

**Cerritos College  
Instructional Program Review**

**Instructional Program Review Submittal Form (Appendix F)**

This form is completed and submitted as a cover sheet for the self-study report

Name of the Program Speech

Date Submitted February 27th, 2019

Scheduled Presentation Date April 2nd, 2019

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle (*circle one*)  Yes  No

Explain any exceptions for non-compliance with curriculum requirements:

The self-study report adequately addresses the following components:

Description of the Program	Yes	No
Course and program content	x	
Student demographics	x	
Human resources	x	
Instructional Improvement	Yes	No
Teaching effectiveness	x	
Activities to improve student learning	x	
Course grading	x	
Course and program completion	x	
Program outcomes	x	
Core indicators (if vocational)	x	
Student feedback	x	
Institutional data	x	
Other	Yes	No
Strengths and weaknesses of the program	x	
Opportunities and threats of the program	x	
Goals of the program	x	

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Reviewed by (Division Dean): Frank Mixon

Speech Department  
Program Review Self-Study 208-2019  
March 5, 2019

Prepared by:  
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## SECTION 1: OVERVIEW OF THE PROGRAM

The Cerritos College Speech Communication Department offers a wide variety of learning opportunities in the field of communication to meet the needs of diverse student populations. In accordance with the National Communication Association's mission, the department seeks to promote widespread appreciation of the importance of communication in public, professional, and private life, the application of competent communication to improve the quality of relationships, and the use of critical thinking and knowledge about communication to solve problems. Currently, the department consists of five full-time and twenty-eight part-time faculty who strive to serve Cerritos College students. Students may take Speech courses to meet their general education and transfer requirements in the areas of Oral Communication, Humanities, Critical Thinking and Social Sciences. Additionally, students can participate in the department's award-winning forensic program and take advantage of its Certificate of Completion and transfer AA degree. Course offerings include interpersonal communication, organizational communication, intercultural communication, argumentation and persuasion, public speaking, oral interpretation, storytelling, small group communication, gender communication, and competitive Speech and debate.

1. **WSCH (Weekly Student Contact Hours)** For the six-year span from 2012 to 2018, the WSCH range was 13729 to 11136 with a Mean of 12707.33. Trend indicated an incline from 2012 to 2015 followed by a decline to 2018. WSCH/FTEF ranged from a high of 458 to a low of 389 with a mean of 427. The numbers are consistent with other department in the Liberal Arts Division and reflect caps on class size and campus enrollment trends (Source: Cerritos College, Weekly Student Contact Hours (WSCH), Institutional Data Collection Report 2018, Appendix).

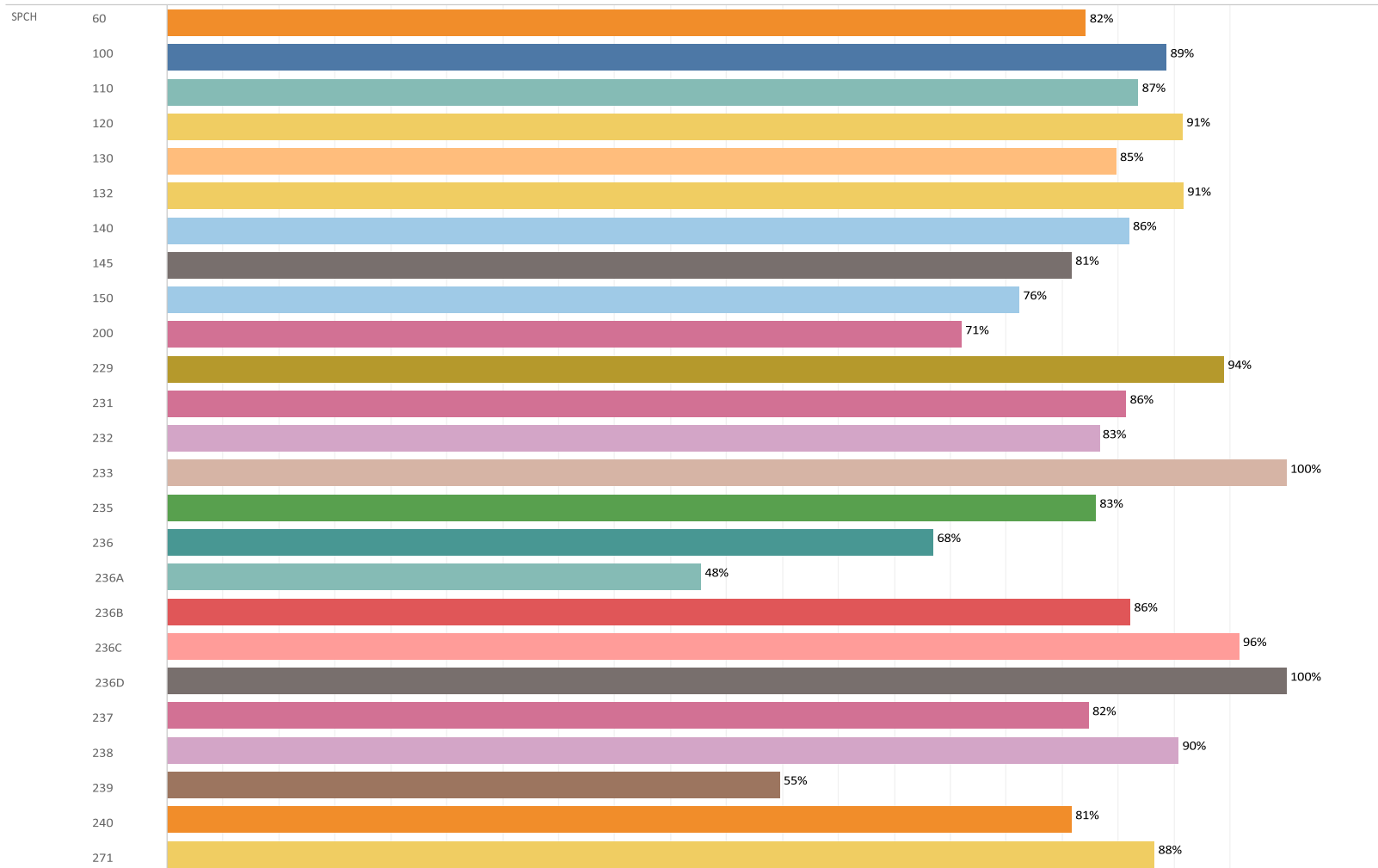
2. **FTEF (Full-time Equivalent Students):** For the six-year span from 2012 to 2018, the FTES range was 442.72 to 361.53 with a Mean of 410.34. Trend indicated a gradual incline from 2012, peaking in 2015, followed by a gradual decline. The increase in FTES followed by a gradual decline, mirrors campus-wide and state trends (Source: Cerritos College, Full-time Equivalent Students (FTES) Institutional Data Collection Report 2018, Appendix).

