

# WEST HILLS COLLEGE LEMOORE

## PROGRAM REVIEW/PLANNING PROCESS UNIT PLANNING GUIDE - INSTRUCTIONAL PROGRAMS

### *TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE*

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

#### **I. General Information**

Unit/Department: Speech

TOP Code: 4930.22

Date Prepared: October 18, 2004

Prepared By: Larry Beloof

Faculty/Staff: Marty Ennes, Larry Beloof, Jim Grant, Dixie Smith, Linda Rowe, John Tyler

Courses Included In This Unit Plan:

Speech 1, Speech 2, Speech 3, Speech 4, Speech 5, Speech 51

#### **II. Qualitative Analysis**

- A.** Please provide a general description of the program(s) or service(s) that are offered by your unit or department. When applicable, discuss any pertinent historical developments which impact the structure of your area or future planning.

Speech 1, 3: Courses which parallel similar freshman and sophomore courses at four-year college/universities covering theory and application of basic through more advanced public speaking (informative and persuasive), requiring student performance. Students learn research skills, organization and outlining, delivery techniques, listening and evaluation skills, and both classical and contemporary rhetorical and argument form.

Historical Developments: Speech 1 is mandated within Area A of designated transfer courses. Because of this mandate the course is now offered at all of our centers as well as at the main campus where it is taught in spring, summer, and fall semesters in day and night schedules.

Speech 3 has been offered less frequently but is occasionally offered as a choice to satisfy the mandated critical thinking requirement of Area A.

Speech 2: Provides analysis and oral interpretation of literature of all genres (non-fiction, fiction, drama) to facilitate the delivery of literature to an audience.

Speech 4: Provides training in effective leadership and participant discussion skills. Emphasis is on panel presentations and problem solving in small groups using critical thinking techniques, research skills, and delivery to an audience which may be the group itself or a larger group of observers. It employs both informative and persuasive communications skills.

Speech 5: Provides theoretical skills of interpersonal communications in basic communication setting and student exercises using current theory in effective listening, paraphrasing, describing, feeling, decision making, perception checking, verbal and non-verbal communication.

Speech 51: Provides instruction in theory and practice of oral communication in interpersonal, public, and professional situations. It is "applied communications" in the sense that it investigates use of communication in the workplace, using video presentations from the California program for Tech Prep.

**B.** Please list assumptions or trends unique to your area that are likely to influence your discipline or profession; you may want to describe how the nature and needs of students in your service area are changing, etc.

The ethnic composition of the students attending WHC will continue to be more diverse, with increasing numbers of Hispanics.

**C.** Provide program or service goal statements form the core of your unit plan. In prioritized order, describe the near term (3-year) and long range (10-year) direction/vision for your program(s). Describe what you want to do differently or more effectively in the future.

Near Term Goals:

Since Speech 1 is mandated for transfer degrees, not much needs to be done to increase enrollment. The speech program is not a major, so the primary goal of the program should remain to produce students who think critically and creatively and who communicate clearly and intelligently in their personal and professional lives. As such, it supports all WHC disciplines.

A reasonable near term goal, however, is to develop a course in organizational communications to accommodate a primary and current emphasis in American businesses and other professions.

Long Range Goals:

.. Develop a dedicated classroom for speech courses that includes: appropriate space for public speaking podium, group discussion semicircles, and interpersonal dyadic groupings; appropriate audio-visual equipment, e.g., VCR's camcorder, overhead projector, flip charts, screens, slide projectors, etc., as well as adequate board space. For advanced courses, develop easy-to-use tape and video recording systems.

To accommodate needs of our intercultural/multicultural population, develop speech courses in voice and diction.

Different Approaches:

Openly "market" Speech 4 as adjunct to business major, Speech 3 as adjunct to political science students, Speech 5 as adjunct to psychology and corrections programs. According to Dr. Smith, our psychology instructor, Interpersonal Communications is already required in some psychology major programs.

