Assessment: Assessment Unit Planning

Program Review 2014-15

YC - Communication Studies & Speech Program Review

Year Under Review : 2014-15
Type of Review:
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 course recommended 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 over the past decade and has qualified for state and nationals nearly every year when we attend regional tournaments.

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. The team performs in our College Theater as well as the Yuba Sutter Arts council each semester. This has helped with fund-raising and has entertained the community since its inception five 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. This will allow students to once again compete in advanced competitions more than once a semester which is what is required of the course.

Speech 12, Multicultural 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 notoriety to our program, college, and community.

The Marysville campus offers an Associate of Science degree 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). We have recently added an Associate of Arts for Transfer degree (AA-T) in Communication Studies. This is an 18 unit program and all of our courses in our Speech program are either required or options for this degree. We also offer a General Education Degree with an emphasis in Communications.

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.

Supporting the Yuba College Mission/Vision:

A. Yuba College values a "student first" philosophy that emphasizes student learning and success for our diverse learning community. The Communication Studies program supports the vision of the college by providing classes that prepare students

for transfer to baccalaureate-granting institutions as well as offering three Communication Studies degrees: A general Education Degree with an emphasis in Communication, an Associate in Science degree in Communication Studies, and a newly approved AA-T degree in Communication Studies. The Speech program further supports the college's vision of being a steward to its community's educational and cultural well being by providing a forum of diverse speakers through its Speech 12 course: Crossing Borders and Building bridges. The Speech Team (Speech 4R) provides community entertainment and outreach by performing Oral Interpretations of Literature both on campus in our theater and at the Arts Council theater in downtown Marysville. The team performs literature that reflects significant cultural and social issues.

B. The Speech Department supports the college's short and long term goals by creating and mapping SLO's, PLO's and ISLO's for all of its courses and assessing them each semester. All courses, including Speech 1,2,3,4R,6,7,8,and 12 have been assessed. We are currently working with new adunct faculty regarding training related to inputting assessment data into tracdat each semester.

C: Vision:
The first vision statement listed in "Yuba College Mission and Vision Statements" indicates that "Yuba College is an institution of higher education that prepares its students to meet the intellectual, occupational, and technological challenges of a complex world." Our Program SLO's support this vision by having the goal of preparing students to "demonstrate the communication skills necessary to engage in personal, professional, civic and social relationships" in our communities. According to the National Association of Colleges and Employers, excellent communication skills are the number one "soft skill" employers seek in college graduates and communication skills are also of utmost importance in managing personal relationships with diverse people in our communities. Our program compliments any other advanced degree, and stands on its own to prepare students to excel in any job where written or oral communication skills are vital for the job description.

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. We have added a Speech tutor this semester to help students with writing and editing outlines, rehearsals, and feedback for all speech courses. The student is part of the Writing Center program and has been a big success so far. EOPS and DSPS students are also taking advantage of our tutoring program and feedback has been excellent. I also have Veterans who report to me that our Veteran Services program at Yuba College is a great source of support as well.

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. In addition, students have reported that the speech tutoring program has helped them rehearse their speeches and has given them more confidence and less speech anxiety while performing in class. DSPS also assists with students with learning disabilities and currently I have a student with a brain injury who is excelling in my Speech 1 (Public Speaking) course due to added help in class with a DSPS note taker, practice during my office hours, and practice in the Writing Center with our speech tutor.

B3. How is current and previous program review data used to refine and improve program or department practices?
Suzanne Ruckle, our only full-time faculty member in Communication studies, shares all data from program reviews with our five adjuncts each semester to assess strengths and weaknesses in our department. I share data from program review, including assessments of SLO's, enrollment trends, success rates, growth rates, etc. with our team so we can all review what we are doing well, and brainstorm any changes in curriculum, teaching methods, or course offerings to strengthen our program. I require all adjuncts to assess each course and enter it into tracdat.

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.

