the College percentages. With the dedicated work of tenured professor Phyllis Taylor serving as a core faculty and now as Co-Coordinator for the ASTEP learning community, many of our Speech 150 classes are geared toward African-American students, boosting our percentage with this demographic.

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

The last self-study of the Speech Communication Department was conducted in October of 2005. The Department's suggestions for improvement have been addressed, and we have made progress since our self-study. The first area of improvement was to develop curriculum that requires the use of more technology for our Public Speaking course with the help of the Speech Communication Lab. Because our classrooms have become "Smart Classrooms", implementing technology has been easier. Students now use Power Point and other media to support their presentations, and faculty members are now able to place their lectures electronically on Power Point for an easier flow of information between the instructor and the class. The Speech Communication Lab was opened in Building Eight and discovered to have several deficiencies, only to be closed for use as a Lab. Space was then identified and developed in the Learning Center in Building Five during the fall 2009 semester. Moreover, the equipment for students to record their oral presentations, along with other supporting technology was installed. At the time of writing this report, we are awaiting some final technology adjustments and training to have this Lab operational by Spring 2010. Additionally, an Instructional Aide with a Speech Communication background has been identified and assigned to oversee students' use of the Lab. This is a work in progress, with an extremely positive outcome in sight.

The Center for Teaching and Learning (CTL) has helped faculty members upload their class notes, syllabi and handouts on their own websites while saving the college money with printing, while providing easier access to information for their classes. In addition, the advances made by the Information Technology Department have allowed faculty members to stay in closer contact with their students with the District wide email option for students. This subtle feature has saved faculty members time and aggravation in keeping in close contact with students. This tool has been beneficial when reaching out to our students who are in trouble succeeding in our courses. The use of technology and the support from the CTL and the District's Information Technology Department have helped the Speech Communication Department to operate more efficiently.

The next area of improvement from the 2005 self-study was to hire a new full-time instructor. The Speech Communication Department has put together a "Request for Proposal" and has submitted our proposal annually, to be outranked by other programs around the college. Moreover, due to budgetary restraints the possibility of hiring a new full-time instructor is looking less likely. Yet it is good to know that between the two-full-time professors and our adjuncts we hold a stronger load level than the College of San Mateo's Speech Communication Department, who has four-full-time instructors and four adjunct instructors. During the 2008-2009 academic year, Skyline's Speech Communication Department carried a load of 574 in comparison to College of San Mateo's 499 load.

The third area of improvement from our last self-study was to develop assessments for our Public Speaking Course in support of the SLOAC movement. The Speech Communication Department has developed our criteria for the assessment and has consistently conducted our survey for the fall and spring semester before the first speech and before the last speech of the semester. A sample of our survey is attached after the section discussing Student Learning Outcomes and Assessments in this document. The findings have helped the Speech Communication Department in teaching Public Speaking to better meet the needs and address the fears that many of our students have about delivering

a speech. For future self-studies we will be assessing our Interpersonal Communication and Intercultural Communication courses.

PART B: Student Learning Programs and Services

Overview

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

The Speech Communication Department does not utilize a formal advisory board.

However, outside expertise is sought with the Speech 140 Small Group Communication students, who are assigned a project to create a business plan which the small group will research, write, and orally present. In conjunction with Service Corps of Retired Executives (SCORE), a part of the Small Business Administration, a presenter (consultant) visits the class to present the basics of business plan writing. An additional visit is made by the consultant toward the end of the project to check the status of the project and to answer the student questions, and finally the consultant listens to the final project and offers additional insight to the student's progress.

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 Speech Communication Department offers classes to meet requirements for an Associates degree, and transfer courses into the California State University, and the University of California.

Associates Degree

Area E #2 English
Speech 100 (Public Speaking), Speech 120 (Interpersonal Communication) Speech 140 (Small Group Communication) Speech150 (Intercultural Communication)

Area E #4 Ethnic and Cultural Diversity
Speech150 (Intercultural Communication)

Area F General Education Requirements
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Intersegmental General Education Transfer Curriculum (IGETC)
Area 1- English Communication

Group C- Speech 100 (Public Speaking), Speech 120 (Interpersonal Communication), Speech 127 (Argumentation and Debate), Speech 140 (Small Group Communication), Speech150 (Intercultural Communication)

To support the needs of the linguistically diverse San Francisco Bay Area, the Speech Communication Department accommodates students who speak English as their non-native language. Speech 813 (Speech for Non-Native Speakers III) is designed to develop fluency in basic presentational skills in spoken English. In addition, Speech 150 (Intercultural Communication) prepares our students to be culturally sensitive members of society in our increasingly global society. Furthermore, our department has added an "N" section to our Public Speaking class specialized for students to do not have English as their first language, and an "H" section designating students who are a part of the Honors Transfer Program (Speech 100, Speech 127, and Speech 140).

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

The Speech Communication Department remains current with the discipline with a range of activities. The Speech Communication faculty use the most recent editions of their textbooks, which usually include the latest research, media, and instructor support.

A tenured-faculty member (Fermin Irigoyen) has written and published (2009) a public speaking textbook called:
- *Public Speaking: Your Pathway to Success* published by Kendall Hunt Publishers from Dubuque, Iowa.

During the recent presidential elections (2008), various speeches and debates were used in our classrooms as a learning tool. The technology of the "Smart Classrooms" has enabled the faculty to utilize the World Wide Web and audio/video technology effortlessly to enhance the learning experience for our students. This has resonated well with our students and has encouraged their interest of current events utilizing technology to teach these valuable lessons. Moreover, the advances in classroom technology have invigorated the faculty and their teaching.

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

The two full-time faculty members also stay in close contact with the adjunct instructors on staff, mentoring them as they begin and advance in their careers. Characteristically, adjunct faculty have recently completed graduate programs so we tap into their most current subject expertise and teaching pedagogies. These mentoring opportunities provide professional exchange for both new faculty and

seasoned professionals. Furthermore, in searching out new adjunct faculty, we preserve ties with our colleagues in Speech Communication Departments at four-year colleges and maintain currency in the latest pedagogy and research in theory and practice.