Speech 51 is not the same course it was when the Unit plan was developed. It now seems to be needed less as a college course than as a college-prep class within the Upward Bound Program.

**D. Curriculum:** Please describe the curriculum changes anticipated in the next three years. These described changes would include major course revisions, course deletions, new courses, revised or new options within a program, or proposed new programs. Please cite reasons, such as technological changes, demographic changes and multicultural issues, changes in the subject field, enrollment trends, or why such changes are expected.

It is past time for Speech 5 to be revised. In order to determine and develop a course with academic integrity the current course must be reviewed in comparison to the offerings at four-year colleges and universities to which our students will transfer.

An Organizational Communications course should be developed to bring speech offering up to current speech programming at other institutions. A small portion of our current Speech 4 text deals with the topic but it is important enough as a business trend that it warrants at least some

consideration and study. It would represent one more interprogram support function of the speech discipline for another discipline--mainly business.

- E. Instruction:** Please describe any anticipated changes in the area of instructional methodology in the next three years. This statement might include the use of self-contained video recorders, computer-aided instruction, the mix of large group lectures and small group discussions, greater use of LRC, instructive video, etc.

The increase in numbers of students in the speech courses--particularly in the Speech 1 course--makes abiding by our articulated course outline more and more difficult. Students generally give an introductory speech that is not graded but which is necessary to establish audience analysis for potential speakers. Four full, formal speeches follow, 6-8 minutes each. In a classroom with 35-40 students, as much 7-8 hours of class time are required for each speech (assuming the class is arranged in groups of 5 speakers per hour). This means perhaps 32 hours of class time is spent on speeches, leaving only 22 hours for instructing, testing, discussing text, viewing of famous speeches on video, and analyzing "Letter from Birmingham Jail," an example of skillful and effective argumentation and persuasion. (Subtract from those 22 hours any flex days and holidays.) From a pedagogical view, this is not satisfactory: the results are the reduction of assignments and/or hurrying through the assignments.

One remedy could lie in the future of our joint agreement with CSUF. If a course could be developed with master lectures for as many as 150 students via our distance learning or video conferencing, then graduate students could become "lab" teachers--listening to speeches and grading them in groups of 25. The graduate assistants would be trained much like graders have been in state essay tests--a training also like the one which prepared our English teachers to appraise entrance essays to determine placement in English courses in the 1980's. It worked consistently and with integrity. This may be impossible within the three years, but if we are to maintain the quality of speech instruction and avoid the contradiction of cramming students through a course important enough to be mandated, then we need to consider it.

- F. Technology:** Please describe how technology will be used to enhance teaching/learning.

Any one of the speech courses could be adapted to video conferencing, even those with performance mandates. However, it might be advisable to start with Speech 5, which may require some group work on either end and then joint sharing of group outcomes, but is essentially a

lecture/discussion class. Perhaps students who have gained some confidence through Speech 1 could handle a v.c. version of Speech 3-- one that may have too low enrollment on the Coalinga campus alone and could participate with students at LNAS or Lemoore. (NDC may also be accommodated this way.)

**G. Supplies:** Please describe the supply requirements of your existing programs, as well as the effect that any proposed curricular or instructional changes would have on the supplies required in the next three years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software.

Supplies of an instructional nature include:

- o appropriate photocopying allotment to accommodate increased offerings at all campuses;
- o video tapes of current speeches to augment the current library of speeches covering FDR to JFK to Bush, Geraldine Ferraro to Barbara Jordan to Elizabeth Dole (e.g.);
- o Hispanic speakers such as Cesar Chavez, Dolores Huerta, Linda Chavez;
- o video presentations on organizations on organizational communications, participant and leadership styles in groups discussion.

If current speeches on video and other application tapes were purchased at \$89 to \$129 per tape, the approximate cost could be as high as \$500. The college may be able to set up exchanges with CSUF once a joint campus has been established. Also, CSUF's audio-visual department has facilities and staff to record extra-current speeches for classroom use within hours.