3. **FTEF (Full-time Equivalent Faculty):** Per IER, data on FTEF is not available through Research and Planning at this time. The department currently employs five full-time and 28 part-time faculty. Greater than 60% of our department courses are taught by part-time faculty.

#### 4. COURSE COMPLETION RATES

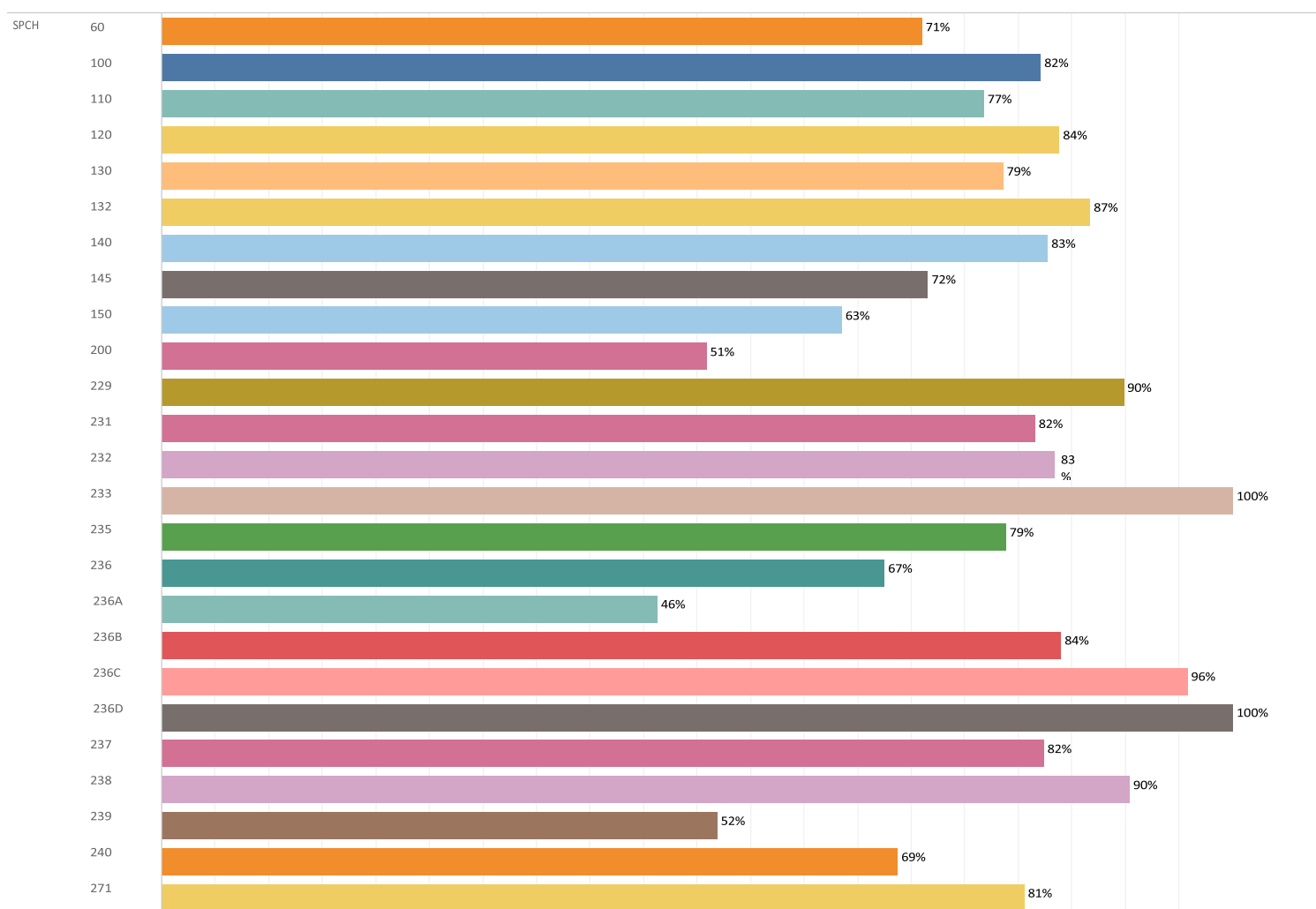
Completion rates within the Speech Department are exceptional. Most courses within the department have a completion rate above 85%. There are three courses with completion rates below 60%, all of these are a version of the entry level forensics course. One explanation of the lower completion rates is that there is no prerequisite on any of the forensics courses and students who enroll in a forensics course for the first time may not be clear on the difference between a traditional oral communication course and forensics. Additionally, since the forensics course have changed twice in the last two years there has been confusion, even among continuing forensics students, as to which class they should be enrolled in. After the change in the department name to Communication Studies, it is not expected that the forensics courses will change in the foreseeable future therefore, we should see an increase in the completion rate of SPCH 231. However, the larger issue that could be contributing to the completion rate of this forensics course is lack of understanding or information before about the team, as cited in the student survey results, before enrolling within the course. One way to combat this is to increase efforts to provide part time-faculty and the campus at large with accurate and current information about the forensics team.

