Assessment Report

Yuba Community College District

YC - Communication Studies & Speech Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): Recent updates to the program include the addition of a fund-raising event (Speech Night) to Speech 4R to allow students to practice their public speaking skills in preparation for participation in local, state, and national speech championships. Speech Night has successfully raised funds to send a few of the most promising students to speech tournaments, but even these funds require budget augmentation from the Vice President's office and from private donations to the College Foundation in order to sponsor the students' participation. This spring, our Speech students brought home top awards despite competing against teams from larger, more prominent schools with much bigger budgets for coaching and travel. Reinstatement of funds for travel and competition would provide valuable learning experiences for more Speech students and give them a sense of pride in their education and in their school. In an effort to raise more donor funds for the Speech Team, the one full-time faculty member of the department has sent mass mailings to community organizations and businesses known to be sympathetic to education. The department is hoping to forge productive relationships with these orgnizations to secure ongoing financial support for the Speech Program.

SLOs and assessment methods have been developed for all active courses taught in the Speech Department, but assessment data need to be collected and reported beginning in spring 2012. Recommendations for modifications to the Speech curriculum also need to be made, based on assessment results.

Major program recommendations include hiring a full-time replacement Speech instructor for the Marysville campus, restoring the number of sections previously taught to meet the students' educationa needs, beginning to assess SLOs and making appropriate program recommendations based on assessment results, reinstating the Speech Team budget to allow students to compete in more regional and national chanpionships, and continuing to expand fundraising efforts for the Speech Team.

Program Description : The speech department district-wide offers nine courses, all of which are transfer-level courses and fulfill various CSU/UC general education requirements. Nearly all of the courses offered in the speech department are also required either for graduation purposes at Yuba College or to satisfy the general education requirements of a particular major, certificate, or vocational program.

Speech 1, 3, 6, or 7 is required for all students to satisfy the Oral Communication General Education requirement for transfer or graduation purposes from Yuba College. These classes are also required of particular majors and programs such as nursing, social services, and liberal studies. Speech 3 and 8 satisfy other requirements such as critical thinking and multicultural requirement needed for transfer. Speech 2 is a required course for all liberal studies majors.

Speech 4R,or the Speech Arts Workshop, has offered an extensive inter-collegiate forensics program which has gained Yuba College notoriety over the years through regional, state, and national award-winning programs. The team has been without a budget since 09, and has relied on fundraising to compete on a limited basis. Despite this, the team has managed to earn the distinction of having the best overall speaker at a tournament three times since the last review and has qualified for state and nationals nearly every year.

Speech 4R has also added a fund-raising event called "Speech Night" to its program and showcases the team's novice through advanced students performing Oral Interpretations of Literature each semester. This has helped with fund-raising and has entertained the community since its inception two years ago. It has also provided exposure to the Speech Program and has attracted new students to the program each semester.

The Speech Team Program continues to look forward to having its budget reinstated as soon as possible in the future.

Speech 12, Mulitcultural Communication, offers up to 1 unit for attending guest lectures related to diversity issues sponsored by the Crossing Borders and Building Bridges program. This program continues to expose our students and community to social issues and brings prestige and notariety to our program, college, and community.

The Marysville campus offers an Associate of Arts in Communication studies. 21 units are required for this major (degree). All courses offered support the Associate of Science degree, including Speech 4R, Speech Arts Workshop (Speech Team).

The Lake campus and the Beale site offer courses in speech 1, 3, 7, and 6. These courses meet the requirements for the above programs.

Program Description (please paste questions A1-B-3 in this field)
A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

Speech students do have access to support services such as the Writing Center (WLDC) the tutoring center (CSC),EOP&S and DSPS.

A2. If services are available, how do they demonstrate an increase in student success?
My students have reported to me that the Writing Center and Tutoring Center in particular have been a great resource for helping with writing requirements of Speech courses such as speech outlines, source citations, and term papers.

B3. How is current and previous program review data used to refine and improve program or department practices?
The SLO's for Speech 1, 6, and 7 in particular have indicated that over 90 percent of students are performing at an adequate or effective level in all five areas of speech communication which includes delivery, organization, research, visual aids and adaptation to audience. All speech faculty who have reported their assessments in the speech department are pleased that our students are learning and performing at such an effective level. We are working on creating new SLO's to test whether other areas in the curriculum need improvement.