We should become aware of software available for computerized teaching in areas of organizational and research skills. This would leave more time for instructors to work with actual speaking skills development in Speech 1, 3, 4.

**H. Equipment:** Please describe the equipment requirements of your existing program, as well as the effect that any proposed curricular or instructional changes would have on equipment required in the next three years. This statement should include a description of and rationale for new equipment or replacement of existing equipment and the estimated costs of the equipment. It should also include any on-going maintenance and installation requirements, as well as an estimate of the costs associated with these requirements.

No new equipment is needed.

**I. Facilities:** Please describe the need for facility modifications within your existing program or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next three years. This statement should *include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.*

No new facilities are needed.

**J. Staffing:** Please describe the certificated and classified staffing requirements of the existing program, as well as the effect any proposed curricular or instructional changes would have on certificated or classified staffing in the next three years. This statement should include the need to retrain or to add certificated staff for new specialties, for anticipated enrollment increases, or for replacing anticipated retirements. Finally, this statement should include the need to retrain or to add classified support staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.

Current instructional staffing in Lemoore includes 4 Speech instructors who are also occupied in other disciplines (English, Philosophy). NDC speech instructional needs should be determined by any growing demands for transfer courses.

No clerical staff has been dedicated to speech department service. Most instructors are responsible for their own word processing, photocopying, etc.

**J. Articulation and Marketing:** Please describe any anticipated changes in the way the unit articulates with feeder high schools and with CSU Fresno, CSU Bakersfield, and Cal Poly SLO. Please also describe any anticipated changes in the way the department/unit intends to promote its offerings to potential students.

There are no current requests from District feeder high schools for any articulation agreements.

WHC articulation with the CSU system is managed by the articulation officer. Current articulation agreements exist with CUS-Fresno, Cal State-Bakersfield, and Cal Poly-San Luis Obispo. The articulation involves acceptance of WHC speech courses as meeting requirements for the four-year school courses (e.g., Speech 1 (CAN Sp 4) or Speech 3 (CAN Sp 6)).

Since there is no current major program in speech, most in-house marketing has been word-of-mouth among speech faculty and disciplines

of business (Speech 4), early childhood education (Speech 2), psychology (Speech 5), and political science (Speech 3, 4). Also occasional pre-law students have shown an interest in Speech 3; however, the course has not made at any location in recent years. Its reception at Lemoore was sporadic and short-term. In-house marketing should alert counselors about the interdisciplinary inclusion of some speech courses in non-speech programs. A joint study by counselors and speech staff of such programs at four-year schools to which WHC students most frequently transfer might prove useful in guiding WHC students' elective choices.

Students have become aware of the alternatives Speech 3 and 4 offer for Area A's critical thinking requirements. Speech 3 has been revised to coincide with the emphasis given by CSU-Fresno to "argumentation/advanced persuasion" instead of "debate." The planned joint campus with CSU-Fresno in Lemoore may provide an opportunity to establish a speech major, since one is offered at Fresno. Most WHC courses would continue to be the first two-year foundation for the major.

- K. Staff Development Requirements:** Please describe the department/unit plans for staff development over the next three years. The requirements may include, but are not limited to, the following areas: improvement of teaching, maintenance of academic and technical knowledge and skills, retraining, development of innovations, affirmative action/diversity, instructional technology, and self-esteem.

In order to keep up with current theories and applications in standard areas of speech education, teachers must occasionally be involved with departments at four-year colleges: inviting dialogue and discussion with staff, taking courses in newly developed areas (such as organizational communications), and becoming actively involved in speech communications organizations at state, regional, and national levels. West Hills College should have institutional memberships in California Speech Communications Association (and its adjunct Community College Speech Association), Western Speech Communications Association of America. The college would benefit from conferences, publications, and seminars offered by these groups. Instructors would also have the opportunity of establishing their own ethos (and the college ethos as a speech institution) by presenting papers at conferences on issues of significance to speech field and/or unique to our students.

