Southwestern Program Review
Speech Program

Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions
Report Documentation – myLakerLink on the Resource Center tab
Reports – must be on campus or access network to process reports
Course Completion Report
Course Completion by Course Report
Course Completion by Degree Report
Course Enrollments Report
GL Unit Costs by Fund by Unit Report
Graduates by Major Report
OLMIS – Employment Opportunities
Persistence Report – being developed
Student Enrollment Report – Enrollments, FTE, Billing Credits
Transfer Reports – being developed

Program review consists of the following elements

- ✓ Program Description and Goals / Philosophy
- ✓ Program Narratives
- ✓ Student Learning Outcomes including measures and criterion for achievement
- ✓ Operational Data analysis
  - I. Enrollments
  - II. Financial Viability
  - III. Efficiency of Delivery
  - IV. Instructional Effectiveness
  - V. Program Student Success
  - VI. Program Relevance
  - VII. Graduate Student Success
- ✓ Projects planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity Timeline

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

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PART A: Program Review Narratives

Program Description and Goals / Philosophy

The Speech Program provides educational opportunities for all students in the SWOCC community, particularly in fulfilling the communication requirements for the AA/OT, OTM, ASOT-BUS, AS, AGS, AAS degrees. The Speech Program also meets the following Speech student learning outcomes:

- Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
- Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
- Demonstrate an understanding of interpersonal rules, roles, and strategies in varied contexts.
- Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
- Employ effective verbal and nonverbal behaviors that support communication goals.
- Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

Administration

- **Faculty / Staffing:** Speech has two full-time faculty members. These two faculty members do nearly all of the work in the program except for a part-time instructor taking one course a term.
- **Professional Development**: **N/A**.
- **Support Services used (or identified need):** The Tutoring Center on the Southwestern Oregon Community College Coos Bay Campus does not provide support services for students needing additional help with the Speech program.
- **Advisory Committee (activities and membership): N/A**
- **Community Relationships / Partnerships: N/A**
- **Program Accreditation (if applicable): N/A**

Curriculum

- **Degrees/Certificates offered and changes since last review**: SWOCC does not offer a Speech degree or certificate. However, nearly every degree does have a communication requirement which Speech fulfills. In reality, a majority of SWOCC students take at least one course in Speech.
- **Course list and changes since last review, including new and revised courses:** All Speech course outlines have been updated and revised to incorporate limited and measurable student learning course outcomes. There have been no new Speech courses created recently.
- **Career Pathway/Program of Study Efforts: N/A**
- **Delivery Methods/Instructional Methodology:** Traditional Instruction is supplemented with online resources and curriculum. There is need for online offerings to increase capacity.
- **Articulation/Transferability:** In the past, SWOCC Speech courses have had been reviewed to verify alignment with Oregon universities. There has not been a recent alignment verification. This review needs to occur regularly.
- **Dual Credit offerings:** Currently SWOCC does not offer three dual credit speech classes: SP 111, 112, 219.
- **Course scheduling issues:** Speech course scheduling works fairly well because the two faculty members coordinate courses and times. However, care needs to be taken in the number of sections offered in some courses, such as SP 219 which recently have had low enrollments. It is recommended to offer more SP 100 and SP 111 courses instead.
- **Instructional Materials (textbook, software issues):** The full-time Speech instructors select the speech textbooks. The textbooks are available in the College Bookstore and from online sources, and in the library on reserve and are generally easily and readily available for students.

Students

- **Special Populations:** The Speech program does not have any special populations specifically requiring Speech courses beyond the General Education courses.
- **Recruitment:** The Speech program does not actively recruit.
- **Advising:** To facilitate accurate advising, Speech will develop advising sheets directing students to an AAOT and an AS Speech degree as well direction for careers in the discipline.
- **Student Satisfaction:** Evaluations for the full-time instructors who teaches Speech has an average student rating of instruction at 4.12 out of 5.0. Students comment favorably about the instructors, and the completion rates for 2014 are an impressive 78%.
- **Student Assessment Methods:** Student learning outcomes for speech courses are assessed through class discussion, practice skills, exercises, journals, exams, speeches, outlines, and reports.

