

**Academic Program Evaluation – COMMUNICATION ARTS  
Division – ALLS  
Department – HWL**

**ASSOCIATE DEGREE PROGRAM:**

Required Courses: ENGL 250, JRN 100, SPCH 100, 110, 120, 150

Select a minimum of 9 units from: AJ 120, BUS 260, ENGL 201, JRN 101, PSY 130, PSY 144, SPCH 130, 150, THEA 100, 120

**PROGRAM COMPLETION**

Number of certificates completed Between Fall 2009 and Spring 2012	Number of Associate Degrees Completed Between Fall 2009 and Spring 2012
N/A	1

**COMMUNICATION ARTS – ENROLLMENT, FILL RATE & WAIT LISTS**

Course	Course Cp	Enrollment - #Sections						Fill Rate						Wait Lists 1/8/13
		F 09	S 10	F 10	S 11	F 11	S 12	F 09	S 10	F 10	S 11	F 11	S 12	
ENGL 250	25	17 - 1		24 - 1		20 - 1		85.00%		120.00%		80.00%		
JRN 100	25	19 - 1	16 - 1	24 - 1	21 - 1	25 - 1	13 - 1	76.00%	64.00%	100.00%	84.00%	100.00%	52.00%	
SPCH 100	25	684 - 23	548 - 22	682 - 22	619 - 22	513 - 19	512 - 21	118.96%	115.37%	124.00%	130.32%	108.00%	97.52%	
SPCH 110	25			15 - 1						60.0%				
SPCH 120	25	22 - 1					18 - 1	88.0%					72.0%	
SPCH 180	25	86 - 4	133 - 6	103 - 5	111 - 4	99 - 4	75 - 3	107.5%	110.83%	103.0%	111.00%	99.0%	100.0%	9
AJ 120	120	69 - 2	96 - 3	98 - 3	84 - 3	83 - 2	67 - 2	87.0%	61.5%	74.5%	71.4%	77.1%	64.2%	
BUS 260	28		53 - 2	29 - 1	20 - 1	33 - 1	19 - 1		98.15%	103.57%	71.43%	94.29%	67.86%	
ENGL 201	30	80 - 5	99 - 7	105 - 6	96 - 5	125 - 5	129 - 5	80.00%	82.50%	87.50%	96.00%	100.00%	86.00%	22
JRN 101	25	11 - 1	13 - 1	26 - 1	15 - 1	15 - 1		44.00%	52.00%	52.00%	60.00%	60.00%		
PSY 130	35		34 - 1		25 - 1		30 - 2				71.4%		85.7%	
PSY 144	35	50 - 1	41 - 1	45 - 1	41 - 1	39 - 1	33 - 1	142.86%	117.14%	128.57%	117.14%	111.43%	94.29%	
SPCH 130	25				20 - 1		15 - 1				80.00%		60.00%	
SPCH 150	25					19 - 1						76.00%		
THEA 100	25	30 - 1						120.0%						
THEA 120	25	29 - 1	30 - 1	30 - 1	39 - 1			116.0%	120.0%	120.0%	156.0%			

### COMMUNICATION ARTS - PRODUCTIVITY (FTES/FTEF)

COURSE	FTES						FTEF						Productivity					
	F 09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12
ENGL 250	1.75		2.47		2.06		0.20		0.20		0.20		8.75		12.35		10.30	
JRN 100	1.95	1.65	4.11	2.16	2.57	1.34	0.20	0.20	0.20	0.20	0.20	0.20	9.75	8.25	20.55	10.80	12.85	6.70
SPCH 100	70.36	56.37	70.14	63.67	52.78	52.64	4.60	4.40	4.40	4.40	3.80	4.20	15.30	12.81	15.94	14.47	13.89	12.53
SPCH 110			1.54						0.20						7.70			
SPCH 120	2.26					1.85	0.20					0.20	11.30					9.25
SPCH 180	8.85	13.69	10.59	11.42	10.18	7.71	0.80	1.20	1.00	0.80	0.80	0.60	11.06	11.41	10.59	14.28	12.73	12.85
AJ 120	7.10	9.88	10.07	8.64	8.54	6.89	0.40	0.60	0.60	0.60	0.40	0.40	17.75	16.47	16.78	14.40	21.35	17.23
BUS 260		5.45	5.49	2.06	3.39	1.95		0.40	0.20	0.20	0.20	0.20		13.63	27.45	10.30	16.95	9.75
ENGL 201	8.22	10.19	10.79	9.88	12.85	13.26	1.00	1.40	1.20	1.00	1.00	1.00	8.22	7.28	8.99	9.88	12.85	13.26
JRN 101	1.13	1.34	1.34	0.21	1.54		0.20	0.20	0.20	0.20	0.20		5.65	6.70	6.70	1.05	7.70	
PSY 130		3.50		2.57		3.09		0.20		0.20				17.50		12.85		
PSY 144	5.14	4.22	4.63	4.22	4.01	3.39	0.20	0.20	0.20	0.20	0.20	0.20	25.70	21.10	23.15	21.10	20.05	16.95
SPCH 130				2.06		1.54					0.20	0.20				10.30		7.70
SPCH 150					1.95						0.20							9.75
THEA 100	3.09						0.20						15.45					
THEA 120	2.98	3.09	3.09	4.01			0.20	0.20	0.20	0.20			14.90	15.45	15.45	20.05		