Contact through professional organizations with instructors at other community colleges facing the problem of overloaded classrooms might provide needed insight into new ways to deal with the higher numbers while maintaining the integrity of the course goals.

Recruitment of new instructors, either full-time or part-time, should target minority graduates, especially African-Americans and Hispanics, to provide good multicultural models for all students.

Future unification of full- and part-time instructors for the sake of consistency in approach and grading is advisable. Flex day activities could include unit meetings and earnest attempts to improve as a department. There is some diversity of approach in Speech 1, and significant diversity in Speech 5. This diversity must be confronted.

**M. Vocational Education Requirements:** Please explain how the courses in the program address the issues of integration of academic and vocational education, course sequencing, SCANS foundation skills and competencies, and ALL ASPECTS of Industry as defined in the statewide plan.

**Integration of the SCANS-workplace skills.** The “academic and vocational education and SCANS’ work/learning integration are extensively covered on a regular basis. The basic skills competencies are covered in the following methods:

- o Listening – Student exercises require them to develop listening skills. Students in speech classes are involved in listening to other students’ speeches and participate in discussion in order to respond in a logical manner through peer evaluations. Discussions allow for intellectual exchange, are analytical in nature, and require good listening skills--all abilities required in the world of work. Instructors help students make that relationship. Discussion involves the concepts of empathy, effective listening, active listening for main idea and support materials, and constructive evaluations.

- o Speaking: Students are involved in communication skills building activities on a weekly basis. In addition to development of topics and organization of ideas, students learn to project and enunciate orally. In the process, vocabulary skills and style are developed. Frequent presentations are opportunities for building effective speaking habits important in private and professional life. In every area of work, effective speaking skills are essential to success.

- o Creative Thinking: In addition to critical thinking skills, the work world wants workers with creative thinking abilities. Students are encouraged to use their imaginations, take reasonable risks in building communicating styles, and to apply communication theory to a variety of workplace challenges.

o Communication: The entire curriculum of speaking courses concentrates on communication theory and practice. Students gain confidence as their abilities grow. They learn to assess, practice, speak and evaluate themselves in challenging communications situations. The work world welcomes these skills.

o Team Participation: Group presentations are the ultimate in teamwork. Students are required to work together in researching, organizing and presenting information for others to apply, much as in the work place. They learn how to be dependable and responsible.

o Decision Making: Students are faced with making choices about topics, about effective support materials, appropriate organization of ideas, proper and versatile language, and adaptation to audiences. Courses emphasize the extemporaneous speaking style which requires on-the-spot decisions about their materials and language at the time of presentation. They learn quick and effective decision making, a valuable skill in work situations, especially when confronted with crises.

o Cultural Diversity: Cultural and ethnic diversity makes up the college population of the 20<sup>th</sup> Century; that make-up is echoed in the workplace. Understanding the basis for communication in many cultures helps students adapt their messages for the benefit of the audiences they will encounter, as well as for themselves. Such diversity is an essential of today's classrooms and workplaces.

**N. Class Scheduling Patterns:** Describe the annual scheduling patterns for courses in this program and discuss their impact on students, faculty, and the program. Consider interaction with other instructional programs, use of facilities, and flexibility for students.

Speech 1 is offered every semester in daytime scheduling and night in the Fall in Coalinga. Lemoore offers both day and night classes, Fall and Spring. There is a definite demand for Speech 1 every semester.

**O. Additional Information (optional):** Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/departmental changes or needs anticipated in the next three years.

There is no additional information.

**P.** What factors did you use in determining the quality and success of this program? (Example: increased enrollment, more critical thinking

applications; high retention rate; student success in next sequential course, etc.)

The Area A mandate for Speech 1 and increased enrollment made the “meat & potatoes” of the program successful. The low number of sections offered has contributed to higher retention.