Facilities/Budget

- **Budget Changes over past 4 years:** The Speech budget has its own budget. The average actual costs for the General Ledger for the last four years is $161,824.
- **Instructional Materials (software, supplies, etc.):** The speech instructional materials need to be inventoried to determine what needs surplused, replaced, updated. This is the responsibility of the Speech faculty.
- **Equipment lists and needs:** The speech equipment lists and needs need to be inventoried to determine what needs surplused, replaced, updated. This is the responsibility of the Speech faculty.
- **Facilities lists and needs:** The speech facilities list and needs need to be inventoried to determine what needs surplused, replaced, updated. This is the responsibility of the Speech faculty.
- **Student fees; N/A**

Progress of Planned Projects

- Describe progress made for each project activities planned for prior year.

NOT REQUIRED FOR 2013-2014 PROGRAM REVIEW

PART B: Program Outcomes Data Review

Student Learning Outcomes - Measures – Criteria

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.	A grade of C will be achieved by at least 70% of all students completing the course. To accomplish this level of achievement, a student must (1) read and interpret a book chosen according to personal interest in a specific area of interpersonal communication; (2) create and complete a project that explores an area of interpersonal communication related to the book topic; (3) use appropriate course terminology and accepted presentation standards to document the results of that work in a 6-10 page academic paper.	A research paper, which demonstrates that the minimum criteria for studying, understanding and explaining a chosen topic can be met. An essential part of the organization and completion of this paper is the thorough examination of a chosen aspect of interpersonal communication and an investment in the discovery and consideration of its applications in the student's personal experience of life.	SP 218	WI 2014-2015

Results: Of the 32 students who completed the course and chose to attempt this assignment, 14 (44%) earned an A, 8 (25%) earned a B, and 8 (25%) earned a C. A total of 94% achieved the target measure of C or better. The average grade for all 32 students (including those that didn't meet the desired target) was 85%, or a letter grade of B.

Analysis: The results of this assignment show that a majority of students are able to make comprehensive use of their learning in a practical way. They demonstrate the desired outcomes of the course by achieving at least 140 points on a 200-point checklist that identifies standards in the research of communication concepts, creation of experiments and other exploratory activities, and the organization and presentation of reports on their work. If similar results are achieved in any given term, the measurement effectively demonstrates student success.

Plan: Retain the criteria as measurement of outcome.

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate an understanding of interpersonal rules, roles, and strategies in varied contexts.	A grade of C will be achieved by at least 70% of all students completing the course. To accomplish this level of proficiency, a student must use (1) recognizable patterns of organization in arranging speech material; (2) the discipline of practicing, preparing and making adjustments for a public presentation; and (3) given standards of delivery technique.	A Persuasive Speech, which demonstrates that the minimum criteria for preparing and presenting a speech of this type can be met. An essential part of the creation and delivery of this speech is the ethical consideration of persuasive strategies that show fairness and respect with regard to the audience, while maintaining an understanding of the speaker's role as a responsible leader within that context.	SP 111	WI 2014-2015

Results: Of the 37 students who completed the course and chose to attempt this assignment, 10 (27%) earned an A, 10 (27%) earned a B, and 10 (27%) earned a C. A total of 81% achieved the target measure of C or better. The average grade for all 37 students (including those that didn't meet the desired target) was 78%, or a letter grade of C.

Analysis: The results of this assignment show that a majority of students are able to make comprehensive use of their learning in a practical way. They demonstrate the desired outcomes of the course by achieving at least 28 points on a 40-point checklist that identifies standards in the organization, preparation, and delivery of speech material. If similar results are achieved in any given term, the measurement effectively demonstrates student success.

Plan: Retain the criteria as measurement of outcome.

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate an understanding of interpersonal rules, roles, and strategies in varied contexts.	75 % C or better for persuasive speech	Persuasive Speech	SP 111	WI 2015

Results: 100% C got a C or better for persuasive speech (those who completed the assignment; there were 4 who didn't complete the assignment). There were 9 As, 4 Bs, 3 Cs, and 4 Fs.

Analysis: Students are doing well with the persuasive speech. Some of the skills they're demonstrating include: audience analysis, speech structure, delivery, effective use of visual aid, effective use of refutation, and citing sources/research during speech.

Plan: Adjust goal to 80% B or better (81% had a B or better). There were 4 of 20 students who didn't do the persuasive speech. These students either failed or dropped the class.

Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate an understanding of interpersonal rules, roles, and strategies in varied contexts.	75% C or better in participation	Participation	SP 100	WI 2015

Results: 30/35 or 86% (two sections combined winter 2015) had a C or better for participation

Analysis: Importance of attendance is adequately communicated to students. We practice communication skills in class with each other. If these skills are not practiced in class, the students do not get a good understanding of the material. Besides practicing communication skills, for their presence in class, I require the following: mental and physical presence, being prepared to discuss the day's chapters; engaging in the activities (practicing communication skills); being courteous and thoughtful. All these contribute to an effective group learning environment. If a student harms that learning environment, they get a note from me, and their participation grade suffers. I began a "daily assessment" of students' participation. This is a great way for the students and me to communication with each other.

Plan: I need a more accurate way of assessing participation than just attendance. There was one disruptive (rude/bully) student who did not participate well (she was disruptive and rude); she would've fought me about a grade based on something other than attendance.

Outcome 4	Measureable Criteria	Measurement Tool	Courses	Time Frame
Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.	75% C or better on group participation.	Group participation	SP 219	Fall 2014

Results: 95% earned a C or better for their group presentation: 11 As, 8 Bs, 2 Cs, 1 F.

Analysis: Students are demonstrating the skills required for a good group presentation, for instance presentation structure, delivery, coordination among group members, research and visual aids.

Plan: Continue doing what I'm doing.

Outcome 5	Measureable Criteria	Measurement Tool	Courses	Time Frame
Employ effective verbal and nonverbal behaviors that support communication goals.	A grade of C will be achieved by at least 70% of all students completing the course. To accomplish this level of proficiency, a student must use (1) recognizable patterns of organization in arranging speech material; (2) the discipline of practicing, preparing and making adjustments for a public presentation; and (3) given standards of delivery technique.	A "Speech of Choice," which demonstrates that the minimum criteria for preparing and presenting a Demonstrative, Informative or Persuasive Speech can be met. The type of speech that is delivered in this assignment is the student's choice, based on the student's personal preferences.	SP 111	WI 2014-2015

Results: Of the 35 students who completed the course and chose to attempt this assignment, 14 (40%) earned an A, 14 (40%) earned a B, and 3 (9%) earned a C. A total of 89% achieved the target measure of C or better. The average grade for all 35 students (including those that didn't meet the desired target) was 84%, or a letter grade of B.

Analysis: Since this assignment is the final activity of the course, it shows that a majority of students are able to make comprehensive use of their learning in a practical way. They demonstrate the desired outcomes of the course by achieving at least 35 points on a 50-point checklist that identifies standards in the organization, preparation, and delivery of speech material. If similar results are achieved in any given term, the measurement effectively demonstrates student success.

Plan: Retain the criteria as measurement of outcome.

Outcome 6	Measureable Criteria	Measurement Tool	Courses	Time Frame
Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.	75% C or better on media report	Media Report	SP 220	Spring 2015

Results: 12/16 students earned a C or better: 5 As, 3 Bs, 4 Cs, 4 Ds. This is 75%

Analysis: The biggest hurdle for people getting a good grade for this assignment is that their speeches aren't long enough. Often students reach only about half the time requirement, which hurts their grade significantly. In the future, I'll reinforce the necessity of hitting the mark for the length of their speech. The good news is that 75% are getting a C or better, which means they're demonstrating an understanding of how gender is portrayed in the media, including: what the mediated message is teaching/reinforcing/punishing; that the source they choose is recent and unique; balancing the source with the presentation as far as how much time each takes; describing the message, interpreting the message.

Plan: In the future, I'll reinforce the necessity of hitting the mark for the length of their speech.

PART C: Program Operational Data Review

I Enrollments

Exhibit I.A: Total Enrollments – Program
Exhibit I.B: Number of Students in Major, if applicable
Exhibit I.C: Student Demographics (optional)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  The total enrollments in Speech have steadily declined over the last five years with the highest enrollment in 2010 at 845 students and the lowest enrollment in 2014 at 689 students representing an 18.5% decrease. However, culinary students were required to take SP 218. In 2013, culinary developed a professional presentations class which replaced the SP 218 requirement.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects*
  1.
  2.
  3.

II. Financial Viability

Exhibit II.A: Student FTE
Exhibit II.B: Billing Credits
Exhibit II.C: Cost / FTE

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*

  The average Speech annual student FTE is 49.26. The year 2010 had the highest student enrollments at 845 students, and the year 2010 had the highest student FTE at 56.55. The year 2014 had the lowest student enrollments at 689 students and the lowest student FTE at 45.71. The student FTE between the high 2010 year and low year 2014 shows that Speech student FTE decreased by 18.5%. Again, after 2013, culinary students no longer were required to take SP 218.

