

CAÑADA COLLEGE
BI-ANNUAL STATE OF THE DEPARTMENT
DATA COLLECTION DOCUMENT

Program Name: Speech Communication

The purpose of the Speech Department is to assist & facilitate learning among our student body to insure that they increase their communication competence in a variety of contexts. Communication-Competence can be defined as “the ability to successfully send & receive messages of intended meanings (understanding) while maintaining &/or enhancing the quality of the relationships between the communicators.”

I. Program goals and objectives:

- a. Update course criteria for A.A. Certificate
- b. Develop Speech Lab in Learning Center
- c. Develop following courses: See III. C.
- d. Develop website for speech department
- e. Initiate dept. name change within district.
 - i. Change name to Dept. of Communication Studies.
- f. Develop Speech Forum where students showcase their Public Speaking skills.
- g. Establish & Maintain relationships with sister campuses.
- h. Develop relationships with other campus disciplines in order to better serve our student body.
- i. Develop Instructional Video(s) (DVD) that focuses on Public Speaking to be used by students, colleagues & learning center. (*Projected Release Date: December, 2007*).

II. Student Learning Outcomes:

- A. **List all identified program student learning outcomes:**
 - a. Use verbal & nonverbal communication skills to effectively interact with others & express intended ideas clearly in a variety of contexts & settings.
- B. **Attach correlated assessment tools and relevant data:**
 - a. Attached: Sample Tests & Criteria for speeches & papers.
- C. **List a sample of course level student learning outcomes:**
 - a. Same as above.
- D. **Attach correlated assessment documents and relevant data:**
 - a. Same as above.

III. Curricular offerings:

A. New, deleted, “banked” and “unbanked” in the past two years (check all that apply)

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank	General Education	IGETC	AA/AS	Basic Skills	Workforce
Spch.	105	Survey of Speech Communication			X						
Spch.	112	Oral Interpretation II			X						
Spch.	130	Voice & Articulation			X						

B. All current offerings except those previously identified in section A (check all that apply; attach a separate table as necessary)

Course Prefix	Course Number	Course Title	General Education	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
Spch.	100	Public Speaking	X	X	X			1/30/7
Spch.	111	Oral Interpretation I (Begins Spring 2008)	X	X	X			
Spch.	120	Interpersonal Communication	X	X	X			1/30/7
Spch.	140	Small Group Communication	X	X	X			

C. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
Speech 150 Intercultural Communication					

IV. Enrollment data:

A. Weekly Student Contact Hours – WSCH /FTES

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
WSCH	479	518
FTES	15.97	17.27

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
FTE	1.00	1.20
LOAD	479	432

C. Retention and Success (If applicable) Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	2005	2006
Retention	75.20%	88.80%
Success	63.40%	73.30%

D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2005	2006
Certificates	N/A	N/A
Degrees	N/A	N/A
Transfer	N/A	N/A

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

In Fall, 2006, the Speech Department experienced:

- A significant increase in students from Fall 2005 (8.1%) An increase in FTE due to the hiring of a new adjunct faculty member.
- A decrease in Load by 47 students due to students being spread out over more classes.
 - However, Spring 2007 Load is UP to 493; our highest load since Fall 2004. This may be due to students knowing & taking advantage of the school now offering TWO evening speech courses instead of one.
- Retention increased by 18.1% (Fall 2005-Fall 2006)
- Success increased by 15.6% (Fall 2005-Fall 2006)
 - Increases may be due to the following:
 - A second evening course allowed more students to be in program & evening students often have higher Retention & Success rates.
 - Material is more accessible due to technology that is used in the classroom & therefore, students can do work, take exams & download lecture notes allowing them to not fall behind & drop, but rather, succeed!
 - Increased use of scaffolding work in the classroom.
 - Speech Lab predicted to assist in scaffolding which may also affect Retention & Success.
- The Speech Dept. is using more technology inside of the class as both a teaching tool as well as content subject matter. These tools allow student to become more competent in their Face to Face, Public and Computer Mediated Communication skills as well as general computer skills. Technology also promotes more learning in less time. Finally, all students are required to create & use PowerPoint Slides which increases their Public Communication Competence. Skills learned in program can promote higher rates of success in program courses, other courses, and job market. Specific tools & content that is made available via technology through the program can be seen in the Program Review Document &/or the presentation of said Document on March 27, 2007.
- During the Spring & Fall 2006 semesters, Hispanic Students became the largest single ethnic group enrolled in Speech Courses. In order to better serve our diverse student body, the Speech Department has:
 - Incorporated more Intercultural Communication concepts into its curriculum.
 - Incorporated more content on Culture-Bound Speaker Apprehension into its curriculum.
 - Incorporated information on Biculturalism into its curriculum.
 - Plan to teach Intercultural Communication (Speech 150)

V. Faculty and staff hiring recommendations:

A. List full-time faculty requests and attach formal justification

Position	Areas of expertise needed
N/A	N/A
N/A	N/A

B. List adjunct faculty requests and attach formal justification

Position	Areas of expertise needed
N/A	N/A
N/A	N/A

C. List staff requests and attach formal justification

Position	Areas of expertise needed
N/A	N/A
N/A	N/A

D. List professional development needs:

- Make funds available for attendance at Speech Communication Association Conferences.
- Make funds available for attendance at IPC related conferences.

VI. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

- Make funds available for needs that are associated with the Speech Lab.

Item	Cost per unit

B. List facilities needs:

New	Maintenance