### COMMUNICATION ARTS - COMPLETION & SUCCESS RATES

COURSE	Completion Rate						Success Rate					
	F 09	S 10	F 10	S 11	F 11	S 12	F 09	S 10	F 10	S 11	F 11	S 12
ENGL 250	88%		65%		93%		53%		79%		65%	
JRN 100	63%	50%	44%	76%	60%	77%	42%	38%	32%	38%	44%	69%
SPCH 100	85%	88%	90%	85%	89%	89%	79%	79%	84%	73%	80%	74%
SPCH 110			80%						60%			
SPCH 120	82%					94%	59%					94%
SPCH 180	85%	97%	92%	97%	93%	93%	78%	94%	89%	96%	92%	92%
AJ 120	97%	85%	86%	90%	86%	93%	87%	62%	75%	71%	77%	64%
BUS 260		92%		100%		74%		83%		95%		58%
ENGL 201	59%	57%	66%	72%	66%	62%	44%	44%	57%	56%	50%	44%
JRN 101	45%	77%	54%	60%	33%		27%	46%	31%	47%	33%	
PSY 130		97%		68%		93%		88%		60%		93%
PSY 144	88%	90%	91%	95%	87%	82%	80%	88%	87%	83%	85%	76%
SPCH 130				85%		87%				50%		73%
SPCH 150					89%						68%	
THEA 100	73%						47%					
THEA 120	72%	80%	77%	90%			59%	80%	77%	74%		

**Recent Enrollment Demand:** High  Medium  Low

**Projection for Future Demand:** Growing  Stable  Declining

**Opportunity Analysis:** (Successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.)

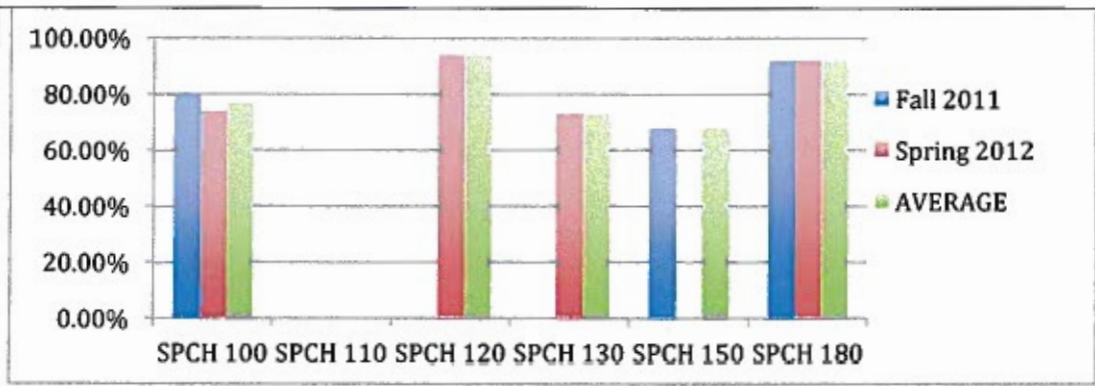
### **Successes**

One of the greatest successes of the Speech Communication Department has been the development of four new classes in recent years (SPCH 120, 130, 150 and 100 Hybrid/OL-version), which ultimately allowed IVC to be in compliance with the State when SB1440 was mandated. Additionally, our Department has been able to maintain and serve a significant number of students. We have done all of this with 2 full-time faculty members and a fluctuating number of adjuncts ranging from 4-6 in number. We can do greater things when we hire at least one more fulltime faculty –which would replace one of the two full-time faculty we lost five and six years ago, respectively.

Our core classes rival any other community college in the state.

We have offered public debates by student debaters in the Quad area of the College Center which served to allow them to apply, in the public arena, the concepts they have learned and also to present publicly various controversial issues.