Table: IERP (2018). Speech Department Course Completion Rates.



The overall success rates for students enrolled in a Speech course is strong. Most courses demonstrate a 75% or higher success rate over the six-year period, as illustrated in the graph below. Some of the courses included in the graph by IERP were not offered over the entire six-year period. SPCH 231, 232, 233, 236A, 236B, 236C, 236D, 236, 237, 238, 239, and 271. Many of those courses were forensics courses that were rewritten to reflect the needs of students and the changes in state policy regarding financial aid and the requirement of comprehensive educational plans. SPCH 60, 145, 150, and 200 had slightly lower success rates, which can be attributed to the fact that these courses do not have prerequisites attached to them which may mean that many of the students enrolled may not have the skills necessary to succeed in a college environment.

Table: IERP (2018) Speech Course Success Rates.



The department also examined persistence and completion rates of students enrolled in Forensics (Competitive Speech and Debate). There were 401 students who had enrolled in a forensics course during the past 5 years. Ninety-one students took a forensics course and transferred to a 4-year institution (22.92%). Of the identified students, 109 (27.18%) received a degree while 80 (19.95%) received a certificate. Persistence to the next major semester after taking a forensics course was 271 (67.58%). (Source: Cerritos College, Forensic Student Persistence and Completion, Institutional Data Collection Report 2018, Appendix).

## 5. ENROLLMENT

The department's overall enrollment rates are high and consistent with the course average fill rates for the past several years (2015-2017). The courses that showed a lower fill rate per catalog data is due to the departments open entry and open exit courses offered every term (Speech 236, 237, and 238 courses—now Speech 231, 232, and 233). Overall, the Speech Department has a consistently higher than campus average fill rate above 90 %.

The Speech Department survey data articulated that students enrolled in Speech courses primarily due to the general education requirement. Participants were asked which reason best represents why they enrolled in a Speech course. Most participants replied that it was for a General Education requirement (73.80%, n = 293). When participants were asked why they are enrolled in a Speech course and they replied other most participants cited requirements for their major (n = 8) or general education/Speech certificate requirements (n = 5). (Source: Cerritos College Course Fill Rate and Enrollment Data Collection, Institutional Data Collection Report 2018, Appendix).

## 6. RETENTION RATES

The department consistently demonstrates higher than average retention rates and success rates when compared to the campus. The Speech Communication Department student retention patterns for the past three years (2015-2017) were on average above 85% with a few courses at 100% retention rating. The rate of change over the past three-year period is minimal with a consistently higher rating overall. Over the past three years (2015-2017), student success rates were on the high 90th percentile. (Source: Cerritos College Course Retention and Success Rates, Appendix).

## 7. DEGREES/ CERTIFICATES AWARDED

*Communication Studies AAT Degrees* – The Speech Department was the first to offer an AAT degree at Cerritos College. Over the past six years, there has been a 172%

increase in degrees awarded. There were 25 awarded in 2012-2013 and 68 awarded in 2017-2018. This is largely due to the department's persistence in marketing the degree, the degree's articulation with the Speech Communication Certificate of Completion, and the broad versatility of the Communication Studies degree for a variety of careers.

*Associate of Arts in Speech Communication (non-transfer)* – Since offering the AAT degree for transfer, this non-transfer degree has had declining numbers. In 2012-2013 there were 3 degrees awarded in 2014-2015 there were 2 degrees awarded, and in 2017-2018 there were 4 degrees awarded. The department continues to discuss whether this degree should be phased out, however at this time it serves a purpose for students who pursue the Plan A option.