  The annual average Speech annual billing credits is 2062.6. Again, 2010 is the year of the most speech billing credits at 2315. The year 2014 reflects the low levels of billing credits at 1980 billing credits.

  Plan: *Respond to the data evidence – how will the data results be utilized to enhance and improve the financial viability of the program, list specific planned projects*

  1.
  2.

III. Efficiency of Delivery

Exhibit III.A: Average Class Enrollments
Exhibit III.B: Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits)
Exhibit III.C: Course Capacity Percentage (section enrollment is what percent of section capacity)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  Average speech annual enrollments are 737.8 students. Average annual speech enrollments is 766.4 students. Average class enrollments for Speech is 16.23 students per class.

  Average student FTE to faculty FTE ratio for Speech classes is 16.38.

  Speech average course capacity is 76.8%.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance the efficiency of delivery associated with the program, list specific planned projects*
  1.
  2.
-

IV. Instructional Effectiveness

Exhibit IV.A: Course Retention – completion rate

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  Average course retention-completion rate for Speech is 77.4%.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve instructional effectiveness of the program, list specific planned projects*
  1.
  2.

V. Program Student Success

~~Exhibit V.A:~~ ~~Program Persistence from Persistence Report~~ (being developed)
Exhibit V.B: Program Completers (Graduated) **(unduplicated student count)**
Exhibit V.C: Program Awards **(all certificates and degree, duplicated)**
~~Exhibit V.D:~~ ~~Transfer Rate (student who did not graduate yet transferred) from Transfer Report~~ (being developed)
~~Exhibit V.E:~~ ~~Transfer Figures from Transfer Report~~ (being developed)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  N/A
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance students success within the program, list specific planned projects*
  N/A

VI. Program Relevance

Exhibit II.A: OLMIS Reports Demonstrate Employment Opportunities - ***OLMIS DATA:*** ***http://www.qualityinfo.org/olmisj/OlmisZine***
Exhibit II.B: Advisory Committee Recommendations

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
  OLMIS is not applicable.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to ensure program relevance of the program, list specific planned projects*
  1.
  2.

VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement

Exhibit VI.A: 4 Year Achievement (if available)

Exhibit VI.B: Wage Information (if available)

Exhibit VI.C: Placement Rates (if available)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*

PART D: Systemic Program Review

Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

Address systemic issues:

Proposed Systemic Project(s): Research and investigate alternative strategies and make appropriate changes.

Systemic Program Viability Analysis

- **Program Demand:** Review of overall 4-year trend of enrollments in discipline courses -24%
  Speech -16.2%
  >10 Growing Strong (20 pt.)
  5-10% Growing (17 pt.)
  0-5% Maintaining (14 pt.)
  5-0% Dropping (10 pt.)
  <-5% (5 pt.)

- **Program Outcomes Assessment:**

Assessment Category **Speech**	**No Evidence (1 pt.)**	**In Development <30% (2 pt.)**	**Implemented in Some Areas 30-80% (3 pt.)**	**Fully Implemented 81-100% (4 pt.)**	**TOTAL SCORE**
Development of course outcomes				**x**	**4**
Mapping course to program outcomes				**x**	**4**
Multiple Assessment measures documented and mapped to program outcomes			**x**		**4**
Course Assessment data collected and analyzed			**x**		**4**
Assessment Data used to improve course teaching / learning and is documented			**x**		**4**
Total					**17**

- **Program Size:** Review of unduplicated student FTE (all terms) in discipline courses in prior year

  Speech 45.71
  >50 FTE (20 pt.)
  30-50 FTE (17 pt.)
  20-30 FTE (14 pt.)
  15-20 FTE (10 pt.)
  10-14 FTE (7 pt.)
  <10 FTE (5 pt.)

- **Proposed Productivity:** Percent of students in all discipline classes for a year that earned C or better compared to number of students enrolled in same classes at end of second week

  Speech 78%
  >95% (20 pt.)
  90-95% Growing (18 pt.)
  80-90% Maintaining (16 pt.)
  70-80% Dropping (14 pt.)
  60-70% (10 pt.)
  <10% (5 pt.)