Future Goals and Program Direction: Future Goals and Program Direction
K27. Based on Program Review, what are your plans for future department/program improvements?

Program Improvements include:

1. Re-instating the Speech Team budget. This is a seriously high priority as a major part of our program is our award-winning Speech Team. Before 09, The Speech Team had a travel/instructional budget of $10,000.00 a year. This allowed the team to travel to at least 3 tournaments a semester. Each competition costs up to $2,000.00 for travel and tournament fees. The impact of this budget cut is

affecting the team and the speech program after nearly five years without a budget. We do have fund-raisers twice a semester in the form of literature performances to the college and community, however this is not enough money to support attending even one tournament each semester. Also, it is difficult to be competitive at the state and national level when we cannot attend more than one NCFA tournament a semester.

2. Hiring a replacement Full-Time Speech faculty professor.

3. Updating multi-media in the classroom.

Future goals for the Speech Program include:

1. Hiring a full-time replacement Speech Instructor for the Marysville Campus

2. Increase sections offered in Fall, Spring, and Summer to accomodate the growing student need for speech courses and to reinstate cut sections due to economic reasons.

3. Continue to assess and review SLO's for the entire speech curriculum.

4. Meet with part-time faculty to review curriculum needs and changes based on Student Learning Outcomes and needs.

5. Reinstate the speech team budget to allow students to compete at all regional tourmaments.

6. Continue to fund-raise for the forensics program .

Marysville, Lake and Beale campuses are all anticipating growth in the coming years as enrollment continues to rise at community colleges in general. The demand for courses has been increasing each year while state budget cuts have resulted in many sections being eliminated in the overall speech program. This has resulted in classes that are filled to capacity with long wait-lists for most courses. The speech program looks forward to re-instating cut sections, along with summer school offerings, when the budget allows.

Two of our full-time speech instructors at Yuba College have retired since our last review. Jim Prager retired in 09 and Neelam Canto-Lugo retired in '10. They taught a combined total of 8 sections each semester. The speech program initially struggled to staff speech sections, and has since hired three part-timers to cover courses at the Beale and Marysville campuses.

The speech department requested and the Board approved a full-time speech replacement position for the fall of '11. Due to the current economic crisis, the position was rescinded until a later date. This has left the department with one full-time professor, Suzanne Ruckle. In addition to teaching full-time, this has left only one full-time instructor to do the administrative duties for an entire program which include interviewing, hiring, evaluating, staffing and scheduling, and reviewing programs. We are in need of a full-time replacement to ensure we can cover staffing needs as well as add to the collegiality and creative teamwork which is essential in a program. The department did fill out paperwork in the fall of 11 for a new full-time replacement. Other full-time replacement positions ranked higher on the administration's list for next academic year. We hope to have the position approved in the near future.

Curriculum & SLO Assessment Summary : We have not made any major changes in curriculum. We continue to assess SLO's. This academic year, I will be working with Christopher Howerton at Woodland to evaluate and update all course outlines in curricunet.

Curriculum & SLO Assessment Summary

D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?

The forensics instructor and speech faculty actively recruits students from all speech classes to join the Yuba College Speech team which is a recruiting tool for students to get excited about a possible degree in Communication Studies. We also offer all courses needed to complete a degree in communication studies in a two-year time frame.

In Fall of 2013, The Speech Department at Yuba College completed the request for a Communication Studies AA-T degree. This degree will be separate from the existing Communication Studies Associate Degree. The AA-T degree was developed in response to SB 1440 and represents courses in Yuba College's speech curriculum which meets the courses listed in the Communication Studies Transfer Model Curriculum (TMC). We anticipate growth in our program and degree completion in the future with this added transfer degree.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.

None at this time.

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?

It is my understanding that all speech classes have current CORS

D9. If applicable, how are teaching methodologies in your program or department assessed?

All faculty in the Speech Department are evaluated regularly by faculty and students. Teaching methodologies are observed and discussed with each evaluation. Students also evaluate instructor's methodologies through student evaluation and these are discussed with faculty as well regarding their effectiveness. In addition, all speech faculty have SLO's that are assessed and this data helps the department evaluate teaching methodologies.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?

