

Program Review/Follow-up Transmittal

General Information

The attached report is (check one): Program Review (published every 4th year)
 Program Review Follow-up (submitted annually)

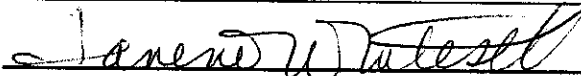
The report is submitted for the Academic Year (select one): 2009-10

The report contains information on the follow unit(s) (enter names of all units/programs):

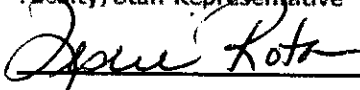
Speech

Report Abstract:

The speech department has four full-time faculty and four adjunct faculty. The schedule includes full term and short term courses which are offered during the day, evening and weekend. A variety of classes that fulfill GE requirements are offered not only at the main campus, but also both centers and TAFB. Indicators for the stability of the program are enrollment, retention, and fill rate. The analysis provided in this report shows that the speech department has seen a 7% increase in enrollment, an 84% retention rate, and a 90% fill rate over the past four years. Strategic course scheduling has contributed to the stability of the program. The program exhibits slow but deliberate expansion; choosing to carefully consider the impact of new courses on fill rate and retention. New courses in Group Communication and Intercultural Communication have been added to the curriculum, but are currently being revised to meet IGETC standards. A new course in Sports Broadcasting and more frequent scheduling of Interpersonal Communication offer students practical experience in enhancing communication skills. Specialized training through participation in the speech and debate team provide indepth speaking experiences and, consequently, transfer opportunities to four-year institutions. As communication trends are continually changing by the advancement of electronic communication, further considerations for the program include an updating of new technologies for the classroom.

Signature:  Date: 051810

Faculty/Staff Representative

Signature:  Date: 6/14/10

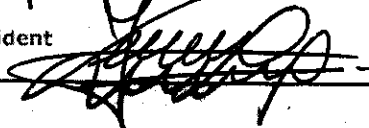
Dean/Director

Signature:  Date: 17 June 2010

President, Academic Senate

Signature:  Date: 7/9/10

Vice President

Signature:  Date: 07-13-10

Superintendent/President

Program Review and Analysis

Part I Outcomes

1. **What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes (“Core Four”) of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.**

| Outcome(s) | Qualitative Measure(s) | Quantitative Measure(s) |
|--|--|--|
| Students can research, structure and organize a speech utilizing various structural paradigms. | | Written exams, quizzes, graded outlines to measure understanding of research strategies and structural paradigms. Performance rubric to measure performance competence of research strategies and structural paradigms. |
| Students can present a speech utilizing a variety of delivery methods. | | Performance rubric to measure understanding and competence of delivery methods. |
| Students can critically evaluate speeches, debates, and oral interpretation performances. | Oral and/or written critiques of peer presentations including both positive and constructive comments. | |

2. **The specific SCC Strategic Direction and Goal(s) supported by this program:**

- Goal 1:** Obj. 1.1, 1.2, 1.3, 1.4
- Goal 2:** Obj. 2.1, Ob 2.4
- Goal 3:** Obj. 3.2
- Goal 4:** Obj. 4.3
- Goal 5:** Obj. 5.4, 5.5
- Goal 6:** Obj. 6.4
- Goal 7:** Obj. 7.1, 7.2.

Part II Analysis

1. **Identify and explain the trends in:**

Enrollment— Data: There has been an increase @7% since 2006. Fall semester traditionally has higher enrollment than spring semester. Summer enrollment increased 50%+ since 2005. **Explanation:** More sections of speech offered and a wider variety of course offerings to meet the needs of students.

Retention— Data: Average retention rate is 84%. Retention rate continues to increase. **Explanation:** Students recognize the practical benefits of learning in class. Technology in

the classroom has enhanced teaching effectiveness and increased retention. Even more increased technology in the classroom can only increase this retention. Classes meet general education requirements and are transferable.

Fill rate— Data: Fill has been over 90% since Fall 2007. **Explanation:** Economic climate has encouraged fill rate. Most classes are also general education classes, which boosts enrollment and retention.

Other Factors— Technology (Solano website and online list of classes/catalogue) has helped to promote courses more effectively, and more widely. Success of speech programs (award winning speech and debate team, sports broadcasting) and the resulting media attention and word-of-mouth among the student community have also helped increase the program's fill rate.

Life long learning and personal enrichment also positively impact courses. Speech courses that are 1) offered at all campus locations; 2) offered at various times of day and night; and 3) can be taken full semester and short term courses also positively impact enrollment. The Department's contributions to the campus community also enhance the success of the program.

Outcomes— Speech students are able to transfer fulfilling general education requirements. Students taking introductory speech courses continue to take other courses in the discipline. Student success has translated into scholarships to four year universities. Speech students graduating from the program have gone on to be successful speech teachers and coaches in their own right. Many students go on to graduate with an Associates Degree or a Community College Air Force Degree.

2. How do the above trends relate to the factors and outcomes identified during the last review?

- a. Comparative numbers from 06-07 show an increase in enrollment, number of section, retention and fill rates.
- b. The department has continued the success of programs through award winning speech and debate teams and courses offered even through dire economic straits.
- c. Strategic course scheduling to meet the needs of students continues to positively influence fill and retention rates since the last review.

Part III Conclusions and Recommendations

1. What are the major accomplishments of the program during the past four years?

- Continued State and National Champions in forensic competitions.
- Sports Broadcasting course debut in 2008. Web casts for over 100 Solano College and local high school athletic contests.
- Two new courses (Intercultural Communication and Group Communication) passed through curriculum review.
- Speech faculty have received state and national recognition for excellence in education.
- Speech department has hosted two State Championship Forensic Tournaments.
- Speech faculty have served at the Vice Presidential and Presidential levels of State and National Forensic organizations.

2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.

- Need to keep up with current pace of technology in the field of communication. This includes purchase of and updating of cameras, laptops, headsets, editing software, microphones, speech lab, TV/radio station.
- More efficient tracking of current speech majors and graduating speech majors.
- Modification of speech major to reflect newly added speech courses.