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

The student population of African-Americans at Skyline has grown from 4% to 7% between 2006 and the fall of 2008. The Speech Communication Department believes that part of this growth can be attributed to the Speech 150, Intercultural Communications class that is offered every semester to ASTEP students. This is an IGETC accepted and transferable class and consistently enrolls a majority of ASTEP students, who recommend it to their friends and family. In fact, this class, combined with the ASTEP Math Academy, is the primary enrolling pattern for a majority of our incoming African American Students. The Language Arts Division's continued support of this crucial class has been elemental to the on-going success of this class and the ASTEP Learning Community.

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

All of our course outlines for the Speech Communication Department have been updated and presented to the Curriculum Committee for approval during the 2008-2009 academic year. The official updated course outlines will be attached to this document.

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

Not applicable

Student Learning Outcomes & Assessment

1. Where on the continuum do you believe your department is on the SLOAC Initiative?

Emergents	Novices	Practitioners	Mentors
• Learning and discovering • Gathering information • Attending workshops	• Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment	• Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications	• Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.

X
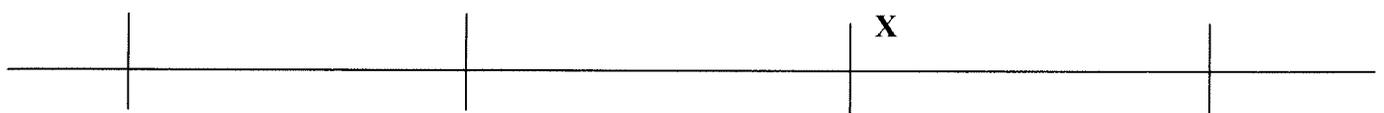
2. Highlight any major findings and resulting course or program modifications.

SLO's have been developed for Speech 100, Speech 120, and Speech 150. The Speech Communication Department regularly assesses Speech 100, and will be in the process of assessing Speech 120 and Speech 150 in the fall of 2010.

In 2006 the Speech Communication Department created and used the attached public speaking survey assessment tool, but early in our development, we learned that we needed to be able to electronically correlate the data so that the end user (faculty in the department) would be better suited to process information and use that information in our classrooms. Originally we tabulated our findings by hand, but with the move to the scantron we have been more efficient in our data processing. During the time period covered in this program review (2006-2008) the department has made great strides in understanding the nuances of developing Student Learning Outcomes, and greater understanding and depth in the process of assessing the findings from our survey. The Speech Communication Department has demonstrated a consistent commitment in our development of learning about and implementing the SLOAC process.

Below is the data resulting from our assessment of the SLO pertaining to confidence building in Speech 100 Public Speaking students during the fall 2008 semester. We conducted the survey before our first speech and at the end of the semester.

Table 1. Educational Goal

Goal	Pre-Test N	Pre-Test %	Post-Test N	Post-Test %
Earn an AA/AS & Transfer	126	83%	87	77%
Earn an AA/AS without Transfer	8	5%	9	8%
Earn a Vocational Certificate	0	0%	1	1%
Personal Development	8	5%	7	6%
Undecided	7	5%	5	4%
Total Respondents	152	100%	113	100%

The Speech Communication Department has learned that between the ranges of 83% (pre) and 77% (post) of our students' educational goals fall under the core missions of the community college in that they are here to achieve an AA/AS and/or plan to transfer to a four-year university. This finding is important because our students are enrolled in our Public Speaking class with a future higher educational goal in sight, which leads to the findings in table 2.

Table 2. Reasons for Improving Oral Presentations / Public Speaking

Reason	Pre-Test N	Pre-Test %	Post-Test N	Post-Test %
Current job	30	20%	23	20%
Other Courses	37	24%	29	26%
Socially (Family / friends)	30	20%	33	29%
Future Career (Professionally	132	87%	86	76%
Total Respondents	152	100%	113	100%

Between 87% (pre) and 76% (post) of our students are taking this class to improve their public speaking skills for the betterment of their future careers.

Table 3. Agreement Questions - Percentage of Respondents that Answered with "4" or "5" on 5-point Scale and Mean Scores

Item	Pre-Test % 4-5	Post-Test % 4-5	Difference	Pre-Test Mean	Post-Test Mean	Diff.
Q3 - Feel positive toward public speaking skills.	60%	71%	11%	3.55	3.89	0.34
Q4 - Confident in my public speaking skills.	35%	66%	31%	3.11	3.62	0.51
Q5 - Believe I will be a good public speaker by the end of this course	74%	---	---	3.92	---	---
Q6 - Believe the information I learn in the course will help me in many aspects/life	84%	86%	2%	4.18	4.31	0.13
Q7 - Believe that additional support from a speech lab would greatly help.	49%	48%	-2%	3.36	3.49	0.13
Q8 - Believe that additional support from a tutor would greatly help.	43%	45%	2%	3.31	3.40	0.09

The strongest finding in our survey assessment came from question 4. When asked if the students were confident in their public speaking skills, 35% (pre) of our Public Speaking students replied with a 4 or 5 in strength, in contrast to a 66% (post) response with a 4 or 5 on our survey. In the course of a semester the faculty in the Speech Communication department nearly doubled the level of confidence in our students' public speaking skills. Public speaking has long been seen as terrifying for students, and the

Speech faculty prioritize teaching the skills and techniques to minimize and transform that fear so our students thrive in their given educational and career path.

Another statistic that supported the department's effort to implement the Speech Communication lab was in questions 7 and 8. Nearly half of those responding believe that additional support from a lab will greatly help their public speaking development. Moreover, the department firmly believes that when the lab becomes fully operational in Spring 2010, it will improve our retention and success rates so they will be more consistent with the college's success and retention rates.

Through our process of our analyzing data, suggestions have been made to the department to ask a question asking the students to rate their public speaking skills and capabilities. We will be taking this into consideration in our upcoming surveys.

3. What additional resources are needed to implement the plan?

The assessment and analysis component of the SLOAC needs to be incorporated in our department's regular semester's work. Consistent staffing of the Speech Communication Lab is needed for the department to make progress in improving both our success and retention rates.