The results of our assessments are discussed among faculty to review the effectiveness of instruction. We share our results and often teach one another new ways of teaching a particular SLO.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?

Our Speech Program does not use DE modality.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?

N/A

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?
The Speech faculty include learning and teaching theory in our lectures regarding Informative public speaking. Teachers demonstrate, and students learn various styles of teaching theory and are asked to demonstrate these methods in their speeches. (For example using lecture, hands-on instruction, and visual aids in their presentations).

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
Speech 1,6 and 7 have been assessed within the past year by both full-time and adjunct faculty. Program learning outcomes have not yet been developed. This is on our list of objectives for 2013-2014.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?

From our assessment, it is clear that speech faculty and students are teaching and learning how to effectively construct a 6-8 minute speech using the five criteria developed to assess outcomes. The speech department is working on focusing on another area of our curriculum (such as assessing student understanding of communication theory rather than practice) to assess in the future.

Industry Trends and Program Data Analysis :

Industry Trends and Program Analysis
(For addition resources: http://yc.yccd.edu/about/research-planning-links.aspx)
C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities.
The Speech Program focuses on developing excellent oral and written communication in interpersonal, small group, and public speaking settings. According to the Job Outlook 2011 Survey released Dec 8 2010, communication skills are the top soft skill sought by employers when recruiting college graduates. The National Association of Colleges and Employers agreed that communication skills are the number one skill needed from college graduates, as “the ability to speak well and write well makes a student stand out” among other candidates applying for jobs.

C5. How is your program or department direction driven by empirical data?
We use empirical data from our SLO’s to assess and evaluate our speech classes. We also use written exams and oral performances to review communication skills that need work and then develop appropriate assignments and lesson plans that teach these skills. I also give a questionnaire to all my speech students on the first day of class which asks them to describe two communication skills that need the most work. I tally each classes answers and develop lesson plans to address the main communication skills needs of each class in particular.

Program data from the Speech Department regarding enrollment, sections offered, success rates and retention indicate our program has grown and increased effectiveness over the last five years. Our headcount has increased by 163 students annually and our percent of success rate has increaseds 10% (from 74.7 % in 08/09 to 84.7 % by /12/13. percent. The Speech department's success rate is 16.9 percent higher than the college's average success rate which is 67.8 percent. Our average number of students per sections has remained around 25 students which is the college average as well over the past five years.We have increased sectios of speech following completion of the Sutter Center which is included in Program Data.

Course Content and Statistical Analysis: xxxx

Are you ready to submit your final program review?: Yes

Feedback (Validation Team Use ONLY) : xx

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
To continue to assess and review Student Learning Objectives for the entire speech curriculum				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
To hire a full-time replacement faculty position in Speech at Marysville.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
To continue to meet with adjunct faculty to review SLO outcomes, including any future needs of students and possible changes in curriculum.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
To reinstate the speech team budget to provide a solid forensics program for the speech department and Yuba College.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
To work with the Yuba College Foundation to increase fund raising opportunities for the Yuba College Speech Team.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Goal Type Yuba College Goals E16. How do program or department goals align with stated Yuba College goals? Yuba College's list of goals are all focused on a student-centered approach to teaching and learning. The Speech Department is actively creating and assessing Student Learning Objectives to ensure that our teaching objectives are facilitating the learning outcomes we seek. The Speech program shares Yuba College's goal of improving the quality of the student experience through continued evaluation of our programs, teachers, resources, and community speech projects.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 9 - YCCD Board of Trustees Vision E17. How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities?				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
The Speech program actively involves both our student and community in multiple ways. The forensics (Speech) coach has developed Speech (Oral Interpretation) performances for our community and students both on campus in the theater, and downtown at the Marysville Arts Center. These performances are a way of not only fund-raising for the speech team, but also showcasing one part of our speech program to engage and recruit future students. The speech faculty and speech team students also volunteer to judge local Lyons club speech contests and well as tournaments throughout Northern California. Our retired professor, Mrs. Canto Lugo, continues to offer an innovative, world class learning environment through her Crossing Borders and Building Bridges public speaker program for our students and community.				