

Speech Communication
----------------------

**Note:** The most recent comprehensive program review for the Speech Communication Program was done in 2005 when it was still part of the Humanities Division.

**A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2007-08, 2008-09, 2009-10. List the objectives developed for this program during the last comprehensive program review:**

**The main objectives of the Speech Program for the 2007-2008, 2008-2009, 2009-2010 were to:**

1. Secure the hire of one Speech and one Journalism instructor
2. Promote new Associate of Arts degree in Communication
3. Develop and offer Speech 100 course in 8-week format
4. Continue to promote the possibility of developing a competitive, intercollegiate debate team.

**2. Present program performance data in tabular form for the previous three years that demonstrates the program's performances toward meeting the previous objectives.**

The data for 2007-08, 2008-09, and 2009-10 is presented in **Appendix A**.

**3. Present Student Learning Outcomes data that demonstrate the program's continuous educational and/or service quality improvement.**

**SPEECH COMMUNICATION PROGRAM SLO's**

Course	SLO	Method of assessment	Cycle assessment completed	ISLO linked to
Speech 100	Students will use statistics, quotations, definitions and detailed illustrations as supporting materials.	Speech + rubric	Completed in fall 2010	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Speech 110	Students will conduct a meeting using the principles of Parliamentary Procedure	Rubric, demonstration	Completed in fall 2010	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5

Speech 130	Students will be able to identify the four stages of development that occur when working in a small group.	Quiz + Rubric	Will be assessed in fall 2011	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Speech 180	Students will be able to write and submit five properly-worded debate propositions	Test	Completed in fall 2010	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5

### **SPEECH 100 SLO:**

SLO-- Students will use statistics, quotations, definitions and detailed illustrations as supporting materials.

One hundred and eighty Speech 100 students were measured in Spring 2010

Of the 180 Speech 100 students measured-- 174 used statistics.

Of the 180 Speech 100 students measured-- 172 used definitions.

Of the 180 Speech 100 students measured—169 used quotations.

Of the 180 Speech 100 students measured—168 used detailed illustrations consisting of 6-8 sentences.

After reviewing the data, we feel that no changes to the curriculum are needed at this point. The process was effective in that it reinforced the claim that speech faculty are requiring our students to use the forms of supporting materials, as listed in the SLO, when giving a speech. However, there were no NEW discoveries regarding the SLO. We will make minor changes to the SLO by adding a clause for citations from legitimate sources; .gov's and .edu's. Also, define the meaning of Detailed Illustration in the SLO.

### **SPEECH 180 SLO:**

“Students will be able to write and submit five properly-worded debate propositions\*.” (test)

97 students in 6 sections of Speech 180 Argumentation & Debate were tested.

97 debate students wrote 1 properly-worded proposition.

95 debate students wrote 2 properly-worded propositions.

90 debate students wrote 3 properly-worded propositions.

86 debate students wrote 4 properly-worded propositions.

86 debate students wrote 5 properly-worded propositions.

(Please note that students had been previously tested for the definition and requirements necessary of a proposition)

The faculty member will test students with the same test-but scale down the number of propositions from 5 to 3 and also ask for the 2 “best” reasons per proposition—this should help the student to think about the legitimacy of the proposition and also encourage better more critical thought when crafting good reasons for the propositions.

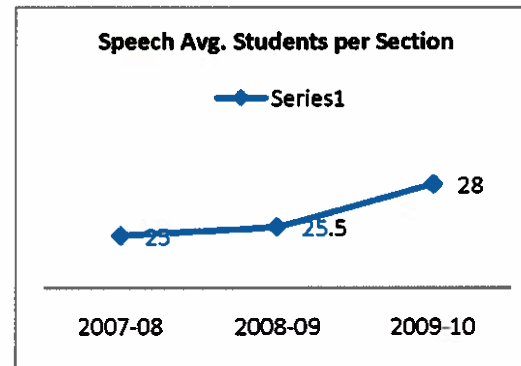
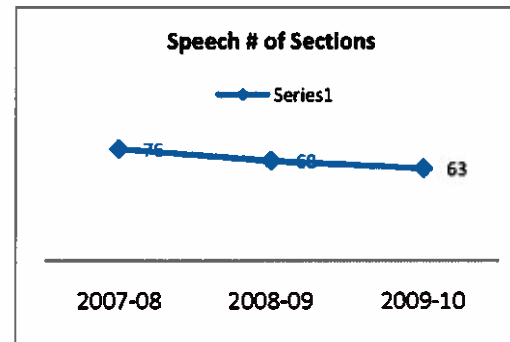
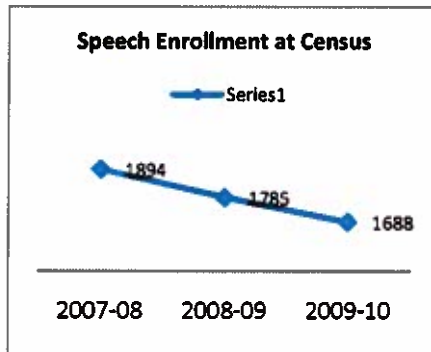
No changes to the curriculum are being made at this time because the process was effective. The faculty member will use a different approach when using this SLO next year—see above.