The offering of speech 3 and 4 as critical thinking courses under Area A will eventually contribute to greater success of the program, as students begin to trust the scheduling.

The inclusion of Speech 5 in the certificate in counseling planned by CalWorks testifies to the interdisciplinary value of speech.

- Q.** Identify the best ways to measure the quality and success of this program. (Example: Increase in WSCH; increase liaison with other campus departments and counseling staff, etc.)
- R.** Which of the measures listed in Q above are you using or do you plan to use in the next year?

WSCH will continue to be the major element in determining success/quality until there are more measurable data. Students do not usually volunteer to take a public speaking course, but once the mandate of Speech 1 has been met, some students may elect to try another speech course without fear. The choices offered under Area A Critical Thinking requirements also will present numbers by which to evaluate the program as a whole. The proposed CalWorks certificate in counseling, which will require Speech 5, will contribute to the measure based on liaison with other departments.

### **III. Quantitative Analysis**

Please provide a short, written commentary answering each of the following: Refer to information and data from the statistical report provided for your program.

#### **A. Student Enrollments And Characteristics**

1. How does the five-year enrollment trend for this program compare with the overall College trend?

Class size has increased in all disciplines, according to faculty discussions.

2. How do each of the five-year demographic trends (age, gender,

ethnicity, unit load, day vs. evening) for this program compare with the overall College trend?

The majority of speech sections are in Speech 1. Since it is a mandate for transfer, it stands to reason the demographics would be identical with the overall College numbers. This may change with the current trend for students to opt for Speech 4 (and in the future for Speech 3) as the Critical Thinking obligation. Administrative decisions to offer Speech 4, first in Lemoore, then in Coalinga, have resulted in encouraging enrollments. Age differences may be the area of greatest difference between campuses within the program. Evening courses in Lemoore and LNAS have a significantly higher number of older students. There are unique ethnic differences also (although the numbers are not high): Lemoore and LNAS include Filipino/a and Native American students because of the Navy presence and Tachi Rancheria.

**B. Productivity**

1. Have there been any significant fluctuations in WSCH over the last five years? If so, explain.  
No.
2. How does the five-year load (WSCH/FTEF) trend of the program compare with the State average of similar programs?

Data not available.

**C. Student Outcomes**

1. After reviewing the latest semester's Grade Analysis Report, please comment on the grade distribution and passing grade rate by course for that program.

	Sp1 Grant	Sp1 Grant	Sp1 Smith	Sp1 Grant	Sp1 Beloor	Sp1 Beloor	Sp1 Ennes	Sp1 Rowe	Sp 1 Tyler	Sp 4 Grant	Sp4 Grant	Sp4 Ennes	Sp5 Ennes
A	4	9	8	15	8	19	7	20	54	10	0	4	1
B	16	5	28	0	15	5	8	24	2	10	6	20	10
C	10	13	20	3	10	16	7	8	2	5	6	29	4
D	0	4	0	6	0	5	0	0	0	8	15	2	1
F	12	9	2	3	0	0	3	2	0	10	10	2	0
W	12	13	12	18	17	14	11	4	9	5	15	4	4

The grade distribution seems high.

2. How does the program's passing grade rate compare with that of the area and the College?

No data were available for the comparison with the College as a whole; no data from other areas were available. As of this writing, the Office of Admissions and Records had not issued the information.

**D. For Transfer Programs**

1. How well do transfer students from your department do at four-year institutions compared to other community college transfer or native four-year students?

Speech is not a degree program.

**E. For Occupational Programs**

1. How well does your department prepare students for a job? What are the indicators?

Unknown. No scientific data.

2. Does your program provide any assistance with job placement? If so, describe the activities and include any data you have on results.

No.

3. What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Unknown.

4. After reviewing the U/I wage data report for this vocational area, please comment on how the data for your program compares to statewide data. How do you plan to use this information in the future to evaluate your program?