*Speech Communication Certificate of Completion* – The Speech Communication Certificate of Completion has realized the most gains. Over the past six years, there has been a 344% increase in certificates awarded. There were 9 awarded in 2012-2013 and 40 awarded in 2017-2018. This is due to the certificate's appeal to both majors and non-majors combined with the department's strategic and persistence in marketing this to students. Students report that achieving this certificate has helped them to secure employment while they are still in college. Thus, this certificate contributes to the development of a strong workforce, which as a major chancellor initiative. Furthermore, this certificate is stackable with our AAT degree. (Source: Cerritos College, Updated Degrees/Certificates Awarded, Institutional Data Collection Report 2018, Appendix).

## 8. PROGRAM SLOS FOR EACH COURSE

SLOs are an important tool for understanding student achievement in Speech courses. Instructors can use SLOs to pinpoint areas where their students are performing well, as well as areas where their students could benefit from adjustments to the course. The most recent set of SLO data for the department covers the six semesters spanning from fall 2014 to spring 2017. However, no data was reported during spring 2015 or fall 2015. Additionally, data was not reported for certain courses during some semesters.

During the specified time period, Speech faculty reported 4,176 assessments for course SLOs. 63.9% of assessments were scored "good;" 30% of assessments were scored "satisfactory;" and 6.1% of assessments were scored "emergent." There was also an upward trend in "good" assessments. From spring 2016 to spring 2017, the number of "good" assessments increased nine percentage points, from 59.9% to 68.8%.

One difficulty the department is experiencing regarding SLO assessment is inconsistent reporting of data. There are significant fluctuations in total SLO reports from semester to semester. For example, in spring 2016, Speech instructors reported 706 SLO assessments. In fall 2016, the number of assessments more than doubled, to a total of 1,857. However, in spring 2017, this number shrunk to 1,396 assessments.

There are several explanations for the inconsistent reporting of data. First, approximately 75% of Speech classes are taught by part-time faculty. This significantly affects SLO reporting because part-time faculty are not required to report SLOs and are not compensated for doing so. Second, the transition to using eLumen for reporting SLO data has been somewhat rocky. Both full-time and part-time faculty have observed that eLumen is often confusing and difficult to navigate. Additionally, courses have not been loaded into eLumen in a timely fashion, preventing faculty from reporting data at the end of the semester. Finally, some Speech courses are not correctly listed in eLumen, or include obsolete course information. As the department undergoes a name change to Communication Studies and implements accompanying changes to its course titles, it will become even more critical to ensure that courses are correctly displayed in eLumen.

In the spring of 2017, the department developed an improvement plan to increase SLO assessment and reporting. The department began implementing the plan for fall 2017. This improvement plan includes several action items. Most notably, the department has agreed to assess all SLOs in each course as part of the regular assessment process. The department chair has also increased outreach to full-time and part-time faculty regarding SLOs, particularly by sending reminder emails each semester as well as advertising eLumen training opportunities.

In terms of individual SLOs, it has been consistently reported that students struggle with citing sources in public speaking and argumentation courses. This has led to the development of in-class activities on source citation, and handout materials on related topics such as plagiarism.

It is not yet possible to measure the efficacy of the improvement plans. SLO data is not yet available for the 2017-2018 school year, and moreover, the fall 2017 assessments were not made available in eLumen until over a month after the end of the semester, almost assuredly resulting in downward pressure on the faculty response rate. Thus, the department will likely need to wait for 2018-2019 data to be published before revisiting the improvement plan. (Source: Cerritos College, Student Learning Outcomes Report 2018).

Speech Dept.	Semester	Number of assessments				Percentages		
		Good	Satis.	Emergent	Total	Good	Satis.	Emergent
SPCH 60	Spring 2017	46	-	-	46	100.0%	-	-
	Fall 2016	30	7	3	40	75.0%	17.5%	7.5%
	Spring 2016	-	-	-	-	-	-	-
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-



	Fall 2014	-	-	-	-	-	-	-
	Total	76	7	3	86	88.4%	8.1%	3.5%
SPCH 100	Spring 2017	156	103	19	278	56.1%	37.1%	6.8%
	Fall 2016	396	209	57	662	59.8%	31.6%	8.6%
	Spring 2016	214	171	8	393	54.5%	43.5%	2.0%
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-
	Total	766	483	84	1,333	57.5%	36.2%	6.3%
SPCH 110	Spring 2017	-	-	-	-	-	-	-
	Fall 2016	26	20	8	54	48.1%	37.0%	14.8%
	Spring 2016	-	-	-	-	-	-	-
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-
	Total	26	20	8	54	48.1%	37.0%	14.8%
SPCH 120	Spring 2017	52	5	2	59	88.1%	8.5%	3.4%
	Fall 2016	42	23	1	66	63.6%	34.8%	1.5%
	Spring 2016	-	-	-	-	-	-	-
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-
	Total	94	28	3	125	75.2%	22.4%	2.4%
SPCH 130	Spring 2017	377	151	28	556	67.8%	27.2%	5.0%
	Fall 2016	316	124	28	468	67.5%	26.5%	6.0%
	Spring 2016	101	45	6	152	66.4%	29.6%	3.9%
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-
	Total	794	320	62	1,176	67.5%	27.2%	5.3%
SPCH 132	Spring 2017	49	18	2	69	71.0%	26.1%	2.9%
	Fall 2016	154	52	4	210	73.3%	24.8%	1.9%
	Spring 2016	14	3	-	17	82.4%	17.6%	-
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-
	Total	217	73	6	296	73.3%	24.7%	2.0%
SPCH 140	Spring 2017	31	12	1	44	70.5%	27.3%	2.3%
	Fall 2016	65	15	-	80	81.3%	18.8%	-
	Spring 2016	3	4	1	8	37.5%	50.0%	12.5%
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-
	Total	99	31	2	132	75.0%	23.5%	1.5%