- **Program Cost:** Cost of program per student FTE in prior year
  Speech $3162.00
  < $1000/FTE (20 pt.)
  $1-2000/FTE (17.pt.)
  $2-3000/FTE (14 pt.)
  $3-4000/FTE (10 pt.)
  $>4000/FTE (5 pt.)

- **OVERALL PROGRAM VIABILITY SCORE:**
  Speech 63

PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2015 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1. Camera and Tripod	**P. Mantey**	**2016-2017**	**$279.95**	**Learning and Achievement**	**AMP**	
2.						
3.						
4.						
5.						
6.						
7.						
8.						

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Speech Program Operational Data

Grades: No Q, No X

Discipline: SP

Subjects: SP

Other Criteria:

PART C: Program Operational Data Review

Base Criteria: Activity codes- LDC

I Enrollments	Source*	2010	2011	2012	2013	2014
Exhibit I.A: Total Enrollments (all terms)	CER	845	766	634	755	689

II. Financial Viability		2010	2011	2012	2013	2014
Exhibit II.A: FTE						
Exhibit II.A: FTE for program courses	CER	56.55	51.3	42.29	50.44	45.71
Exhibit II.B: Billing Credits						
Exhibit II.B: Billing Credits for program courses	CER	2315	2121	1902	1995	1980
Exhibit II.C: Cost / FTE						
Actuals: Cost for GL Unit XXXX *(including FT and PT Faculty)*	*Budget*	$146,112.00	$164,308.00	$179,182.00	$124,896.00	$178,911.00
Student FTE *(from II.A above)*	*II.A*	63.54	62.21	54.02	57.32	56.58
Calculated Cost per Student FTE	*Calculated*	$2,299.53	$2,641.18	$3,316.96	$2,178.93	$3,162.09

III. Efficiency of Delivery		2010	2011	2012	2013	2014
Exhibit III.A: Course Enrollments						
Average Class Enrollments	CER	16.57	16.65	15.85	16.06	16.02
Fill rate	CER	79%	81%	79%	74%	71%
Exhibit III.B: Student FTE to Faculty FTE Ratio						
Student FTE for Program Courses *(II.A above)*	*II.A*	56.55	51.30	42.29	50.44	45.71
Faculty FTE *(FT and PT Faculty)*	*Deans*	3.43	3.337	2.93	2.67	2.73
Calculated: Student FTE / Faculty FTE	*Calculated*	16.49	15.37	14.43	18.89	16.74

IV. Instructional Effectiveness		2010	2011	2012	2013	2014
Exhibit IV.A: Course Retention – completion rate	CCR	79%	75%	79%	76%	78%