The public speaking student survey used to assess our students is on the next page and was last updated in the Spring 2008 semester.

Public Speaking Student Survey

Dear Student:
We want to hear from you. In order to continue offering Public Speaking classes that meet your needs, we would like to know your opinion on a few things. Please take a few minutes to respond to this survey. Your responses will remain confidential and will not affect your grade. The information will be used strictly for the purpose of improving our program and courses in Public Speaking.
Thank you for your participation.

1. What is your current education goal?
   1. Earn an AA/AS then transfer to a 4 year school
   2. Earn an AA/AS without transfer
   3. Earn a vocational certificate
   4. Personal Development
   5. Undecided

2. I need to improve my oral presentation and public speaking skills for the following reasons: (check all that apply)
   1. Current job
   2. Other Courses
   3. Socially (Family/Friends etc.)
   4. Future Career (Professionally)

Using a scantron please respond to the following questions using the A-E scale below.

**1-Strongly disagree, 2-Disagree, 3-Neither Agree nor Disagree, 4-Agree,
5-Strongly Agree**

3. I feel positive toward public speaking skills.

4. I am confident in my public speaking skills.

5. I believe I will be a good public speaker by the end of this course.

6. I believe the information I learn in the course will help me in many aspects of my life.

7. I believe that additional support from a speech lab would greatly help my public speaking ability.

8. I believe that additional support from a tutor would greatly help my public speaking ability.
9. Please add any comments about your upcoming public speaking experience.

PART C: Resources

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.

As is covered in detail elsewhere in this review, the Speech Communications department has had a very productive 6 years which have included the development and successful offering of two new courses: Small Group Communication and Argumentation and Debate; the relocation and reopening of the Speech Lab; the continued expansion of the Speech Department's role in ASTEP; the development of SLO's for all Speech Communication classes; the implementation of the assessment cycle in Speech 100; and the successful completion of the tenure review process for one fulltime faculty; the successful comprehensive evaluation of a fulltime faculty over 3 years, resulting in a positive personnel change in the department.

We need to continue to cultivate interest in the newly developed classes, develop ways to utilize the Speech Lab to increase retention and success, develop assessments for Speech courses other than Speech 100 and successfully campaign to hire another fulltime faculty member.

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

Tenured Speech Communication faculty participate in the interview process for new adjunct instructors. Once a decision has been made to hire an adjunct, the Dean familiarizes the new Speech Communication faculty with current course outlines, course syllabi, and college policies and procedures. In addition, the new adjunct faculty member is paired up with a tenured professor who serves as that instructor's mentor. Regular but not formal interactions between tenured faculty and adjuncts take place during the semester to maintain that relationship. Mentorship plays an important role in the Speech Communication Department because of the commitment to collegiality amongst all members of the department. Moreover, the tenured faculty members of our department are committed to the success of our adjuncts, and we want to do our parts to help them obtain tenured positions in the future.

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

Our pool of adjunct faculty members comes primarily from San Francisco State University, San Jose State University, and those who apply directly to the Human Resources Department at the College District. Moreover, we are tapping into the pool of adjuncts who work at our sister colleges, Cañada and College of San Mateo. The transition is smoother for those adjunct faculty members already in our District to seamlessly fit into our semester structure, course outline requirements, and district email and phone system.

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 in-class facilities, equipment, and equipment maintenance are in support of the Speech Communication faculty to teach their courses and help their students succeed. The Speech Communication Lab was a big boost on our pathway to improve our success and retention rates, yet because there were no funds to support an instructional aide, the Lab went unused to provide the necessary support that our students require outside of class. However, the Lab will be fully operational as of the Spring 2010 semester. With the relocation, layout, equipment and the hiring of an English instructional aide with a Speech Communication background to over-see it, the Speech Communication Lab will provide necessary support for our students' Speech Communication education.

2. List projected needs.

The Speech Communication Department was in dire need of an instructional aide for our fully equipped and underutilized Speech Communication Lab. At the start of the 2009-2010 school year the Speech Communication lab has moved into the Language Arts lab and has an instructional aide to work our video equipment and assist students with speech outlines. The hours of operation for the Speech Communication Lab are from 8:30 am to 4:30 pm Monday through Friday. A concern for the department is the current layoffs occurring in the District, again thwarting our Speech Communication Lab efforts. We want to have an additional aide work the evening hours to provide more flexibility for our evening students. The Speech Communication Department would like to reintroduce the Hours by Arrangement for the Speech 100 course. Current plans are to re-establish the HBA to Speech 100 by the Fall of 2010, utilizing the resources of the Speech Lab to assist our students. We will determine the feasibility of adding HBA to other Speech Communication classes based on the progress we measure in Speech 100. In addition, the current computers used in the Speech Lab in the Learning Center need to be updated to meet the needs of video playback.

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 mentioned earlier, the program utilizes our Smart Classrooms for a more effective teaching and learning experience. The Smart rooms allow faculty to have their class notes projected on the screen, utilize video via the Web, or by a DVD/VHS player. Our students use Power Point for their visual aids for their public speaking assignments.

However, the lack of staffing and operational support for the Speech Communication Department has hurt the department in moving forward in our desire to enhance our classroom teaching with technology. Our physical Speech Communication Lab was constructed at the same time as the College of San Mateo's Speech Communication Lab. Since that time the College of San Mateo has been able to successfully staff their lab with the following hours during the spring 2009 semester:

Monday 9am-6:20pm
Tuesday 8am-6:20pm
Wednesday 9am-6:20pm
Thursday 8-9:30 & 12:30pm-6:20pm
Friday 8-4:30pm

This has given the Speech Communication Department at the College of San Mateo a competitive edge in their WSCH of 6,670 versus 5,054 at Skyline College over a 5-year average. It is strongly believed that if our students had a place to practice, and critique their speeches using video and editing equipment (already supplied) we can improve our success and retention rates in the Speech 100 sections. In the 5-

year average comparison between Skyline College and College of San Mateo, College of San Mateo had a success rate of 71% compared to Skyline College's success rate of 69%, and both colleges earned a retention rate of 84%. However, with this said the Speech Communication department at Skyline College has led the District's Speech Communication Departments with a load of 574 in comparison to 499 at CSM and 481 at Cañada.