SPCH 150	Spring 2017	-	-	-	-	-	-	-
	Fall 2016	22	20	3	45	48.9%	44.4%	6.7%
	Spring 2016	-	-	-	-	-	-	-
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-
	Total	22	20	3	45	48.9%	44.4%	6.7%
SPCH 200	Spring 2017	66	29	-	95	69.5%	30.5%	-
	Fall 2016	20	28	8	56	35.7%	50.0%	14.3%
	Spring 2016	-	-	-	-	-	-	-
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-
	Total	86	57	8	151	57.0%	37.7%	5.3%
SPCH 235	Spring 2017	139	48	6	193	72.0%	24.9%	3.1%
	Fall 2016	125	15	-	140	89.3%	10.7%	-
	Spring 2016	90	39	7	136	66.2%	28.7%	5.1%
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	58	101	58	217	26.7%	46.5%	26.7%
	Total	412	203	71	686	60.1%	29.6%	10.3%
SPCH 236A	Spring 2017	18	-	-	18	100.0%	-	-
	Fall 2016	22	4	-	26	84.6%	15.4%	-
	Spring 2016	-	-	-	-	-	-	-
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-
	Total	40	4	-	44	90.9%	9.1%	-
SPCH 236B	Spring 2017	18	8	4	30	60.0%	26.7%	13.3%
	Fall 2016	6	-	-	6	100.0%	-	-
	Spring 2016	-	-	-	-	-	-	-
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-
	Total	24	8	4	36	66.7%	22.2%	11.1%
SPCH 236D	Spring 2017	8	-	-	8	100.0%	-	-
	Fall 2016	4	-	-	4	100.0%	-	-
	Spring 2016	-	-	-	-	-	-	-
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	-	-	-	-	-	-	-

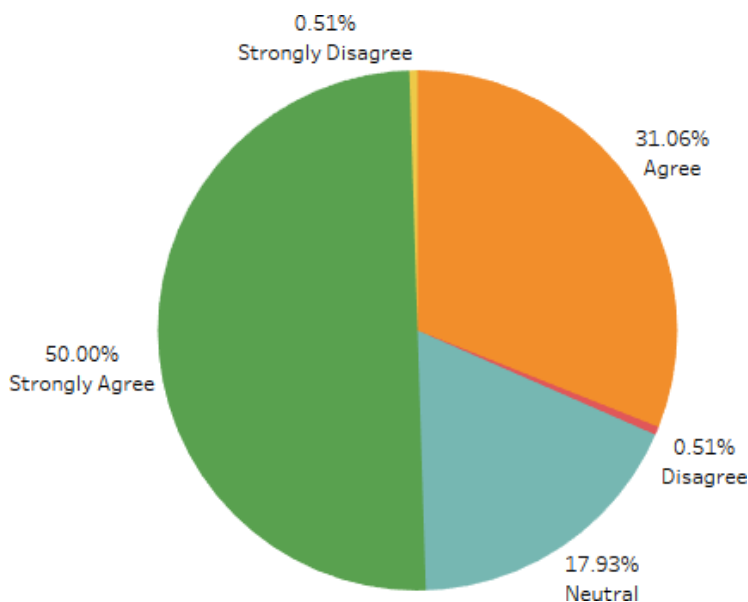
	Total	12	-	-	12	100.0%	-	-
Report Totals	Spring 2017	960	374	62	1,396	68.8%	26.8%	4.4%
	Fall 2016	1,228	517	112	1,857	66.1%	27.8%	6.0%
	Spring 2016	422	256	22	706	59.8%	37.1%	3.1%
	Fall 2015	-	-	-	-	-	-	-
	Spring 2015	-	-	-	-	-	-	-
	Fall 2014	58	101	58	217	26.7%	46.5%	26.7%
	Total	2,668	1,254	254	4,176	63.9%	30.0%	6.1%