***Source Legend**

CER = Course Enrollment Report

CCR = Course Completion Report

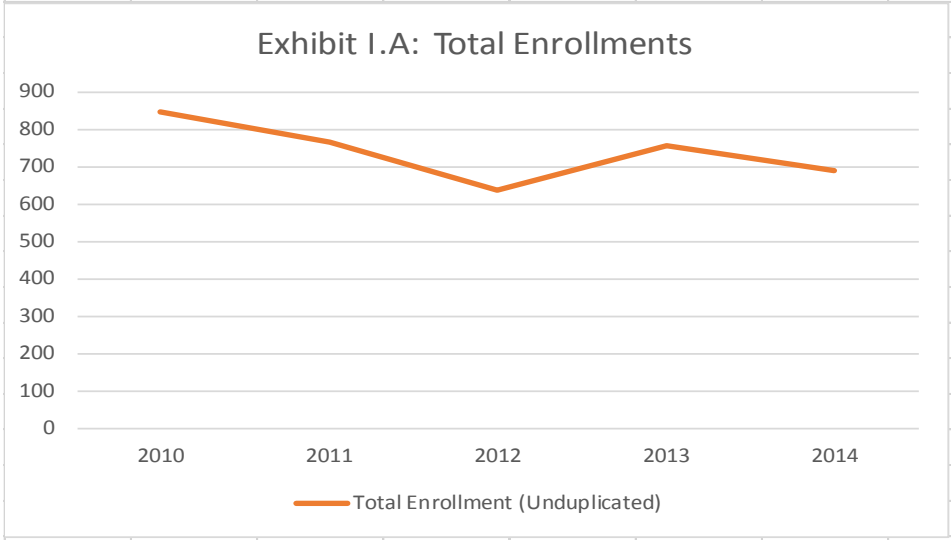
GBM = Graduates by Major Report

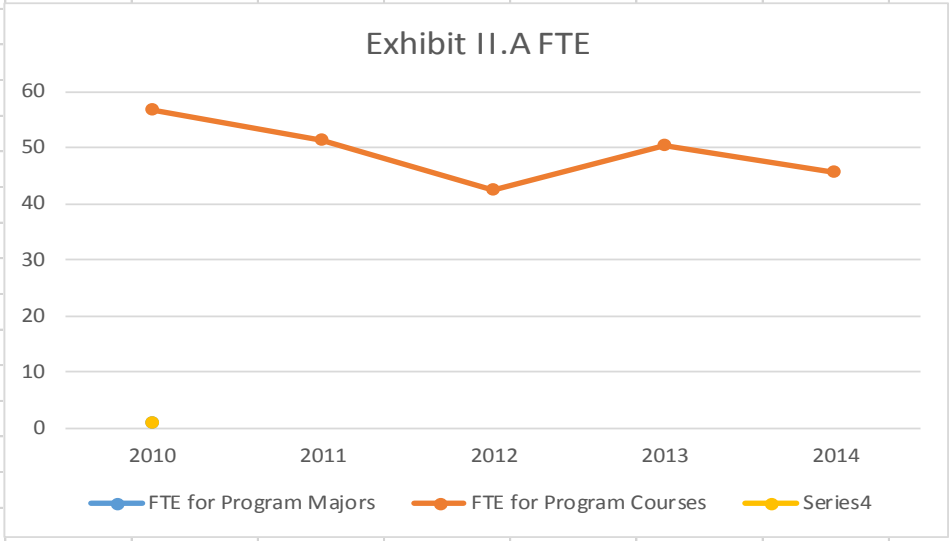
SER = Student Enrollment Report

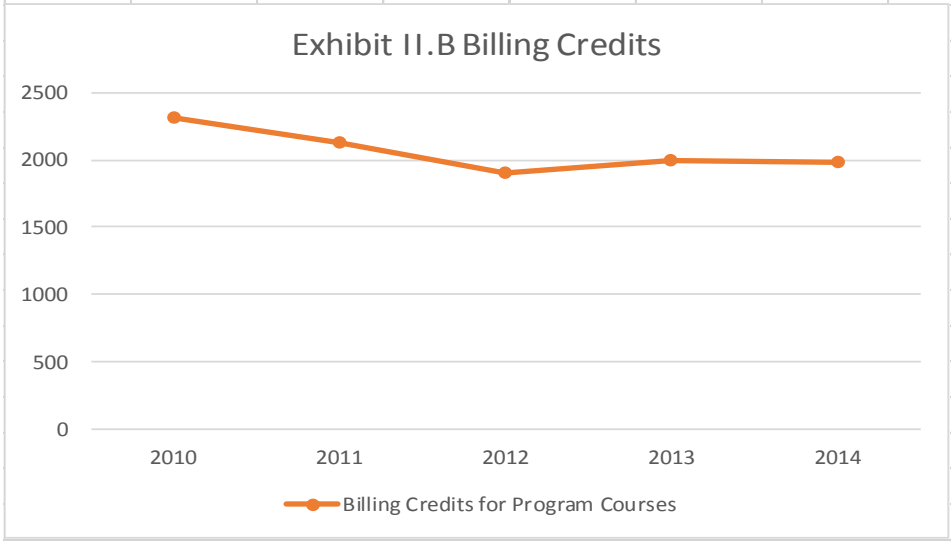
Calculated = Calculated by Excel

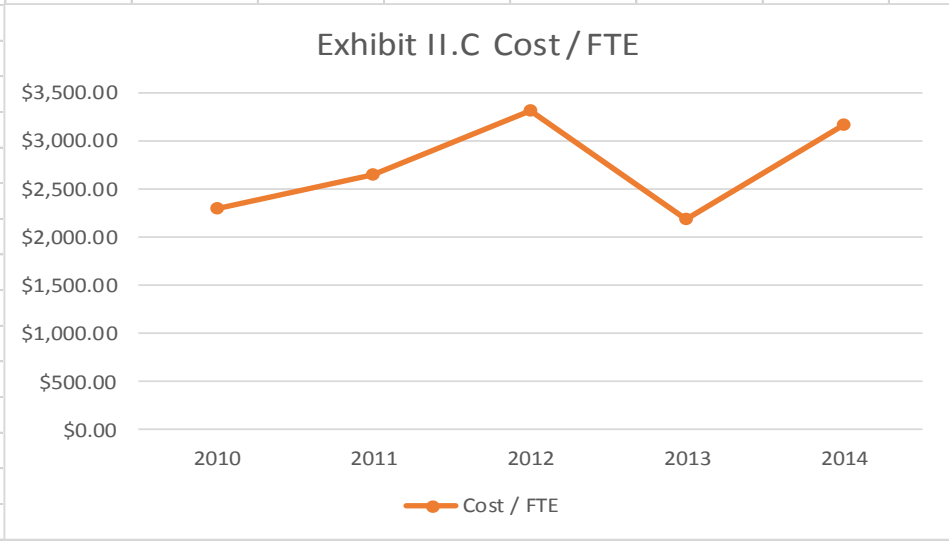
Average total enrollments	737.8
Average enrollment changes	-16.20%
Average student FTE	49.26
Average billing credits	2062.6
Average student/faculty FTE	16.38