Another success can be seen in our student success rates. As demonstrated by the table below, SPCH 180 (a critical thinking debate class) has an average of 92% success rate in the fall 2011 and spring 2012 semesters. SPCH 120, one of our newest classes, has a 94% success rate. And we have a 90.40% average completion rate for all classes.



In addition, our overall completion rate in our Speech classes during the fall 2011 and spring 2012 semesters is 90.40%:

<b>Completion rates</b>			
	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>AVERAGE</b>
<b>SPCH 100</b>	89.00%	89.00%	89.00%
<b>SPCH 110</b>			
<b>SPCH 120</b>		94.00%	94.00%
<b>SPCH 130</b>		87.00%	87.00%
<b>SPCH 150</b>	89.00%		89.00%
<b>SPCH 180</b>	93.00%	93.00%	93.00%
			<b>90.40%</b>

Another accomplishment is that all of our sections are filled every semester. This has occurred in spite of heavy waitlists for students who must be turned away due to a lack of instructors. Even still, we continue to seek ways to provide adequate sections in an attempt to diversify our schedule to accommodate student's needs. We found that offering many sections on Friday and classes on Saturday were very popular among our student population. Offering classes from Monday-Saturday has

helped many students who are unable to attend school during the Monday-Friday, 8-5PM hours.

**Summary of Program "Health" Evaluation:** (Including consideration of size, score, productivity and quality of outcomes)

The Speech program enjoys great health in many ways:

- We have a dedicated and loyal faculty- there are currently Two fulltime, a NEW fulltime temp (hired the week before classes met) and three adjunct faculty.
- Our program is growing.
- We have great potential for further growth if we had at least one or two more full-time instructors. It is important for us to consider the fact that Speech is one of the "four golden courses" as required for transfer to the CSU system.
- Also, Speech is very difficult to staff, every semester, due to a lack of qualified instructors in the Imperial Valley.
  
- Please note: Lack of qualified staff in the Region, coupled with low hourly pay, and escalating gasoline prices creates a "perfect storm" for stunted growth in our department. Every semester is a struggle to secure part time instructors and with the recent pay reduction it has become close to impossible.
- Notwithstanding these hurdles, with only 2 full-time instructors working overload and 4 part time faculty members, and budget cuts, we were able to offer a variety of classes and only suffer a minor decrease in student enrollment.
- If afforded a proportionate number of Speech instructors to match the English instructors, our student transfer rate would be very successful.
- Even still, the table below shows that we only lost 11 students between semesters but we were able to offer SPCH 120 and SPCH 130 so that students can make progress toward graduation.
- In order to accommodate the needs of the students, we must have an adequate number of instructors.

	Fall 2011	Spring 2012
Speech 100	513	512
Speech 110		
Speech 120		18
Speech 130		15
Speech 150	19	

Speech 180	99	75
<b>Totals</b>	<b>631</b>	<b>620</b>

- The decline in enrollment in the spring 2012 semester can further be explained by the implementation of the drop policy for non-payment of fees and the poor communication strategy implemented by the Admissions and Records Office.

Considering the size, scope, productivity, and quality of outcomes there are very evident concerns regarding our department:

- In order to be able to maintain high success and completion rates in our core communication courses, it is imperative that our cap remain at a maximum of 25 students per class, particularly in Speech 100 and Speech 180.
- While this may affect our productivity rate, the real problem lies with the lack of instructors to teach Speech.
- Further, unless we have more instructors and we are kept at a cap of 25 max in both SPCH 100 and 180, our program is threatened. We cannot take more than the 25 students per SPCH 100 and 180 due to curriculum requirements, as per the course outline and in keeping with the requirements as determined by SDSU. There is likelihood of conflict with the IVUP Program partnership—as SDSU-IV only requires 25 students.
- Also, our productivity was affected by low enrollment due to the drop policy referred to above.
- Additionally, during the spring 2012 we offered two courses that needed to be offered in order to increase our graduation rates.
- Due to the lack of Speech instructors, it was impossible to offer a **variety** of courses, such as SPCH 120, 130 and 150. And because we had been trying to comply with IVC's need for FTES; our scheduling consisted of mainly SPCH 100 and SPCH 180 courses.