Executive Summary (Include a list of team members): Our Speech Department team members include Suzanne Ruckle (our one Full-time lead faculty member) and five adjunct faculty members. Our adjuncts include retired professor Jim Prager and retired professor Neelam Canto-Lugo, as well as Daniel Devere, Latoya Jackson, and Jodi Rives. Our goals in completing program review are to thoroughly understand the strength and weaknesses of our program to continually improve curriculum, teaching, learning, and growing the Speech Department at Yuba College. Suzanne Ruckle and our five adjunct faculty together teach all the courses in our speech curriculum which include Speech 1, 2, 3, 4R, 6,7, 8 and 12. All faculty are required to assess their course SLO's as part of the Program Review process, and each semester we share results from all of our courses with one another. Every semester Suzanne Ruckle, Jim Prager and Neelam Canto-Lugo review enrollment trends, course offerings, success rates and SLO's and past schedules to help us suggest curriculum and scheduling proposals for the Speech Department for our campus Scheduling Committee. Suzanne Ruckle is responsible for writing program review and shares and discusses results of program data with Dean Masuda before reporting and interpreting the information for our program review.

01IP. Department Goals (Click '?' for Prompt): The Speech Department supports the college's short and long term student success goals by creating SLO's, PLO's and ISLO's for all of its courses and assessing them each semester. All courses, including Speech 1,2,3,4R,6,7,8,and 12 have been assessed. Results have been reviewed with adjunct faculty, and the Communication Studies department has exceeded expectations in all CSLO's related to communicating in small group, interpersonal, intercultural and public speaking contexts. The program will be developing new CSLO's to measure other areas of competency (or learning outcomes) such as critical thinking and understanding communication theory. The Speech department has also developed two Program Learning Outcomes related to Communication and Critical Thinking in a variety of communication contexts. The speech program has excellent student success and completion rates which is also an important goal of the district. (See data below).

02IP. Access to Support Services (Click '?' for Prompt): -Office Hours, -Supplemental Instruction (In-class peer tutor), -DSPS, -EOPS, -Library Services, -Counseling Services, -Learning Communities

03IP. Follow up to question 02IP (Click '?' for Prompt): Please note that students in our Communication Studies program use all the services listed above. (I clicked all of the services but some are not being saved for some reason). Judging from reports from students and faculty in our program, all students have equal opportunity in accessing these programs and are also advised to take advantage of every possible student service offered at Yuba College. I have heard positive feedback about many of these services, especially the Library, Writing Center,and peer tutoring. I know student evaluations of speech faculty also indicate all professors offer extra help as well to students and that students find they are able to get any extra assistance necessary when needed.

04IP. Degrees/Certificates (Click '?' for Prompt): According to the data provided in Part C: Degrees and certificates offered, there have been only 3 Associate of Science degrees completed in the past four years in Communication Studies, and three General Ed degrees with a Communication emphasis. We have added a new AA-T degree in Communication Studies and we are hoping this will increase overall degrees in Communication Studies in the future. This data has been shared with our faculty in Communication Studies and I have been pushing all faculty to promote our three degrees to all of our students each semester as an option for study at Yuba College. I can tell you anecdotally that I have at least five students this semester taking classes towards a degree in Communication Studies. Added recruitment to our Speech Team has increased interest in majoring in Communication Studies as well. I might also add that all of our courses in the Speech program support dozens of other degrees and programs.

05IP. Improve Completion (Click '?' for Prompt): As mentioned above, we have developed a new AA-T degree in Communication Studies which is an 18 unit program. This gives us three types of Communication Degrees (AS degree, AA-T and General Ed-Communications) that students can pursue at Yuba College. I have been encouraging all faculty to review our degrees with students the first week of school and to encourage students to seek more information about choosing a Communication Degree at Yuba College. I have shared with faculty (and I tell all my students) that The Job Outlook Survey and the Association of Colleges and Employers consistently rate "Communication Skills" as the number one skill needed of college graduates and that "the ability to speak well and write well makes a student stand out" among candidates applying for jobs. This past year I have recruited at least five students to pursue a degree in Communication Studies and many others are choosing Communication as their emphasis for their General Education degree. I am certain we will see our degrees increase in the future and I plan to continue to ask faculty to promote this to students as well. (Jim Prager has also taken the lead on developing fliers and posters for display at the Marysville and Sutter campus promoting our program as well). I hope to meet with the counseling department as well to discuss how our program could meet many student's career needs when choosing a major.

06IP. Course Outlines (Click '?' for Prompt): Yes, All courses have current Course Outlines of Records. We have been updating all courses and will continue to keep current on CORS when they are due for an update.