With the addition of a stable Speech Communication lab, faculty members will be observing more prepared speeches during class sessions instead of the "work in progress" version of the speech. The success of our Speech Communication Lab will pay dividends for our students not only in our classes, but in their other courses and professional success. With staffing of our lab and consistent and regular hours of operation the Speech Communication Lab at Skyline College will distinguish itself as one of the leading Speech Communication Departments in the California Community College System.

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

We do not receive support from industry.

Budget Request

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

Staffing for our Speech Communication Lab is a must. By staffing this critical position in our department, our students will gain immensely from this support and our department will be better prepared to retain our students. The department needs to maintain the instructional aide (start date 2009-2010) as well as add an instructional aide during the evening hours to support evening students earning their HBA hours.

A full-time faculty position will support the growth and efficiency of our department.

Computer technology updates will be needed in the next six years for the growth and support of the Speech Communication Lab.

Updated desktop/laptop computers and printers are necessary for faculty members to stay current in a rapidly evolving discipline.

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

One direction that will help the Speech Communication Department's effort to staff our Speech Communication Lab (2009-2010) is to collaborate with the Reading, ESOL, Foreign Language departments in their language labs, in a sense to share staffing of the physical lab. Therefore all of the departments can share the costs of staffing the lab, and maintaining access for the students to improve their public speaking and communication skills.

PART D: Leadership and Governance

1. What leadership roles do the faculty and staff of your program hold in the college?

1. Professional Development Coordinator Spring - 2005 -Spring – 2009
   - Instituted a regular Newsletter distributed campus-wide for professional development updates, news and announcements
   - Worked to institute District- wide an increase of 4 additional Flex days added to the calendar annually
   - Introduced On Course campus-wide and helped to create a position for and recruit an On Course Coordinator
   - Developed, advocated for and instituted the Professional Enrichment Development Advisory Committee (PEDAC)

2. SEEED Diversity Coordinator Spring 2007- Spring 2008
3. ASTEP Coordinator Spring 2009 – present
4. ASTEP core faculty; 2000 - present
5. BSI/CSI Professional Development Coordinator Spring 2008 – present
6. Member of the SLOAC Steering Committee from 2005 - 2008
7. Faculty MC'd the SRAC 2005 – 2009
8. Faculty facilitated a workshop for the Managers' Retreat in Fall 2008
9. Faculty facilitated a workshop for Classified Retreat in Spring 2009
10. Faculty taught classes at Skyline for the North San Mateo County Leadership Forum, Spring 2006 & 2007
11. Faculty moderated the political discussion in the Main Theatre, "What Do You Mean You Don't Vote?" for Common Ground at Skyline, Fall 2004
12. Faculty participated on the accreditation writing team, specifically in the area of Professional Development

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

   1. Academic Senate Vice President
   2. Member, District Academic Senate
   3. Member, College Council
   4. Member of the College Budget Committee
   5. Former Academic Senate Treasurer
   6. Former member of the Institutional Planning Committee
   7. Former 3 year member of the Curriculum Committee

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

The full-time faculty members in the Speech Communication Department are absolutely dedicated to mentoring our adjunct faculty in their teaching development and offer guidance on their path to full-time teaching work in the Speech Communication discipline. Moreover, we discuss our own instructional best practices, assignments and activities in line with the course outlines as prescribed by the Department.

The Speech Communication department works closely with out Student Services division through the umbrella of Learning Communities, specifically with the ASTEP program. Moreover, the Speech

Communication department works with the Learning Center and offers regular workshops in public speaking development. Serving as workshop leaders allows us to raise the visibility of our program to a wider audience who may otherwise not meet and work with our faculty.

Currently (fall 2009) the faculty and the Dean of the Language Arts are working closely with our instructional aide in our Speech Lab in coordinating the use of equipment, acquainting the staff with our assignments and our Student Learning Outcomes for our courses so the staff can best serve our students.

Moreover, the full-time faculty members of the Speech Communication Department are active members in our college community at the shared governance level, work in professional development for our entire campus community and have been influential in the development of the SLOAC movement at the college, which the helped the department serve as a lead in the outcomes and assessment cycles.

Furthermore, our full-time faculty regularly evaluate our adjunct faculty and offer feedback in their course material, activities, and delivery of the subject taught in the Speech Communication department. In addition, it is regular practice to conduct a peer review of course syllabus and textbook selections for the upcoming semester.

The Speech Communication Department keeps abreast with the developments with the other Speech Communication departments in our college district.

In the spirit of innovation in initiating leadership in improving practices related to the teaching materials in the public speaking course, Fermin Irigoyen wrote and published a textbook called, Public Speaking: Your Pathways to Success. The textbook allows his students to use a text that provides consistency for his students in relation to philosophy of public speaking, assignments, and examinations.

Another area that the Speech Communication department reaches out to the community is with working with the non-profit organization SCORE (Service Corps of Retired Executives) in helping students in the Small Group Communication course develop business plans for a small group project. Bringing in an outside member of the business community reinforces the importance that working in small groups has in the workforce, and according to findings in our SLOAC assessment a large proportion of our students are enrolled in our courses to prepare for future careers in the workplace.

In short, the members of our department serve our college in breadth and in depth and are valuable contributors to the college's success.

PART E: Action Plan

1. Describe the program's plan for addressing areas of improvement.

The Speech Communication Lab must be staffed and operational. The Speech Communication Department will actively seek funding to support the efforts of the Speech Communication Lab. In addition, we will look to team up with other departments within the Language Arts Division to help sustain a functional language lab.

Strategies need to be examined about how to improve our success and retention rates across the board. In addition a special plan needs to be implemented in improving our male success and retention rates in our course offerings.

Another area of improvement for the department is to develop and implement Student Learning Outcomes and Assessments for our Interpersonal (Speech 120) and Intercultural Communication (Speech 150) courses for our next program review.