Average class enrollment	16.23
Average fill rate	76.80%
Average retention-completion	77.40%

Speech Program Operational Data









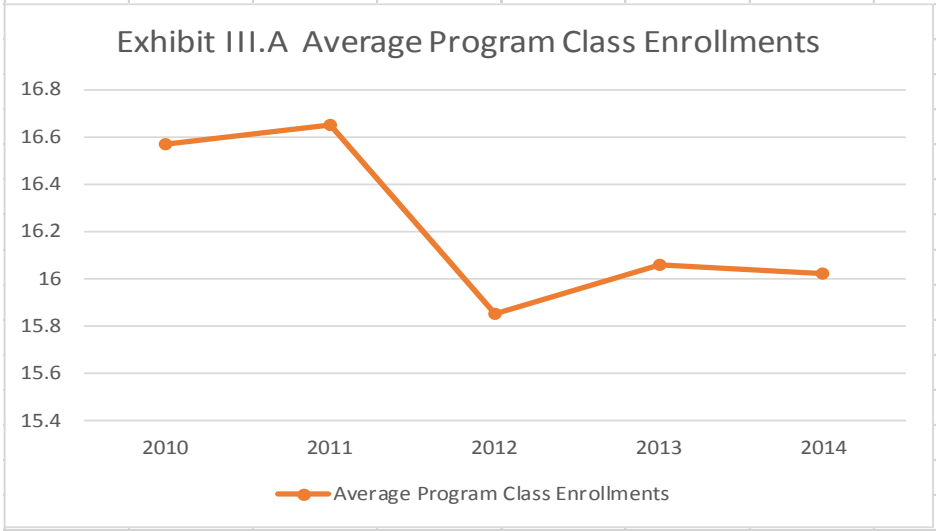


Exhibit III.A Average Program Class Enrollments
16.8
16.6
16.4
16.2
16
15.8
15.6
15.4
2010
2011
2012
2013
2014
Average Program Class Enrollments

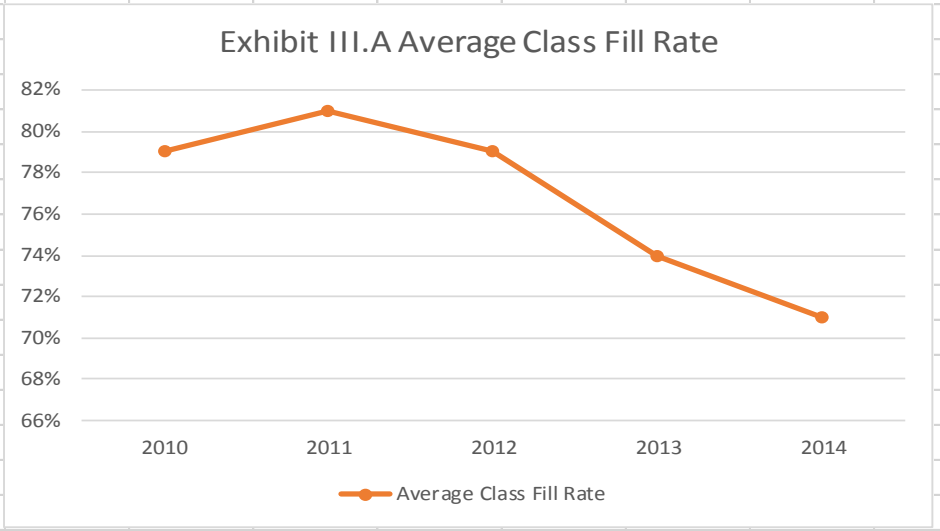


Exhibit III.A Average Class Fill Rate
82%
80%
78%
76%
74%
72%
70%
68%
66%
2010
2011
2012
2013
2014
Average Class Fill Rate