07IP. Collaboration (Click '?' for Prompt): The Communication Studies program coordinates with student services continually as faculty and student service employees discuss specific needs of students in our classes. We fill out reports for DSPS and EOPS, refer students to the counseling center, tutoring center, writing center and library center. Our students fill out applications to have help in the writing center and we review library services in class with students to encourage them to use our online data bases and also to visit with librarians when they are seeking out specific research. We also communicate through email to representatives of all these services when we need specific help or advice for a student. Our department lets students know all

the available services offered to them and encourage them to use as many as necessary to help them in their learning process.
08IP. Catalog Currency (Click '?' for Prompt): In the Spring of 2015 (last semester) I reviewed all of our degrees offered in Communication Studies and attended multiple workshops for curricUNET to update and revise our degrees. They are current and accurate in our college catalog and in curriUNET.
09IP. For CTE Programs Only (Click '?' for Prompt): N/A (Not a CTE program).
10IP. DE Students (Click '?' for Prompt): N/A (Not a DE program).
11IP.Disproportionate Impact(Click '?' for Prompt): According to the data from Part A-Demographics, there does not seem to be any significant disproportionate impact on students in our Communication Studies program. Students who take speech courses at Yuba College represent the demographic profile of students at the college as a whole. For example, Male, Female,White, Hispanic, Asian, and all other demographic categories of students were within 5 percentage points (up and down) from the average at Yuba College.
12IP. Mapping (Click '?' for Prompt): Yes
13IP. Course SLOs (Click '?' for Prompt): All classes in our curriculum have been assessed, including Speech 1,2,3,4R, 6,7,8 and 12. All faculty have reported that our current Course SLO's have exceeded expectations. Our current course SLO's are all measuring student's abilties to write, organize and deliver speeches, group presentations, and debates. The data shows that the majority of students in our speech courses are meeting this learning objective. Because we have been successful in this learning outcome, we are preparing added SLO's which will measure student's understanding of Communication theory.
14IP. Program SLOs (Click '?' for Prompt): Our program SLO's are focused on excellent critical thinking and communication skills. Upon completion of our Communication Studies program, students should demonstrate and apply excellent critical thinking skills in a variety of contexts. They should also have above average skills in interpersonal, small group, and public communication . Following completion of our program, students should demonstrate the communication skills necessary to engage in personal, professional, civic and social relationships. The aggregate data from all speech course SLO's indicates that students are exceeding expectations related to communication skills. Anecdotally, I can report that students who have competed on the speech team and who have completed degrees in Communication have gone on to become lawyers, professors, politicians, business professionals, and students of higher education. The Speech department will continue to research more empirical methods for assessing Program SLO's.
15IP. Professional Development (Click '?' for Prompt): All of our faculty are required to engage in professional development activities at Yuba College as part of their Flex commitment for instruction. I know most faculty engage in many activities above and beyond their flex commitment. Faculty attend workshops at Yuba College in teaching and learning, curriculum development, assessing CSLO's, and other diverse subjects facilitated by our colleagues and other professionals. We also attend public events, community forums and lectures sponsored by our Crossing Borders and Building Bridges program. Many of us judge speech competitions on weekends in the community and across the North State as part of our professional development and service to our forensics community. Some of our faculty act in local theater productions. The Speech team and I collaborate with the Yuba Sutter Arts cancel to perform literature in their theater in downtown Marysville each semester. As lead faculty member, I meet with other heads of departments at Butte and Shasta College as well as CSU, Chico to discuss program reviews, trends in our field, recruiting faculty to our programs, and brainstorming ways to build our speech programs. We also plan intercollegiate speech competitions among our students to build a local forensics community. Many of our faculty engage in continued education and one of our adjuncts is pursuing his doctorate in Communication Studies. We all share our expertise and experiences with one another and often with our students as part of our professional growth. I am certain these experiences add to the richness of each professors knowledge in their field and translates into better instruction and discussions in the classroom.
16IP. Reflection (Click '?' for Prompt): This program review provides a thorough assessment of the health of the Communication Studies program at Yuba College. The data used to analyze our program shows that we have superior success rates (average in the high 80's) exceeding the success rates of the College as a whole. Most of our classes have superior fill rates as well. Our course SLO's indicates that our students are exceeding our expectations in oral communication skills. We will work on assessing other skills and concepts in our speech curriculum as well. Our goal will also be to work on an empirical measure of Program SLO's. This review also highlights our high priorities of reinstating our speech team budget and hiring a replacement full-time instructor to fill the vacancies of our two retired speech professors. All of this information will be shared with our Dean and our speech faculty to continually improve our Communication Studies program at Yuba College.
Are you ready to submit your final program review?:

Program Recommendation: Hire Full-time Speech instructor

To ensure staffing of speech courses, we recommend hiring a full-time speech professor to replace 2 retired full-time speech faculty members.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015, 2015-2016

YC - Communication Studies & Speech Program Review

Request Date: 11/06/2013
Supporting Evidence : Neelam Canto-Lugo , a full-time professor of Speech Communication retired 5/2010 and has not been replaced. Jim Prager, full-time speech/Reading instructor retired and has not been replaced. There is currently only one full-time Speech Instructor at Yuba College. It is often difficult to staff speech courses with adjunct faculty due to location and availability of speech instructors.