## 9. STUDENT SURVEYS

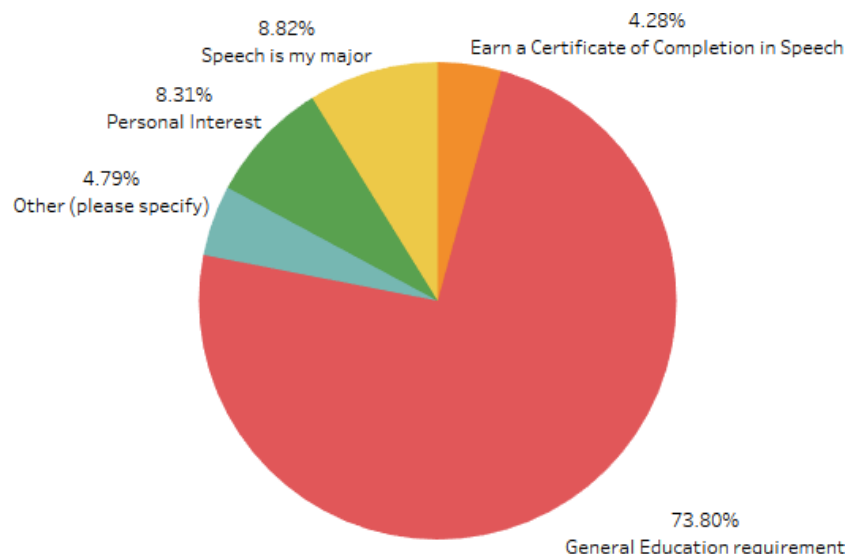
With the assistance of IERP the Speech Department conducted a survey of students enrolled in Speech courses spring of 2018. The purpose of the survey was to capture an accurate representation of the student experience in a Speech course. Overall, the feedback from the survey was positive, students felt positive about the effects of their Speech courses and would recommend their class to other. Students also indicated that they would be interested in taking another Speech course. Additionally, students felt the Speech instructors were welcoming, available to students, and often cited instructors as their favorite part of the Speech class. Moreover, students indicated they could see progress in the development of their communication skills and felt that was one of their favorite parts of taking a Speech course.

### Faculty Welcoming Outside of Class

When asked if they felt the Speech faculty are welcoming to students outside of class, most participants *Strongly Agreed* (50.00%,  $n = 198$ ), or *Agreed* (31.06%,  $n = 123$ ).



Most students are taking a Speech course to fulfill the general education oral communication requirement, however nearly ten percent of participants enrolled in the Speech course for personal development reasons. One surprising finding was that very few students were taking the course to complete a Speech certificate as indicated in the table below.



Students were also asked a series of questions about the information provided to them regarding Speech Department offerings. Students were aware of the Speech Certificate, Communication Studies AAT, and career offerings in the communication studies field largely due to instructors sharing this information. However, few students are aware of the Forensics and even fewer students indicated their instructors had shared this information with them. However, few students are aware of the Forensics Team and even fewer students indicated their instructors had shared this information with them. The department has launched marketing campaigns to introduce the degree and certificate to students. The department will reassess forensic marketing measures to improve outreach to students.

## SECTION 2 – SWOT ANALYSIS

### **Strengths - Positive trends which are under the direct control of the department faculty.**

1. **Success and Completion Rates:** As evidenced by the department retention, completion, and success rates, the Speech Department continues to have some of the highest success rates across campus.
2. **Degrees and Certificate:** The Speech Departments Associate in Arts for Transfer Degree and Speech Communication Chancellor's certificate continue to record high numbers. The Speech Certificate attracts both majors and non-majors and is the highest earning certificate in the Liberal Arts Division.
3. **Professional Development:** Both full and part-time faculty engage in ongoing professional development training, such as @One for online instruction and Unconscious Bias Certification offered by the Cultural Intelligence Institute and Harvard University. These development opportunities were paid for by grants through the college and were made available to both full and part-time faculty.
4. **Faculty Campus Participation:** Full time faculty in the Speech Department are involved in widespread campus committees and initiatives, including Faculty Senate, the Cerritos College Faculty Federation, Guided Pathways, Hiring Standards Committee, and Teacher Trac. April Griffin is the sitting Faculty Senate President and Kimberly Rosenfeld is the CCFF Vice-President and lead negotiator. Cynthia Lavariere serves as the Grievance Officer for CCFF.
5. **Campus-wide Collaboration:** The Speech Department faculty participate in collaboration with other departments, such as Teacher Trac, Fine Arts (for new Speech performance certificate) and Women and Gender Studies. In addition, full-time faculty in Speech serve as mentors for new full-time faculty in other departments.
6. **Online Course Development:** The Speech Department is collaboratively developing a model online Speech 100 class. In Spring 2018 we secured funding for 15 faculty members to receive training in online instruction from @One. All participants work to develop modules for the online course.

### **Weaknesses**– Negative trends or concerns which are under the direct control of the department faculty.

1. **Certificates:** Although the department has had great success with our one certificate, we need to update our curriculum to offer additional certificates that collaborate with other departments with specific themes, such as Gender Communication, Interpersonal, Organizational, etc.