**4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program’s success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)**

#### **4.1 Secure the hire of one Speech and one Journalism instructor**

Not met. No new faculty were hired. Several attempts were made at securing at least one (two were requested) Speech faculty over the past the three years. Meanwhile, one faculty member, who also was the Humanities Chair Dr. Melanie Guinn, resigned. Another fulltime faculty member, Dr. James Patterson, requested to be transferred to the English Department. After losing these two full-time faculty within a year of each other, one in 2008 and one 2009, we lost several sections of speech and have been challenged in staffing nine sections with qualified adjunct instructors. As of spring 2009 the department consisted of two full-time instructors and five adjuncts. With the major budgetary cuts occurring over three consecutive years the below data shows the impact to the department and how it has impacted the number of students served. Because of the lack of full-time instructors in this department the numbers of students served dropped from 1894 in 2007-2008 to 1688 for 2009-10.

The following graphs show how the Speech department has lost students and sections due to the loss of faculty. At the same time, faculty have been accepting more students. Also, our two fulltime faculty members have accepted double loads (15 unit overload) in some years and are currently each teaching 12 units overload.



#### 4.2 Promote new Associate of Arts Degree in Communication Arts:

Partially accomplished. Over the last three years, three different Speech faculty members have provided direction to changes in the major in a number of configurations. Under the direction of Laura Mosier, the current major consists of 6 required classes and a minimum of three classes from the second block below.

Six core courses for 18 required classes:

<b>CLASS</b>	<b>TITLE</b>	<b>UNITS</b>
Eng 250	Creative writing	3
Jour 102	Intro to Journalism	3
Spch 100	Oral Communication	3
Spch 110	Public Speaking	3
Spch 120	Interpersonal Comm.	3
Spch 180	Argumentation & Debate	3

Choose nine units from the following:

<b>CLASS</b>	<b>TITLE</b>	<b>UNITS</b>
Bus 260	Business Communications	3
CSI 120	Public Safety Communications	3
Eng 201	Advanced Composition	3
Jour 100	Introduction of Journalism	3
Jour 102	Newspaper Production	3
Psy 130	Group Leadership/Process	3
Psy 144	Psychology of Interpersonal Relationships	3
Spch 110	Public Speaking	3
Thea 100	Intro to Theatre	3
Thea 120	Fundamentals of Acting	3
	<b>Total</b>	<b>27</b>

Other changes relevant to the Communication Arts major:

- An **ONLINE/HYBRID** version of SPCH 100 was added into the curriculum during the spring 2008 semester. Students do preparation and studies online and give their speeches in the classroom.
- Interpersonal Communication-- SPCH 120 was added to the Communication Arts major core requirements in 2009-1010.

#### 4.3 Develop and offer Speech 100 course in 8-week format

Objective met. The fast-track version of the Speech 100 course was taught for three semesters by a full-time instructor. One adjunct instructor has also taught this course as an 8-week class several times, and the ONLINE version of the course has been taught twice. Below shows the 10 fast track classes taught since spring 2008:

<b>SPRING 2008</b>	<b>CRN</b>	<b>TIME</b>	<b>DATES</b>
	20358	5:30 – 8:30pm	2/11 – 04/09/2008
	20358	5:30 – 8:30pm	04/14 – 06/04/2008
<b>FALL 2008</b>	<b>CRN</b>	<b>TIME</b>	<b>DATES</b>
	10435	5:30 – 8:30pm	08/28 – 10/15/2008
	10434	5:30 – 8:30pm	10/20 – 12/10/2008
<b>Spring 2009</b>	<b>CRN</b>	<b>TIME</b>	<b>DATES</b>
	20184	5:30 – 8:30pm	02/17 – 04/08/2009
	20184	5:30 – 8:30pm	04/20 – 06/10/2009
<b>FALL 2009</b>	<b>CRN</b>	<b>TIME</b>	<b>DATES</b>
	10973	3:10 – 6:20pm	10/19 – 12/12/2009
<b>FALL 2010</b>	<b>CRN</b>	<b>TIME</b>	<b>DATES</b>
	10625	1:30 – 4:40pm	10/18 – 12/11/2010
<b>FALL 2010 ONLINE</b>	10629	3:00 – 6:15pm	08/27 – 10/15/2010
<b>FALL 2010 ONLINE</b>	10629	3:00 – 6:15pm	10/22 – 12/11/2010

#### **4.4 Continue to promote the possibility of developing a competitive, intercollegiate debate team.**

Discussions have taken place regarding a Forensics program (speech and debate teams); however, the cost to implement the program is prohibitive. The reason for this is multifold:

- Cuts are being proposed across campus.
- Our core course Speech 100 has already lost sections; any new budgeted money would be better spent by adding sections of Speech 100
- And because a Forensics program is designed to groom only a few students, it is highly unlikely that a Forensics program will become part of the department anytime soon.