The Board approved a full-time replacement position in Speech beginning fall of '11. This position was rescinded due to budget cuts. The department submitted another request to the staffing commmittee for a full-time replacement fall of '11. The position has not been replaced to date.

Faculty
H21. Does this program or department have adequate full-time faculty to support a high quality program? Please explain.

This program does not have adequate full-time faculty at the moment. We have one full-time professor (Suzanne Ruckle) presently. Two of our full-time Speech Professors retired a few years ago. Mr. Prager retired in '09 and Mrs. Canto Lugo retired in '10. We requested and the Board approved a replacement position for the fall 0f '11. Due to budget constraints, the position was rescinded. We have managed to staff the remaining courses by hiring five adjunct speech faculty, however it is often difficult to find faculty as we share adjuncts with many colleges. We will be requesting a full-time replacement position for the upcoming academic year. This will be critical for supporting a program based on collegiality , sharing ideas, and team work for completing all the administrative functions of a program such as hiring, evaluating, reviewing programs, assessing and creating SLO's, etc.

Evaluation Plan: We will submit a request for a full-time replacement instructor Nov 6 2013.

Plan of Action

Staffing - Faculty - Forward request to faculty staffing committee.

Request has been forwarded to the staffing committee fall of 2011. (Active)
Budgetary Impact: The cost of one full-time faculty member

Status

Reporting Year: 2014-2015 10/15/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
qwqwqw

10/15/2012
Recommendation Progress: Recommendation Needs Improvement/Attention
We still need to hire one full-time speech instructor. Currently Suzanne Ruckle is the only full-time speech instructor.

Staffing - Faculty - We hope to hire a new full-time replacement speech instructor for the next academic year. (Active)
Budgetary Impact: Full-time professor salary
Timeline/Responsible Party: We will submit a request for a full-time position Nov 6 2013

Staffing - Faculty - The Communication Studies Department has lost 1.2 full-time positions since 2010 with the retirement of Jim Prager and Neelam Canto Lugo. We were granted a replacement position (I believe in 2011) and it was later rescinded due to a budget crisis. We have requested a replacement position every year and have not been granted one yet. The Communication Department has one full-time faculty member and five adjuncts. Our WSCH for 2014/15 was 2, 830.8 and our FTEF was 4.17. Our program and enrollment would be strengthened if we could staff more classes with a full-time, permanent instructor. We have had to cancel classes due to the fact that we could not find any available adjuncts in Communication Studies from Shasta College to the Sacramento area. The Communication Studies department

has historically had 2-3 full-time professors and I believe our students and our program will be much stronger when we replace this position. (Active)

Budgetary Impact: The cost will be the salary for one Full-time professor in Communication Studies.
Timeline/Responsible Party: I have filled out paper work annually for the replacement position. This year our Dean Walter Masuda said that we should just notify him if we are seeking a replacement position which I have done.

YC - Location: Marysville Campus

Related Goals

College - Yuba College Program Review
YC Goal 1 - Foster a culture of evidence-informed decision making, include SLO development/assessment and other measures of student success.
YC Goal 2 - Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.
YC Goal 6 - Evaluate our programs, services and processes to ensure continuous quality improvement.
YC Goal 7 - Improve the quality of the student experience at all our campuses and centers.
YC Goal 9 - Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

Program Recommendation: Increase sections in the Speech Curriculum

We recommend adding sections of the Speech Curriculum to accomodate students who need a speech course for graduation or transfer purposes.

Recommendation Priority: 1. Low Priority
Year(s) Requested: 2014-2015
Request Date: 05/20/2013
Supporting Evidence : We recommend offering up to 15 sections of Speech at the Marysville campus to accomodate students need for speech classes for graduation and transfer purposes. 15 sections was the norm until classes were cut to 13 sections a few years ago due to budget cuts
Evaluation Plan: We will review enrollment trends with the Dean of Language Arts to consider whether there is a continued need to add sections.