2. **Department Name:** The Speech Communication name is outdated. At the local, state, national, and international level, departments and organizations have changed their name to Communication Studies to reflect changes in the field.
3. **Lack of Forensic Awareness:** Based on our self-study survey of Speech students at Cerritos College, students indicate that of all our programs they are least familiar with Forensics, the Speech and Debate Team. In addition, students reported that their faculty are not telling them about the program.
4. **Low Enrollment in Speech 235:** The Speech Department has witnessed a slow decline in enrollment in Speech 235, from a high of 15 or greater sections in the 1990s, to an average of seven sections a semester currently. There are several factors, including many classes across disciplines that satisfy the critical thinking requirement.
5. **Student Learning Outcomes:** The department continues to have low and inconsistent reporting of Student Learning Outcomes. There are several reasons for this including the lack of part time faculty participating in SLO process, the poor functioning eLumen system which makes reporting difficult, and a general lack of commitment to the underlying philosophy of student learning outcomes.
6. **AB 705:** Faculty in the department are observing that students in the Fall 2018 semester lack the college and study skills necessary for success. This has not been an issue in the past due to course pre-requisites. Faculty need ongoing professional development to better serve the changing student population.

**Opportunities** – Positive trends which are outside the direct control of the faculty, but affect (or potentially affect) the department in a positive way.

1. **Name change:** Nationwide departments are changing their name to Communication Studies. This change represents a more accurate depiction of courses taught in the department and may lessen student apprehension about taking communication courses.
2. **Guided pathways:** The state effort towards Guided Pathways will allow the department to better collaborate with disciplines across campus and tailor courses to areas of interest.
3. **AB 705:** The implementation of AB 705 means Cerritos College students will qualify to take Speech courses earlier in their academic career. This has the potential to boost enrollment and reach a wider population of students.

4. **New State Funding Model:** The new state funding model, with emphasis on degrees, certificates, and completions, will award the ongoing success of the department. It has also compelled the department to begin work on the creation of new certificates.
  
5. **Changes in Distance Education:** The California State University system has lifted their ban on online oral communication courses. This change provides the opportunity for the department to expand our online transferable Speech course offerings.

**Threats** – Negative trends which are outside the direct control of the faculty but affect (or potentially affect) the department in a negative way.

1. **Lack of consistent funding for Forensics:** On an annual basis the Forensic Team receives \$25,000 from the ASCC and \$15,000 from the Liberal Arts Division. Although the department would like to grow student enrollment in the program, there are financial constraints. Despite increases in the cost of living, these numbers have shown little change over the years. In addition, the large amount of support from the ASCC must be reapplied for each year, and frequent changes in student leadership put the Forensic Team at the mercy of the ASCC. The Forensic Team budget needs to be moved to the Liberal Arts Division and increased to \$50,000 annually.
  - a. **Lack of funding to pay part-time forensic coaches:** Most successful teams in California have funding dedicated to pay part-time faculty and other individuals (university students, and BA degree holders). This lack of funding makes it difficult to maintain the support staff necessary for a competitive team.
  
2. **AB 705:** AB 705 will likely reduce student success rates. Speech has long benefited from prerequisites on most courses. The prerequisites helped to ensure that students had the academic skills necessary to succeed and that students had been successfully socialized into the campus culture. With AB 705, the department anticipates serving a greater number of under prepared students, which in turn may lower success rates.
  
3. **Facilities:** The maintenance of the Speech Department classrooms and offices seem to be in a constant state of disrepair. Currently, classrooms and department offices are in need of new paint, carpet, need new chairs for classrooms, and updated accessible restrooms for students.
  - a. **Outgrowing office space:** The department is outgrowing our office space. The Speech and Debate room needs to be reconfigured.

- b. **Modification to existing space:** Existing office space needs to be updated. Cynthia Lavariere's office doors are not ADA compliant. With the opportunity to hire new faculty for Fall 2019, we will need an additional office. The current space can be reconfigured to meet this need.
    - c. **Videotape Recording Space:** With the increase of our online offerings and attempt to expand the team, the department needs a space for students to go to record their speeches and upload them to a course management system.
4. **eLumen:** eLumen is difficult to use and is hindering the SLO assessment process in the department. eLumen is difficult to learn and prone to technical issues.
5. **Full to part-time faculty ratio:** The Speech Department has a poor full to part-time ratio. Currently, over 60% of our courses are taught by part-time faculty. Our part-time faculty are outstanding, yet, there is high turn-over for part-time faculty, and a challenge to maintain continuity in course programs such as SLO assessment.
6. **Enrollment:** Statewide enrollment is dropping. Although Cerritos College has witnessed a drop in enrollment, the Speech Department is holding steady. However, the based on our data, the department is beginning to experience a decline in enrollment, particularly in evening classes.
7. **Equipment needs:** As technology rapidly evolves, the department is finding itself in need of updates.
  - a. We lack sufficient printers in the squad room.
  - b. There is only one port in the squad room, limiting technology.
  - c. The department copy machine no longer works. The department needs a new printer to support faculty and the Forensics team.
  - d. The video-taping equipment in the Speech classrooms is now out of warranty, with costly repairs. Soon the department will need to update the equipment.



