A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other____________)

Internal factors:
1. The hiring of two outstanding fulltime faculty members, Shawn Townes, Instructor of Intercultural and Gender Communication, and Lauren Popell Velasco, Director of the Speech and Debate Program expands our program and course offerings. These new hires fill the vacancies of two faculty positions lost through retirements ten years ago, and bring the department back to its original number of four fulltime faculty.
2. Successful revitalization of the Foothill Forensics Program has made a positive impact on the department and the college. In the past two years, the team has represented Foothill at regional and championship-level tournaments winning over 25 awards in two forms of debate and six categories of individual speech. The team won the 2002 Northern California Championship in novice parliamentary debate.
3. The survey course, Speech 3 (Oral Communication) is now offered online each quarter with impressive enrollment figures. This class provides an opportunity for students to satisfy their speech requirement online with five on campus meetings to deliver presentations.
4. The addition of Speech 10 (Gender Communication) and Speech 55 (Professional and Career Communication) to our course offerings has helped increase overall enrollment and meet the needs of our students. Speech 1B (Argumentation and Persuasion) and Speech 12 (Intercultural Communication), once offered only occasionally, are now offered regularly on a quarterly basis. Both Speech 10 and 12 satisfy the G.E. Lifelong Learning requirement, the IGETC Social and Behavioral Sciences requirement and the CSU Social, Political and Economic requirement. Speech 12 fulfills both the G.E. Multicultural Studies and the C.S.U Humanities requirements.
5. Speech students may now choose a speech major with a general, intercultural, or rhetoric concentration, better preparing them for future careers.
6. The certificates of achievement and completion continue to attract students to the program. They are then motivated to take a variety of speech courses and consider becoming a speech major. These results help keep enrollments strong and generate student enthusiasm for being part of the Speech program.
7. Department faculty prepare and distribute publicity flyers and brochures each quarter to advertise the speech program including course offerings, major and certificate requirements, and application forms for certificates.
8. The department offers courses that satisfy the G.E. requirements as well as the requirements for majors in a variety of disciplines. Our basic courses, Speech 1A, 1B, 3 & 4, are transferable to the U.C. and C.S.U systems.
9. Academic prerequisites are required to provide the background necessary for success in speech courses. The registration procedure to satisfy these requirements is made clear in the college catalogue and schedule of classes.
10. Speech faculty represent the Fine Arts Division on the G.E. and Curriculum committees, serve on hiring and tenure committees, and have served on the planning committees of, or participated in, events such as Black History Month, Latino Heritage Month, and Women’s History Month. The debate team hosts quarterly on-campus presentations and participated in the Iraq Teach-In.

External factors:
1. The budget crisis has forced us to reduce our program by cutting classes from the spring schedule. This has action has led to the unfortunate lay off of valuable long-term part-time employees.
2. The Forensics program received funding of $8,000 in 2001 out of a $20,000 request and only $4,000 for 2002. We would argue that this award-winning program should receive financial support consistent with athletic programs.

3. An increasing population of students with deficient oral, written, and ESL communication skills presents additional challenges in our teaching.

4. We need to address the growing number of students who have culturally defined communication norms that differ from those of North America.

5. More students with behavioral and discipline problems cause concern for our safety in the workplace.

6. A market for our program is generated by the consistent preference of employers to hire employees who have strong communication skills and academic training in this area.

7. There is an increasing awareness among students of the importance of developing effective communication skills in order to enhance their job opportunities and quality of life.

8. Speech 52 had to be deactivated when changed from Speech 2. Interpersonal Communication is an important course offering. We need to rewrite the course to fit UC transfer requirements in order to offer the course again.

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other _______)

We encourage students to complete certificates of achievement (three speech courses) and completion (four speech courses from two clusters). We encourage students to obtain an AA degree from Foothill College even if they plan on transferring to a four-year college. We encourage students to become members of our award-winning Speech and Debate team. These efforts encourage students to continue their education on our campus. We work in tandem with EOPS and Pass the Torch to help insure the success of our minority students and find these programs provide valuable assistance to student achievement.

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other _______)

We respect the diversity of cultures, race, religion, socioeconomic background and learning styles of our students in the teaching in all of our classes, not just in intercultural and gender communication courses.

Our faculty complete progress reports and advise students who are struggling academically to the many resources available on campus. This helps maintain student retention.

We have a diverse faculty in ethnicity and gender which reflects the cultural diversity of our student body.

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program’s goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year’s figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:

Our faculty will continue to increase the number of certificate holders and majors by ten each year. We will continue to respect the different learning styles, cultural diversity, and physical or learning disabilities of our students. We will continue to review our goals for the future of our classes and program through quarterly department meetings and faculty retreats.

2. Other Program Improvement Plans:
E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other____________________)

We will continue to work toward increasing the enrollment figures and productivity of the department.

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren’t granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:

   In the future, we would like to hire a fulltime faculty member in the area of Organizational Communication and an Assistant Forensics coach

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)

   We need the following equipment in our classrooms: white boards, computers, overhead and computer projectors, screen projectors, DVD players, and TV/VCR units, among other items. We need a brick and mortar speech lab with videotape and computer equipment to enable students to tape and view speeches, work on voice and articulation exercises, practice group and individual presentations, and obtain feedback from faculty.