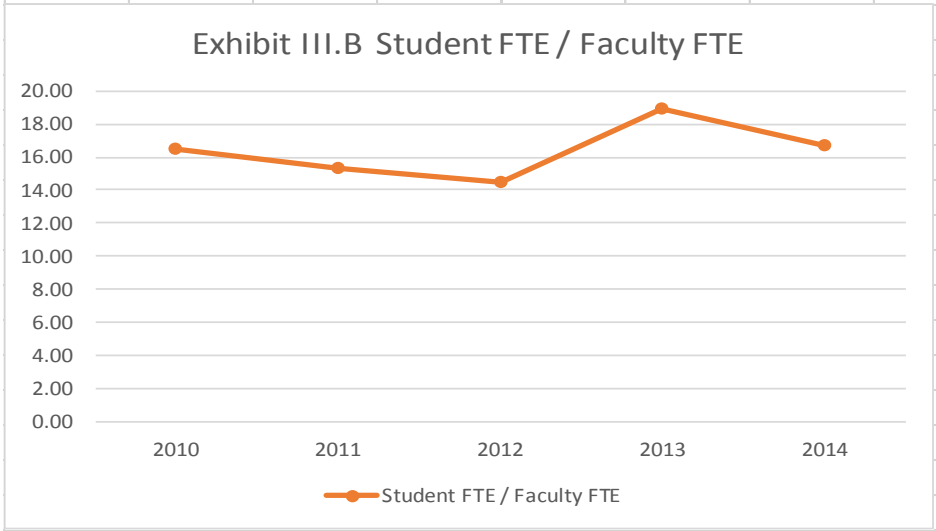


Exhibit III.B Student FTE / Faculty FTE
20.00
18.00
16.00
14.00
12.00
10.00
8.00
6.00
4.00
2.00
0.00
2010
2011
2012
2013
2014
Student FTE / Faculty FTE

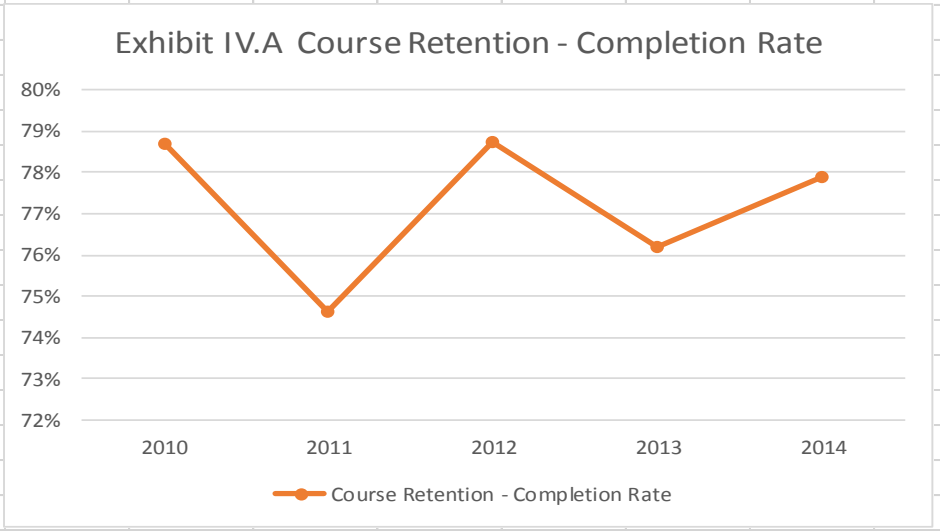


Exhibit IV.A Course Retention - Completion Rate
80%
79%
78%
77%
76%
75%
74%
73%
72%
2010
2011
2012
2013
2014
Course Retention - Completion Rate