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

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2006	2007	2008
WSCH	1,952	2,256	2,302

Please comment on program enrollment and expected trends.

Since our last full-time hire (2001) the Speech Communication Department has a 58% increase in our WSCH from 1,453 to 2,302 (2008). The Speech Communication department has grown by 17.93% during the past three fall semesters (2006-2008) in comparison to the 14.22% growth experienced by the college during that same period. At the time of our last program review in 2005, the department had a WSCH of 2,042 and currently our WSCH is 2,302, a 12% increase.

Despite the impressive growth in our WSCH since our last program review, we do expect to see a dip in the trend in our WSCH, due to current budgetary limitations in our course offerings.

However, with the addition of the Speech Communication Lab (Spring 2010) the department will be introducing an additional student support service that may help to increase the WSCH. At this time the department can not project its overall impact of the lab in relation to the WSCH.

FTE and WSCH/FTE (LOAD)

Report the previous 3 **Fall** semesters with the most recent on the right

Year	2006	2007	2008
FTE	4.0	4.0	3.8
WSCH/FTE	488	565	562

Please comment on the comparison of this program to College trends.

College Numbers

	2006	2007	2008
FTE	166	170.2	172.9
WSCH/FTE	553	563	587

Skyline College's load has steadily increased over the past three fall semesters (2006-2008) by a total of 6.14%. The Speech Communication Department experienced a robust upward trend during that same time period. Between 2006 and 2007 the department's load grew by 15.77%, then retreated mildly by 0.53% for the fall 2008 term to finish the three year span up by 15.1%. The department's load more than doubled (15.77% vs. 6.14%) the college's numbers between 2006 and 2008.

Further analysis about our department's load (Comparing the other Speech Communication Departments in our District) is explored later in this report.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

Year	2006	2007	2008
Retention	82%	83%	81%
Success	64%	67%	67%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

College Numbers

	2006	2007	2008
Retention	83%	82%	84%
Success	68%	67%	69%

The retention rates for the department were fairly even for the fall 2006 and 2007 semesters with the college, but the spread widened in the 2008 term in favor of the college as a whole (84% vs 81%). The Speech Communication Department believes that with the implementation of the Speech Lab, our success and retention rates will surpass the college success and retention rates. The college has consistently held stronger success rates than that of the Speech Communication Department during this three year span. A goal for the department is to raise its success and retention rates so they are at least on par with the college.

Not having the Speech Lab operational during this period has hurt our department's success rates and our students achievment in our classes. A key anecdotal observation is that students postpone their preparation for their speeches and simply do not practice ahead of time, hurting their success. Because of procastination, our students often fail to complete assignments, leading to failure in our courses, and they eventually withdrawal from Speech classes. When the lab is available, the department will develop and implement assignments utilizing it, which, in turn, will keep our speech students engaged and on the pathway to success in completing our class offerings with a "C" or better.

The department's consistent drop in success and retention rates since our last program is a concern. For example on the table below you will notice that the retention rates have dropped by 8% from 2001 to 2008 and our success rates dropped by 13%. To build context for the large drop from 2005 to 2006, we believe a major factor was the forced retirement of a full-time instructor whose lax class policies and grading standards made this instructor a popular draw with our students therefore artificially inflating our numbers during the period from 2001 to 2005.

Success and Retention Rates for the Speech Communication Department
2001-2008

Year	Success Rate	Retention Rate
2001	80	89
2002	75	87
2003	76	88
2004	78	87
2005*	75	88
2006	64	82
2007	67	83
2008	67	81
Change	-13%	-8%

*Last semester worked by retired instructor.

Further analysis of success and retention rates are also studied later in this program review.

Additional strategies need to be developed by the department to improve the current success and retention rates of our students. For next program review our goal is to have success and retation rates that are at least in line with the college-wide success and retention rates.

The Speech Communication Department also felt the need to study our success and retention rates comparing day versus evening students, gender, and how our department ranks with our sister colleges of College of San Mateo and Cañada College.

Day vs Evening Students				
	Speech Department		Skyline College	
	Success	Retention	Success	Retention
2006	Day 65% Evening 77%	Day 83% Evening 87%	Day 66% Evening 72%	Day 82% Evening 85%
2007	Day 62% Evening 85%	Day 82% Evening 90%	Day 66% Evening 71%	Day 81% Evening 84%
2008	Day 61% Evening 84%	Day 78% Evening 88%	Day 66% Evening 72%	Day 83% Evening 85%

Analysis: The Speech Communication evening class students consistently outperforms the college averages in the area of success and retention. During the fall of 2008 the success rate of the evening Speech students was 84% compared to the 66% held by the college. In addition the retention rate for the fall semester was 88% for the Speech Department compared to the college's 85%.

However, the evening Speech sections do outperform the day classes by a large margin. The day students' success rate for the fall of 2008 dipped to 61% from 65% during the fall 2006. Conversely, the evening students success rates increased from 77% in 2006 to 84% in the fall of 2008.

The retention rates for day students college-wide are consistently in the low 80 percents for the 2006, 2007, 2008 fall semesters. The Speech Department's retention rates were fairly consistent with the college during the 2006 and 2007 semester, but dropped to 78% for the fall 2008 semester. The biggest drop in retention rates came from our African-American student body with an 85% retention rate for the fall of 2007 to 75% for the fall of 2008.

Strategies to retain a higher percentage of our day students will be addressed by the department to boost our numbers to meet if not exceed the day-time retention rates college-wide.

Success and Retention by Gender				
	Speech Department		Skyline College	
	Success	Retention	Success	Retention
2006	Male 60% Female 68%	Male 79% Female 84%	Male 67% Female 69%	Male 83% Female 83%
2007	Male 62% Female 72%	Male 83% Female 83%	Male 67% Female 69%	Male 82% Female 83%
2008	Male 63% Female 71%	Male 81% Female 80%	Male 68% Female 69%	Male 84% Female 84%

Analysis: The male students fall below the College averages for both success and retention rates consistently for the fall 2006 through 2008 semesters. In contrast our female students are consistent with the success and retention rates of the College. Discussions about how to strengthen the success and retention rates for our male students need to be addressed.