Plan of Action

Curriculum/SLO - Communicate with Dean regarding enrollment and student needs for courses. (Active)

Status

10/15/2012

Recommendation Progress: Recommendation Needs Improvement/Attention

We cut one section of speech at Marysville from 13 to 12 sections. We added four sections at the Sutter Center.

Curriculum/SLO - We plan to review enrollment trends to identify whether there is a need to increase our offerings to 15 sections. (Active)

Budgetary Impact: Cost of hiring two adjunct faculty to cover two more courses.
Timeline/Responsible Party: We will review this with Walter Masuda for the fall of 2014.

Curriculum/SLO - We are not currently in need of adding more sections. (Active)

Budgetary Impact: n/a
Timeline/Responsible Party: n/a

YC - Location: Marysville Campus

Program Recommendation: Reinstating the speech team budget

We recommend reinstating the speech team budget to allow students to compete on a regional basis and to strengthen our award-winning forensics program.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2014-2015, 2015-2016
Request Date: 04/15/2013
Supporting Evidence : The Yuba College Speech team had a budget of $10,000.00 an academic year by the 08/09 school year. Even though this budget does not allow the team to compete at all local speech tournaments like other schools in our region, it did allow us to pick and choose at least 2 tournaments a semester. The budget has been eliminated since fall of 09 which has left the team only able to compete on a minimal basic. We have done fund raising every semester to compete at one regional tournament and have organized intra-mural tournaments with our neighboring schools in order to stay competitive. In order to qualify for state and nationals, we need to compete in 3 regional tournaments a semester which we cannot currently do, due to budget constraints.
Evaluation Plan: The Speech Program plans to meet with the President, Vice President and Dean of Language Arts for consideration of reinstating a speech team budget.

Plan of Action

The Speech Department will continue to request reinstating the speech team budget in every annual review as we have done in the past. We also plan to continue to fund-raise and put on a "Speech Night" show in our theater each semester to raise funds for competition. This fall of 2012, the speech coach has created a marketing campaign to target leaders in the community for possible sponsorship of one or more students to attend a tournament. This program has succeeded in raising funds for the team to attend one tournament so far this semester. We hope to have sponsorships for more tournaments as funds come in. (Active)

Budgetary Impact: The Speech Budget was $10,000.00 an academic year. The average cost of one speech tournament is about $2,000.00 which includes tournament fees, hotel, hired judging fees, and food.
Timeline/Responsible Party: The speech coach and team are responsible for fund-raising. The administration is responsible for allocating the speech team budget.

Status

10/15/2012

Recommendation Progress: Recommendation Needs Improvement/Attention
The Speech team continues to struggle financially as we have to raise all of our own money for tournaments. We continue to fund raise. In addition to a letter writing campaign to community service organizations, we perform ever semester in the theater as well as the community. We sincerely hope to get some form of budget so we can go back to competing on a regular basis.

Staffing - Technical/Clerical - We hope to meet with the adminstration to hopefully reinstate a speech team budget. (Active)

Budgetary Impact: The Speech team budget in the past was $10,000.00 a year for travel and tournament expenses
Timeline/Responsible Party: The adminstration at the Marysville campus

Curriculum/SLO - Speech 4R is a class called Speech Arts Workshop and is part of the Communication curriculum. This class

also counts towards our three degrees in Communication Studies. Speech 4R is also called the Yuba College Speech Team. It is a course designed to give students a platform for performing in inter-collegiate forensics (speech and debate) competitions. We are part of an organization called the Northern California Forensic Association and when we a student adds the class, they become a member of the organization and are entitled to compete with the dozens of other Colleges and Universities in our region. When Yuba College hired me in 1995 I was made the Director of Forensics at Yuba College as well as Professor of Communication Studies. We had a budget of $6500 a year which allowed us to attend about 4 competitions a year. Because this budget was not satisfactory for attending all the competitions offered in our region, our budget was increased to $10,000.00 a year in 2008. Even though this was the smallest school budget that I know of in California, it did allow us to attend local competitions and we would fund raise to attend State and National tournaments. In 2009 Yuba College had a budget crisis and we were told our budget would be "suspended for only one year" while the college reorganized and worked on balancing a budget. Other budgets for programs such as theater, music and athletics were also suspended that year. The following year, theater, music and athletics were funded again but the Speech Team was not. I have asked every single year why the college suddenly decided that forensics was not part of our school budget any more. I have never gotten an answer other than it is a "travel" budget. This is a curriculum issue. The Speech team can not compete without a budget for attending a competition, much like a football team cannot compete without a budget for attending games with other schools. Theater cannot put on plays without a budget for costumes and props, and the music department cannot perform without sheet music and instruments. The inter-collegiate Speech team cannot compete with other schools in California without a budget as well.