	Fall 2011	Spring 2012	AVERAGE
SPCH 100	13.89	12.53	13.21
SPCH 110			
SPCH 120		9.25	9.25
SPCH 130		7.7	7.7
SPCH 150	9.75		9.75
SPCH 180	12.73	12.85	12.79

- Again, we are convinced that hiring a minimum of one, but optimally-two fulltime instructors would positively impact our productivity rates. This would allow for more stability in the department, better ability to plan along with the Master Plan as set into place by IVC, and better transfer rates for our students.
- We feel somewhat at a disadvantage with the lack of support offered for evening, Friday and Saturday classes and hope that IVC will be more user friendly to the students—especially those who are unable to achieve their goals due to work, children, transportation, or any other type of barriers. “User-friendly” would include Library hours increased, adequate number of staff and support systems set into place, and administration available during those times.
- All of our sections are filled, every semester; however, we turn away scores of students needing speech 100 and 180 classes. Again, we need to hire one or two additional fulltime instructors which would replace one of the two we lost 4-5 years ago.
- We have been first, second and third on the list for new hires over the past 4 years, but have not been awarded a position for hire.
- This has become an item of contention as 2 of us are not able to compete with the 17 English instructors (serving the same function on this campus) and to our students.
- The core issue of this problem is simply that Speech 100 is a “golden four” transfer course and so is English. However, English has **17 Fulltime instructors and 13 adjunct instructors** compared to Speech has **TWO fulltime instructors, one semester-only fulltime temporary instructor, and FOUR adjunct instructors.**

As long as the Speech department is ill-equipped with a lack of FULLTIME instructors—there exists an inherent problem of a complete imbalance in the ratio of students who have fulfilled the English requirement for transfer to also be able to fulfill the requirement for Speech. More than 8 TIMES the number of English fulltime faculty.

The Speech Communication department needs to have designated—a minimum of THREE Speech classrooms. This is to insure

that the classrooms are configured to support the methodology of practical application of public speaking skills learned in each Speech prep—especially Speech 100 and Speech 180.

### Student Learning Outcomes and Program Learning Outcomes

Course	# Credits	# SLOs Identified	Fall 2011	Spring 2012	Fall 2012
SPCH 100	3	3	1		1
SPCH 110	3	3			
SPCH 120	3	3			
SPCH 130	3	3			
SPCH 150	3	3	3	2	
SPCH 180	2	3	2	4	1

### Student Learning Outcomes Assessment

We have not determined that there has been any benefit to the program or courses because of the SLOs, as we follow closely the course outline of record for all classes. However, we have found that the consistency of looking for the identically same information from our students reveals much about the way we test, present information, the areas we focus on, how we capture the information, and how each of us have differing perceptions as to what and how we should do what we do is very interesting.

### Program Learning Outcome Assessment.

Program learning outcomes were identified in the fall 2011 semester:

- 1) Students will be able to construct and build a basic case for a parliamentary debate.
- 2) Students will be able to recognize and avoid using 14 logical fallacies during classroom presentations.
- 3) Students will be able to write and submit five properly-worded debate propositions.



The first Program level outcome was assessed in the spring 2012 semester. Students were required to write out a case, in essay form, that outlines and then describes at length the position of their side of the debate. The proposition side has three parts: Proposition 1, Proposition 2 and the Proposition Rebuttal. The proposition shows the need to make a change in the “status quo” of a law, regulation or the way things have always done. The case is written and described and then presented to, with specified time constraints, an audience that has been given copies of the outline in the form of a rubric. Every student judges the debate based on the information used, the presentment of facts, identifying any fallacies that are used by the speaker on either side, the use of LOGOS, the void of PATHOS and the development of ETHOS. The student determines if the Proposition is a WIN/LOSS or DRAW.

The results showed that every student was able to identify the proposition, the history of the proposition, the evidence given in support of the proposition and make a judgment as to whether or not the evidence was sufficient for change.

#### **Success Rate of Student Learning Outcomes.**

We have not determined that there has been any benefit to the program or courses because of the SLOs as we follow the course outline of record for all classes, or that the success rate has been impacted, either positively or negatively.

#### **Future Goals of Program**

It has been very difficult to plan for future goals as this department has had to focus on “current” problems, i.e.: Major staffing issues since losing 50% of its full-time faculty more than five years ago, needing to replace those faculty, therefore not being able to focus on future goals. Once an adequate number of Speech faculty is brought into the Speech department, we will be able to focus on other issues that are troubling to or stunting this department.

However, our focus is to continue to serve our students, and remain current in the Communication field.

#### **Resource requests from annual program review**

The Speech Department has made great strides. However, the need for at least one, hopefully, two full-time instructors are necessary for the following reasons:

- There are currently two fulltime, one fulltime temp instructor and four adjunct instructors assigned to teach a large population of students.
- A large number of students, every semester, desperately need Speech 100, and are unable to secure a class.
- The exigency for students to take Speech 100 for “expedient transfer capability” is clearly present.
- Therefore, more fulltime Speech instructors are necessary for student success at IVC.

The Speech Department needs \$165,000 for:

2 new Full time instructors

A minimum of 3 classrooms designated for speech

New podiums

New debate tables in all 3 classrooms