District Speech Communication Department Comparisons 2008-2009			
	Skyline College	College of San Mateo	Canada College
Headcount (08-09)	1,475	1,605	500
Success and Retention Rate (5-year average 2004-2009)	Success 69% Retention 84%	Success 71% Retention 84%	Success 67 % Retention 80%
FTEF (08-09)	3.8	13.4	3.2
WSCH (08-09)	5,054	6,670	1,538
Load (WSCH/FTE) (08-09)	574	499	481
FTES (08-09)	168.5	222.3	51.3

Analysis: On a five-year average in comparison to the College of San Mateo's Speech Department, Skyline falls 2% short of CSM's success rate, but is even with an 84% retention rate. However, in terms of productivity Skyline has a stronger load of 574 versus the 499 by CSM, and the 481 during that same five-year average at Cañada. Another number that was prominent in the comparisons of the Speech Departments was the FTEF between the three colleges. Skyline had a 3.8 FTEF, CSM with a 13.4, and Cañada with a 3.2 FTEF over a five-year average.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
			Transfer								
Prefix & Number	Title	Review Date	CSU	UC & CSU	G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implemen-tation	Reviewed
100	Public Speaking	10/08	X	X	X	Eligibility for ENGL 836 or ESOL 400, or equivalent	X	X	X	X	6/09
120	Interpersonal Communication	10/08	X	X	X	Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400 or equivalent.	X	X			
127	Argumentation and Debate	10/08	X	X	X	Recommended: Eligibility for ENGL836 or ENGL 846, or equivalent.	X	X			
130	Voice and Articulation	4/05		X	X	Recommended: Eligibility for ENGL836 or ESOL 400, or equivalent	X				
140	Small Group Communication	10/08	X	X	X	Recommended: Eligibility for ENGL 100 or 105, or equivalent.	X	X			
150	Intercultural Communication	10/08	X	X	X	Recommended: Completion of or concurrent enrollment in ENGL 836 or ESOL 400	X	X			
813	Speech for Non-Native Speakers III	10/08				Recommended for ESOL 830 or ESOL 831/832 level students.	X	X			
140	Small Group Communication	10/08	X	X	X	Recommended: Eligibility for ENGL 100 or 105, or equivalent.	X	X			

Skyline College Program Review
Certification of Course Outline & Prerequisite Review

Faculty Signatures
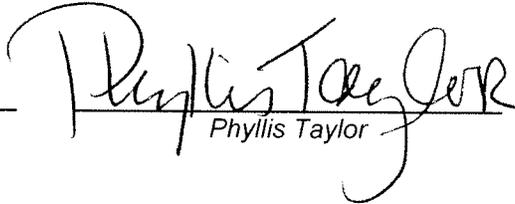
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Fermin Irigoyen

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Phyllis Taylor

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Date Submitted: March 31, 2010   **Division Dean:** _____

(Additional faculty signature lines may be added to this form as needed.)

Skyline
COLLEGE

Skyline College
Official Course Outline

1. TITLE
Speech 130: Voice and Articulation
3 units – 3 lecture hours per week
Recommended: Eligibility for ENGL 836 or ESOL 400, or equivalent

2. COURSE CLASSIFICATION
Credit course applicable to the Associate Degree

3. CATALOG DESCRIPTION
Exploration of various modes of communicating ideas, emotions and values through lessons in projection, resonance, articulation and expressiveness. Recommended for majors in Speech Communication, TV/Radio, Broadcasting, Theater Performance, Business Management, and Law.

4. OVERALL AIMS
This course is transferable to the UC and CSU systems.
This course is applicable for the AA/AS Degree.
This course is also appropriate for students who wish to improve their vocal production for oral presentations/demonstrations at work, in other classes, and in other settings.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES
At the conclusion of the course students will be able to:
A. Employ proper breathing for good projection without straining the voice
    1) understand the difference between breathing for life and breathing for voice production and apply the correct breathing techniques for good projection
    2) project in varying volume levels using the diaphragmatic technique
B. Understand and use the tools needed for clear articulation
    1) identify the anatomical and physiological structure of the vocal mechanism in order to create a relaxed and pure vocal tone
    2) transcribe using the International Phonetic Alphabet (IPA) to capture and emulate precise but natural enunciation
C. Incorporate improved voice and articulation techniques to the speaking voice in a variety of settings and for a variety of purposes
    1) apply vocal variety (use of pitch, rate, inflection, etc.) in conversation and in oral presentations for more colorful and engaging delivery
    2) communicate ideas, emotions, and values through expressive articulation
    3) assess their vocal strengths and correct their vocal weaknesses with a goal of achieving a full, clear resonant voice
    4) incorporate voice exercises in their daily lives to achieve an optimum speaking voice

6. COURSE CONTENT
This class covers the general and specific areas of voice and articulation including
    A. Breathing as it relates to the speaking voice
        1) respiration for breathing and respiration for speaking
        2) diaphragmatic breathing
        3) controlled exhalation
    B. Volume/Projection as the result of correct breathing

      1) use of the diaphragm

      2) achieving varying projection levels

    C. Basic anatomy and physiology of the voice

      1) structure of larynx, trachea and lungs

      2) structure of rib cage and muscles for respiration

    D. Using the International Phonetic Alphabet to improve articulation

      1) knowledge of IPA symbols

      2) minimal transcription

    E. Vocal variety in speaking and reading aloud

      1) pitch, rate, rhythm, inflection

    F. Vowel and consonant production as the basis of good articulation

      1) vowel and consonant material for practice

    G. Techniques to critique one's own voice and the voices of others

      1) voice evaluation sheets having all areas of voice as a checklist

7. METHODS OF INSTRUCTION

A variety of methods are used such as:

A. lectures that accompany the textbook to further clarify the areas that are covered in voice and articulation

B. discussions to stimulate critical thinking and demonstrate understanding of voice and articulation concepts

C. in-class dictations and other writing exercises to demonstrate the use of the IPA

D. the use of audio aids so students can critically critique voice and apply methods of voice evaluation

E. listening to outside speakers so students can critically evaluate live voices

F. conferences with the instructor to engage in the learning noted above

G. critical evaluations of 250-500 words each on a voice analysis of a media personality

H. critical papers of 1000-1500 words on related subjects in voice and articulation such as

    1) voice development in infancy and early childhood

    2) voice requirements for announcer positions in the media

    3) stereotypes placed on particular voice types

    4) other related topics

I. student selection and sharing of audio tapes of voices they find to be excellent contrasted with poor or unusual to be shared with the class for critical evaluation using the methods acquired in class

J. student preparation of voice presentations of 5-10 minutes for class analysis using critical evaluation standards learned in class

8. ASSIGNMENTS:

Students will be given such assignments as:

A. Breathing: Control outgoing breath; exhale frugally; ration the breath. Don't allow air to escape before starting to vocalize, between words/phrases, or within a word itself. (Students may use practice paragraphs in the assigned text.) Perform assigned exercises to illustrate the foregoing.

B. Projection: Prepare energetic material (use text selections or write original material) that lends itself to forceful projection. Divide material into three sections and present it using three levels of loudness (medium loud, loud, very loud) or divide into four sections and present it using four levels (soft, medium loud, loud and very loud). Then, if possible, go to a large room/auditorium for the rest of the assignment which will consist of a vocal projection demonstration so that the student can

be heard from the front, center, and back of the room. Good vocal projection should be such that even a whisper can be made to carry over a considerable distance.

C. Anatomy and Physiology of the Voice: In order to improve vocal production, students will become familiar with the basic anatomy and physiology of vocal production through such assignments as:
    1) Being given drawings of the respiratory system in order to identify the different parts that are asked of them, describing the functions of the trachea, lungs, diaphragm, etc.
    2) Being given a picture of the face and mouth and being asked to identify the different areas of the palate, tongue and nasal passages, illustrating where vowel, consonant and diphthong placement is.
    3) Being given drawings of the vocal folds and being asked to identify the three actions of this organ and the effect on vocal production.
    4) Being shown the structure of the larynx and being asked to identify its sections.

D. Understanding the International Phonetic Alphabet and its Connection to the Subject of Articulation: Students will learn the IPA and its usefulness in transcribing oral passages prior to making an oral presentation through such exercises as transcribing, analyzing, and then reciting a Shakespearean verse or other similar work.

E. Vocal Variety: Each student will be asked to describe and critically analyze his/her own voice in each of the following categories:
    1) Tempo: analyzing the basic rate and where there are shifts in tempo; preparing an oral demonstration and/or written analysis of the foregoing.
    2) Rhythm: analyzing a new sentence or passage to identify the stress/unstressed patterns; determining where particular weight (stress) is placed and the effect on meaning; discerning any patterns of pausing and demonstrating the effect caused by the placement of pauses.
    3) Articulation: analyzing the student's own articulation to determine on a scale where that articulation falls between slurred and crisp; identifying which sounds are difficult to articulate; responding accurately to instructor-provided advice on adjusting sounds
    4) Pronunciation: Determining what has influenced a particular pronunciation pattern; identifying substitution of sounds and idiosyncratic pronunciation; demonstrating individual styles of pronunciation (could use the IPA); applying and demonstrating what is learned.
    5) Pitch: Discerning basic pitch placement compared to other people and marking it; describing the speaking voice as if one were a singer; identifying which part of the vocal range that is not used

F. Vocal Strengths and Weaknesses: Students will be asked to record their own voices. If time permits, three recordings should be made: one at the beginning of the course, the second one at mid-term, and the third at the end of the course. Students will use the recordings to help them monitor their progress. They will use evaluation sheets provided by the instructor or from the class text. Each recording should be informal, conversational, and unrehearsed. An interview with a classmate or a brief impromptu conversation is good. An unrehearsed reading should be also be included. (The assigned text may have samples to use.) Then, a progress sheet will be used to evaluate the student's voice.

G. Incorporation: The final "incorporation" assignment is to prepare a minimum of three to four minutes of interesting and varied material where the student is relating an anecdote or short story of a personal experience. Conversational spontaneity is key here because of the need to hear the

student in as close to conversational style as possible. Students should not memorize the material. As they prepare for this, they should not concentrate on a certain aspect, fault, or problem of voice, but should instead think of the many phases of voice they have learned about as being blended together. Students will be asked to demonstrate to everyone their best voice and the general improvements made.

9. **REQUIRED TEXT(S)** Assigned texts may be selected from among the following:

Wells, *The Articulate Voice: An Introduction to Voice and Diction,*. Allyn&Bacon 2003
Mayer, L. *Fundamentals of Voice and Articulation,* 13th ed. McGraw-Hill 2204
Glenn and Forman, *Your Voice and Articulation,* Prentice-Hall 1998
Crannell, *Voice and Articulation,* Wadsworth 1999
Hahner, J., *Speaking Clearly,* McGraw-Hill 2001
Payne, *Voice and Diction,* McGraw-Hill 1998
Akin, J., *And So We Speak: Voice and Articulation,* Textbook Publishers 2003
Ecroyd, D., *Voice and Articulation: A Handbook,* Books on Demand 2003
Berkley, S., *Speaking to Influence: How to Unlock the Hidden Power of Your Voice,*
    Campbell Hall Press 2004

10. **EVALUATION OF STUDENT PERFORMANCE**

Exams are short answer, essay, true/false, multiple choice, take home and in class as well as oral presentations/demonstrations.
Credit/No credit or Letter Grade.