This is an extremely high priority for the Communication Studies program. We recruit students who end up loving the art and craft of public speaking and performing literature and many become majors in Communication Studies. Five of my students on the team now are working towards their degree in Communication Studies.

The Speech team and I do fund raising every semester in the form of live performances of literature in our theater and at the Arts Council in Marysville. The money we earn, however, is not sufficient for attending competitions. It takes about three shows to earn enough money to attend one competition. And while the class does teach performance arts, and gives students a forum for performing for their community, the students crave a competition. And the class is called "Inter-collegiate" forensics. Also, Yuba College is the only college I know of in our entire Northern California Forensic organization that does not have a budget. Most school have budgets from $10,000.00 up to $40,0000 to allow students to attend competitions.

I sincerely hope this request is carefully considered. We humbly request that Yuba College reinstate our budget. (Active)

Budgetary Impact: up to $10,000.00 annually.

Timeline/Responsible Party: Walter Masuda , the Dean of Language Arts and Suzanne Ruckle, Director of Forensics met with President G.H. to begin discussions of reinstating our budget. We did not come to any resolution, and needed more time to revisit this. We hope to have the forensics budget reinstated as part of our college budget as soon as possible.

YC - Location: Marysville Campus

Related Goals

Institutional Learning Outcomes
Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

YC - Communication Studies & Speech Program Review

YC - Communication Studies & Speech Program Review
To reinstate the speech team budget to provide a solid forensics program for the speech department and Yuba College.

Program Recommendation: Update technology in the speech classroom (room 1017)

The computers in the classroom are experiencing technical problems and are outdated. The tape recording system for speeches is inadequate and outdated.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2013-2014, 2014-2015, 2015-2016
Request Date: 11/01/2013
Supporting Evidence : The four computers in the Speech room (1017) are constantly breaking down and the document camera often malfunctions as well.
Evaluation Plan: We hope to meet with IT to resolve this problem as soon as possible

Plan of Action

Equipment - We plan to work with Martha Mills and IT to review the technology needs in our speech classroom. (Active)
Budgetary Impact: We will review the costs when we evaluate whether computers need to be completely replaced or just fixed
Timeline/Responsible Party: Spring 2014
DE Related: No

Status

Reporting Year: 2015-2016 12/02/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
Martha Mills does not work here anymore but we still need IT support

Equipment - Equipment/Technology
Technology

F18. To what degree does your program or department have adequate and appropriate technology to support effective instruction (e.g., software, computers, and information technology)?
The main Speech room (1017) has adequate technology to support effective instruction, which includes multi-media such as power-point, document cameras, and three personal computers for group research work in the back of the classroom. Students and faculty use these resources, although the equipment is dated and frequently needs repair. We are in need of updating and replacing computers as they break down weekly. The video taping system is antiquated and not functional and needs to be replaced as well.

Equipment

F19. To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related).
The speech program has adequate equipment for now for group and public speaking purposes.

Facilities
G20. To what degree does your program or department have adequate facilities to support effective instruction? Please explain.
Room 1017 was renovated a few years back and has adequate facilities to support small group and public speaking courses. The main concern is updating the computers and video camera as the constant breakdowns disrupt instruction and student speeches and we use multi-media on a daily basis.

YC - Communication Studies & Speech Program Review

(Active)
Budgetary Impact: The cost of fixing computers, doc cam and recording system will be up to the IT department.
Timeline/Responsible Party: Meet with Dean of Language Arts, Martha Mills, and IT to determine how to update technlogogy in room 1017

Equipment - We still hope to have new taping equipment installed in room 1017 as well as updated computers. (Active)
Budgetary Impact: The costs for one taping system and up to four computers. (Three in the back of the class and one on the teacher's desk)
Timeline/Responsible Party: Suzanne Ruckle and the IT department would be the responsible party.
YC - Location: Marysville Campus