Unknown.

**F. Professional Standards And Growth**

1. Curriculum: What procedures are being used to assure that current curriculum is adequately meeting the needs of students?

We review and revise curriculum according to the five-year schedule set by the Curriculum Committee.

2. Academic Standards: What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department, particularly in regard to multiple section introductory classes?

Although the same textbook is assigned and the same course outline is to be followed, this is not happening across the board. When there was a Division Chair level of mid-management, the chairs were responsible for the hiring of part-time instructors and saw to it that course outlines and texts were made available. At this time no person within the department has been assigned that duty.

3. Individual Professional Growth: What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

All faculty receive unsolicited new texts in the discipline and are asked to review the texts to consider for adoption. This is an informal way to determine new trends and theories.

Staff development and flex days give all faculty a chance to review new technology and methodology that cross all disciplines.

For faculty who teach split disciplines, it is a problem to keep up with both through memberships in professional organizations. The college does not have any institutional memberships in professional/academic speech organizations.

4. What recognitions (awards, publications, promotions, memberships, etc.) have been given to faculty within the last year?  
No significant recognitions.

## **G. Overall Changes**

1. Were there any significant changes in data or trends? Describe. (Example: 17.4% increase in retention; 10% increase in apportionment generated; cost per FTES increased by 5%; growth trend down by 3% from previous year, etc.)

Retention appears to be solid; it is difficult to pinpoint why. But many students put off taking the Speech 1 mandate until they can avoid it no longer--so they are not likely to drop the class once enrolled.

2. If changes occurred, what were the reasons for these changes? (Example: faculty meetings with high school teachers; more course offerings on Saturdays; etc.)

No changes have been noted.

3. Does analysis of the data suggest any changes are needed to improve program effectiveness: If so, what changes?  
(Example: Increase retention rate for all classes, more diversity/alternatives in teaching methods; etc.)  
No changes.

#### **IV. Program Analysis and Three-Year Plan**

- A. What were the major accomplishments of this program in the previous academic year? Did these accomplishments meet your educational plan for the previous academic year?  
(Example: Increased WSCH & apportionment funding; increased enrollment; among the top 10 declared majors; more course articulations with high schools; etc.)

No educational plan existed for the previous year. All accomplishments were routine.

- B. List other accomplishments that were not in the educational plan.  
(Example: developed a computer literacy component; revised course outline to fit into proposed G.E. requirement; etc.)

No further additions.

- C. Please create a three-year plan for this program using the analyses made in this review. Please use the attached "Three-Year Plan" form.

Please see attached plan.

#### **V. Summary Statement**

What are the major conclusions on the state of the present program? Summarize the plan for improving or maintaining the quality of the program. Identify strategies for the future.

The speech program will continue to provide interdisciplinary support for other programs and to meet transfer needs of WHC students. To ensure the integrity of the speech curriculum (and to plan for a major program) any revision of courses should involve consultation with four-year colleges and universities to which WHC students most frequently transfer. The department must accept and make use of modern technology as a tool for learning and facilitator of communication; video conferencing instruction in one or two selected classes seems appropriate as the first step.

**WEST HILLS COLLEGE LEMOORE**  
**UNIT PLANNING GUIDE - INSTRUCTIONAL PROGRAMS**  
For  
20 \_\_\_\_ through 20 \_\_\_\_

***TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE***

**Unit/Department:**

\_\_\_\_\_

**Discipline:**

\_\_\_\_\_

**Date Plan Developed:** \_\_\_\_\_

**1. Curriculum:**

- a. Changes
  
- b. Special Projects (research related to program review, grants, pilot projects, student retention plans, recruitment, outreach, etc.)

**2. Teaching/Learning Methodology:**

**3. Resources Needed:**

- a. Personnel
  
- b. Equipment
  
- c. Facilities
  
- d. Supplies
  
- e. Travel
  
- f. Other