Instructional Objective	Evaluation of Student Performance
	Upon completion of Speech 130, students will be able to:

1. Employ proper breathing for good projection without straining the voice	1. Present in an oral demonstration, a variety of projection levels
	    Demonstrate controlled exhalation
	    Demonstrate use of the diaphragmatic technique

2. Understand and use the tools for clear articulation	2. Identify and explain through discussion, quizzes, tests or written assignments, the physical structure responsible for voice production Transcribe in quizzes, tests or written assignments using the International Phonetic Alphabet

3. Incorporate improved voice and articulation techniques to the speaking voice in a variety of settings and for a variety of purposes	3. Present in an oral demonstration, the principles of vocal variety
	    Orally demonstrate expressive articulation
	    Assess vocal strengths and weaknesses through discussion, quizzes, tests and written assignments
	    Orally demonstrate the use of voice exercises

Skyline College Institutional Outcomes

Key: (C) central to a course, (S) supported by a course, (blank) does not apply

Critical Thinking:	Speech 100 Public Speaking	Speech 120 Interpersonal Communication	Speech 127 Argumentation & Debate	Speech 140 Small Group Communication	Speech 150 Intercultural Communication	Speech 813 Speech for Non-Native Speakers III
Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	C	S	C	C	C	
Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	C		C	C	C	
Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	C	C	C	C	C	
Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	C	S	C	C	S	
Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	C		C	S	C	
Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.	C		C			

Effective Communication:	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C	S	C	C	C	C
	Effectively express ideas through speaking and writing.	C	C	C	C	C	C
Citizenship:	Demonstrate scientific literacy concerning a range of global issues;	S		S	S	S	
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	S	S	S	S	C	S
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	S	S	S	S	C	
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	S	C	C	C	C	S
	Demonstrate commitment to active citizenship.						
Information and Computer Technology Literacy:	Effectively locate and access information in numerous formats using a variety of appropriate search tools.	C	S	C	S	S	
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	C		C	C	S	
Information and Computer Technology Literacy:	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	C		C	C	S	
Lifelong Wellness:	Demonstrate an understanding of physical fitness and its role in lifelong wellness.						
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and						

accessing appropriate services.

Program Review - Resource Needs Summary Table

Program: Speech Communication Department

	Needs	Notes
Personnel	1. Full-Time Speech Communication Instructor 2. Instructional Aide for Speech Communication Lab	Realizing that there is currently a hiring freeze District-wide, we cannot stress enough the need for an additional full time Speech Faculty. We are down one full position because of a retirement in 2005. As you can see from our summary, our current Faculty are "stretched" through-out the entire campus fabric. The Speech Communication is built, equipped and ready for action. We currently have an Instructional Aide from the Learning Center who is partially dedicated to staffing this when it is fully operational. A consistently funded position would insure the continuity necessary for us to rely on the facility.
Equipment	1. Computer & technology updates for Speech Communication Lab 2. Updated desktop/laptop computers and printers for Speech Communication Faculty	Technology rapidly changes and often time requires computers with more memory, speed, and other features to run video and audio. Our hardware needs to keep up with the demands of keeping our Speech Lab state of the art.

Program Review - Resource Needs Summary Table

Program: Speech Communication Department

	Needs	Notes
Facilities	1. 2. 3. 4.	

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Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: **75 Hours (We lost track and did not count the hours for the completion of the Program Review)**

1. Was the time frame for completion of Program Review adequate? If not, explain.

Yes. The Speech Communication Department officially launched our Program Review activities in May of 2009. Regular communication from the Curriculum Committee and our Dean made it clear that it was our turn in the program review process so it was not a surprise that the Program Review was coming due, therefore the Speech Communication Department incorporated this project into our planning process.
We started early because of the active involvement of our full-time faculty members in college-wide committees and other college-wide initiatives. We decided we needed a head start so that we could continue to be prominent contributors to our college wide community at the start of the new school year. With that said, we received outstanding support from the Office of Institutional Planning and Research, our Dean, and the Chair of the Curriculum Committee which made the process manageable and beneficial.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes the directions and the expected outcomes for the program review were clear and easy to use. The forms were useful in guiding the analysis. In addition, the workshop was helpful in how this whole project fits in with funding and our college goals. In addition the data gathering component of the workshop was the strongest part of the workshop.

3. Were the questions relevant? If not, please explain and offer suggestions.

Yes the questions were relevant and nudged our department to think about our program in many different perspectives. However, at times questions and prompts in the Leadership section seemed redundant; however, it forced the department to think about our roles at the college and its impact on the Speech Communication department on a deeper level.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes. The program review process required our department to reevaluate how we conduct business and how we impact our students. Furthermore, we learned about the students who come and go in our classes, which provides insights to better our approaches in how we do our daily work activities. For example, we learned that our success and retention rates were lower than our college-wide numbers. If it were not for the program review we would not have stopped to think how we are doing and what is contributing to that particular area of weakness in our Departments performance. The program review forces faculty members to stop, and take time to *think* about our programs which is beneficial for the College as a whole. Many of us are hurrying from here to there and many things slip through the cracks, but by stopping and *thinking* we become more mindful of what we do and how we do it in contributing to our student's success.

In addition, through our Program Review activities our Department became even more solidified and grew in our collegiality. All in all it was good for faculty bonding and offered a vehicle to work with other valuable members of our college community.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Absolutely. Rob Johnstone went above and beyond the call of duty in preparing charts in an easy to read format in presenting key findings in our Department's research. In addition, with the assistance of Rob the statistical data was not scary and we became good friends with the statistical data in analyzing how and what makes our department tick. Moreover, anytime we had a question or needed to set up a meeting, Rob was timely, and patient in explaining the material in an easy to understand manner. Because of this approach, our department will make better decisions based on quantitative data in addition to making decisions based on an anecdotal level. The Office of Institutional Research and Planning has made our Department more effective.

In addition, we would like to also credit the sound guidance of Cathy Hasson who helped our department in the early stages of our SLO assessment development. With Cathy's assistance, our department turned the corner in using statistical data in learning about our program and our students. The combination of these two outstanding individuals has made the Program Review process manageable, doable, and worthwhile.

6. Please offer any comments that could improve and/or streamline Program Review.

None. In short the Program Review process is a good process for our Department to conduct every six years.

SKYLINE COLLEGE

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Discipline: <u>Speech Communication</u>

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

College President

Comments:

<div style="text-align:right">_____
Signature</div>

Separate boxes for each

College Vice Presidents

Comments:

<div style="text-align:right">_____
Signature</div>

Curriculum Committee

Comments:

<div style="text-align:right">_____
Signature</div>

Original to remain with self-study
Copies to Planning/Budget Committee & Program Review preparer