### SECTION 3 – GOALS OF THE PROGRAM

REF	Goal	Action to be taken	Completion Timeline	Person Assigned
O4	1) Develop new department certificates, including interdisciplinary certificates—pending notification from Chancellor’s office on unit values.	<ul style="list-style-type: none"> <li>• Identify certificates.</li> <li>• Write certificates.</li> <li>• Submit to curriculum.</li> </ul>	Fall 2020	Kimberly Rosenfeld, April Griffin
O1	2) Change the department name to Communication Studies.	<ul style="list-style-type: none"> <li>• This goal is in progress.</li> <li>• Work through curriculum.</li> <li>• Develop new department promotional materials for the name change.</li> <li>• Meet with Counseling Department to update on name change. (Fall 2020).</li> <li>• Meet with Rick Miranda to discuss People Soft and Catalog changes (Spring 2019)</li> </ul>	Fall 2019	Angela Hoppe-Nagao, April Griffin, Cynthia Lavariere, Nick Matthews, Kimberly Rosenfeld
O5	3) Create a master online Speech 100 course. Course has been approved for online instruction for several years.	<ul style="list-style-type: none"> <li>• Finish incomplete modules.</li> <li>• Identify solid online recording system.</li> </ul>	Fall 2019	Angela Hoppe-Nagao, Cynthia Lavariere

		<ul style="list-style-type: none"> <li>• Provide additional @ One training.</li> </ul>		
W3	4) Increase student awareness of the Forensic Team.	<ul style="list-style-type: none"> <li>• Student visits to classrooms.</li> <li>• Annual Forensic promotion week.</li> <li>• Student invitations to tournaments.</li> <li>• Provide talking points for part-time faculty.</li> <li>• Promote joining the team at every Forensic event.</li> <li>• Conduct annual reviews of student awareness of Forensic team to measure awareness.</li> </ul>	Fall 2022	April Griffin, Nick Matthews
W3, O1, O4, O5	5) Expand marketing efforts for degrees, certificates, and the Forensic Program. Needs include funds for updated posters and paperwork for our department name change; cardstock for new flyers and pamphlets.	<ul style="list-style-type: none"> <li>• Request funds from dean.</li> <li>• Work with Sarah Ramirez to design new posters.</li> <li>• Create flyers for degree, certificates, careers, and team.</li> </ul>	Spring 2019	Kimberly Rosenfeld, Cynthia Lavariere, Angela Hoppe Nagao
O1	6) Organize a Majoring in Communities Studies workshop once a semester – estimated	<ul style="list-style-type: none"> <li>• Identify part-time faculty interested in leading.</li> </ul>	Spring 2019	April Griffin

	cost \$500 (faculty stipend)	<ul style="list-style-type: none"> <li>Request funding from Dean.</li> </ul>		
O5	7) Explore an online Communication Studies AA pathway.	<ul style="list-style-type: none"> <li>Identify courses.</li> <li>Create a pathway model.</li> </ul>	Fall 2019	Cynthia Lavarriere
T1	8) Lobby division and administration to move Forensic team funding from ASCC to Liberal Arts.  Secure ongoing funding model for part-time coaches.	<ul style="list-style-type: none"> <li>Create a revised budget for the team.</li> <li>Meet with Dean and administration to discuss options.</li> </ul>	Fall 2019	April Griffin, Nick Matthews
T3	9) Reconfigure office arrangement to update space and add additional offices.  Need new mailboxes to accommodate large number of staff.  Update carpet and painting and furniture for offices and classrooms (SS 207 and SS 224).	<ul style="list-style-type: none"> <li>Meet with Dean to discuss needs.</li> <li>Pursue meetings with facilities.</li> <li>Survey faculty for needs.</li> <li>Work with woodworking department for Mailboxes.</li> </ul>	Fall 2022	Kimberly Rosenfeld, Angela Hoppe Nagao
T2	10) Ongoing involvement in professional development activities in response to AB 705 and other trends within the field.	<ul style="list-style-type: none"> <li>Identify needs from faculty.</li> <li>Secure funds from division and foundation.</li> </ul>	Fall 2025 Annual training.	Kimberly Rosenfeld
T3	11) Update technology in squad room: new copier machine, printers, ports.	<ul style="list-style-type: none"> <li>Survey faculty for needs.</li> <li>Develop wish list and budget for dean.</li> </ul>	Fall 2021	April Griffin

W6 T4	12) Increase department wide SLO assessment.	<ul style="list-style-type: none"> <li>• Provide part-time faculty with SLOs link before the semester starts.</li> <li>• Request faculty link SLOs to assignments, projects, and exams.</li> <li>• Provide tutorial link for eLumen to faculty.</li> <li>• Appoint a full or part-time faculty member as SLO liaison.</li> <li>• Advocate for additional faculty training for eLumen.</li> <li>• Advocate for the college to consider a better computer application for tracking SLOs.</li> </ul>	Fall 2023	Angela Hoppe Nagao
W4	13) Increase enrollment in Speech 235 to include sustainable enrollment and increase current number of course offerings from 5 to 8 sections.	<ul style="list-style-type: none"> <li>• Change course number to 103.</li> <li>• Actively promote in all Speech 100 and 130 classes.</li> <li>• Develop flyer for course.</li> <li>• Begin offerings online Speech</li> </ul>	Fall 2022	Cynthia Lavarriere, Nick Matthews

		235 sections (course is already DE approved).		
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