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:

Evaluation of academic year 2001-02. Date of evaluation: 2/19/03
List names of participants assisting in this program review.
   Primary program contact person: Carol Josselyn Phone or email address: 949-7457
   Full-time faculty: Preston Ni, Shawn Townes, Lauren Popell Velasco, Carol Josselyn
   Part-time faculty: Tim Cline, Sydney Erickson-Fienstein, Carolyn Franklin, Nazan Haydari
   Administrators: Duncan Graham
   Classified staff: Rose Salido
   Students: Steve Swensen, Trisha Sullivan
PROGRAM NAME: Speech Communication  
Degree/certificate options available: A.A. Degree, Certificates of Achievement and Completion

PROGRAM MISSION AND OUTCOMES:
The Department of Speech Communication provides instruction in the basic disciplines of Speech Communication. Students learn and apply the principles of public address, small group, gender, intercultural, professional and rhetorical communication. Upon graduation speech students will be able to analyze and interpret supporting evidence, facts and statistics, prepare and present effective speeches, and critically analyze the presentations of others. They will be able to work productively in diverse groups, and gain skills in leadership, listening, and conflict management. They will be able to think and write critically and be skilled in presenting a persuasive argument. They will be respectful of diverse cultures and achieve interpersonal confidence.

| DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates |
|---------------------------------|---------------------------------|---------------------------------|
| PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES | BEHAVIORS: What should a student be able to do upon graduation? | REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience? | OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved? |
| Learn and apply principles of rhetoric and public address | Analyze and interpret supporting evidence, facts and statistics, prepare and present speeches, critically analyze presentations of others | SPCH 1A, 1B, 3 | Each speech has specific goals and criteria. Students must meet these high standards in order to pass the class. Outstanding students may go on to participate in the Foothill Speech and Debate team. From this experience, they obtain feedback from judges and an opportunity to place first, second or third in regional, national, and international tournaments. Categories of competition include parliamentary debate, persuasive, informative and extemporaneous speaking. |
| Learn to work effectively in diverse groups, gain skills in leadership and conflict management | Gain interpersonal confidence, become effective listeners, leaders, and group facilitators. Be able to take on a variety of roles in groups, including information seekers, conflict negotiators, note takers, gatekeepers | SPCH 4, 53/54 | Students will be better prepared to enter the workforce with skills that will make them a valuable employees and future leaders in our community. |
| Learn skills to function effectively and productively in a culturally diverse society. Interpret and perform from multi-cultural literature. | Gain an understanding of and sensitivity toward people of diverse cultures, ethnicity, race, age, sexual orientation and gender. | SPCH 10, 12, 30 | Students will be able to respect the differences of others, to interact effectively with people from all walks of life and can work against discrimination based on race, age, gender and sexual orientation. Students will gain a lifelong appreciation of literature from multi-ethnic authors, and have an understanding of the culture from which the literature originated. |

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<th>CORE COMPETENCIES</th>
<th>CORE COMPETENCIES: Outcomes and Attributes Distinct to This Program</th>
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<tr>
<td>Communication</td>
<td>Prepare and research speech presentations; evaluate and critique presentations of others; participate in group discussions; interpret</td>
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<td>SPCH 1A, 1B, 3, 4, 10, 12, 30</td>
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<td></td>
<td>Students will receive a C or better in each of these classes.</td>
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<td>Students will be able to prepare professional presentations in the workplace, including effective delivery, research, and creation of</td>
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<td>PROGRAM CONTENT PROFICIENCIES/COMPETENCIES</td>
<td>BEHAVIORS: What should a student be able to do upon graduation?</td>
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| and perform works of literature; deliver speeches. | | | visual aids and handouts
Students will be prepared to be involved in community service and outreach projects |
| Computation | Use and analysis of statistical evidence; internet skills to enhance research; manage conflicts; dept offers courses online | SPCH 1A, 1B, 53/54, 3, 4, 10 | Students will receive a C or better in each class.
Students will be better prepared for their future career with skills developed in statistical analysis, Internet and library research, and conflict management skills. |
| Creative, Critical & Analytical Thinking | Research, critical evaluation of speeches, organization and planning of speeches, analysis of belief and value structures, audience analysis and adaptation, formulation of discussion questions, skills in rebuttal and refutation. | SPCH 1A, 1B, 3, 4, 10, 12 30, 53/54, 55 | Students will receive a C or better in each class.
They will develop skills in speech research, participation and evaluation, use of evidence, audience analysis, debate, and group discussion |
| Community/Global Consciousness & Responsibility | Analysis of belief and value structures in terms of cultural and societal influences; examine roles and styles of individual group members; work in culturally diverse groups, including age, gender & race; manage conflicts. | SPCH 1A, 1B, 4, 10, 53/54, 12 | Students will receive a C or better in each class.
They will have skills in group work, audience analysis, demonstration of leadership, teamwork, community outreach, and in-group conflict management |