However, courses offered that would assist any forensic coursework; such as, SPCH 180-Argumentation and Debate- have more than quadrupled since fall 2008. We hope that within the next three years the department will be able to launch a new program that will showcase what our students can do in the form of a Forensics venue.

#### **B. PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011**

- 1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollment, student learning outcomes implementation, number of majors, and/or other data as appropriate.**

The Speech program has profited from the re-organization that took place on July 1, 2010. The new World Languages and Speech Communication Department chairperson, Jose Ruiz, has provided excellent leadership and support. Speech has 16 declared majors, which is remarkable given the number of changes to the Communication Arts major since the 2007-2008 academic year.

The Speech program currently has two full time instructors and 4 adjunct instructors. There are 751 students enrolled in 27 Speech classes.

Class	Students	Sections	Fill-rate
Speech 100	619	22	112%

Speech 130	20	1	80%
Speech 180	112	4	112%

This is the first semester we are offering Speech 130 hence the apparent low enrollment compared to the other two very popular classes. Speech 130 was recently created to expand our offerings and exposed our students to critical thinking in small group settings. This will be part of a planned Certificate Program being developed.

Upon review of the history of the Communication Arts major, and examining the several changes that have been made in the past four academic years, we have determined that some practicality needed to be offered so that our students can “take away” something that is applicable to any major or field of study. Even though we are small, the Speech Department continues to expand course offerings to be as helpful to students as possible and to implement the most efficient way for IVC students to succeed. After much thought, we faculty determined that in order to be most useful, the development of a Communication Certificate is the most practical. We will have this implemented in fall 2011.

Discussions have taken place on eliminating the Communication Arts degree altogether—it seems to be fragmented and very difficult to apply to one basic area of study. Another change to the major was decided on this year and will be implemented in 2011-2012. **To see a table with all the changes to the major see Appendix B.**

CLASS	TITLE	UNITS
Eng 250	Creative writing	3
Jour 102	Intro to Journalism	3
Spch 100	Oral Communication	3
Spch 110	Public Speaking	3
Spch 120	Interpersonal Comm.	3
Spch 180	Argumentation & Debate	3

Acceptable courses for the major—minimum of nine units from the following:

CLASS	TITLE	UNITS
Bus 260	Business Comm	3



CSI 120	Public Safety Comm	3
Eng 201	Advanced Comp	3
Jour 101	Multimedia News Writing & Reporting	3
Jour 102	Newspaper Production	3
Psy 130	Group Leadership/Process	3
Psy 144	Psy of Interpersonal Relationships	3
Thea 100	Intro to Theatre	3
Thea 120	Fundamentals of Acting	3
	<b>Total</b>	<b>27</b>

- Discussions continue as to whether or not to eliminate the degree completely.
- Curriculum:
  - Fall 2010--The title of the course SPCH 110 “Public Speaking” was changed to “Advanced Oral Communication.” Speech 120 –Interpersonal Communication was developed and entered into the Speech course offerings and Communication Arts major. Speech 130—Small Group Communication was developed and approved by C&I. We are completing a Communication Certificate that will be in effect for the fall 2011 semester. We are currently developing the SPCH 150—Intercultural Communication course. The Intercultural Communication course will be part of the Certificate. A course is being written for an Internship. This course will be a part of the Communication Certificate. The Communication Certificate will be 15 units and will be entered into the fall 2011 catalog.

**2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.) This area will be important as you look back in 2-3 years and are probably out of your control.**

The cuts made to the budget have impacted negatively on the Speech Communication program. We have lost two full time instructors and have not been able to replace their positions. The reasons we did not meet the objectives from the previous program review are all directly related to the cuts we have undergone.

**3. List any significant issues or problems that the program is immediately facing. –Can be internal or external.**

IVC’s Speech Department is suffering from a lack of instructors. We faculty do not believe the Speech Department is viewed as a valued entity on this campus because we have asked repeatedly for more instructors and have not been

acknowledged and the graphs on the previous pages make this claim clearly evident- as we are down a substantial number of sections being offered, but with more students in each class, and between the two of us full-time faculty, every semester we turn away hundreds of students hopeful to crash.

We currently teach 24 sections at the main campus and three sections at the Calexico campus. Throughout the years, there has never been a designated Speech room for our classes at the Main Campus. We have to move whatever equipment is being used for various Speech classes from room-to-room. This is extremely unprofessional, unnecessary and somewhat “lop-sided” when compared to the recent building and remodeling that has taken place in other areas on this campus. The following is a thumbnail of how we are doing business:

- We are currently using Spanish classrooms and a 1600 room. These rooms are neither geared for nor set-up for an optimum learning experience or for presentational effectiveness. In fact, the learning environment is very challenging for many reasons:
- We depend heavily on the Instructional Technology Support Department (ITSD, formerly known as “Media Services”), whose hours are not compatible to the times that we teach our afternoon and evening classes. ITSD closes at 8PM, but we have classes until 9:40PM, so instructors have to surrender the computer at 7:45 PM—one hour-fifteen minutes after class begins! This lack of access to needed equipment is unacceptable. Students are therefore limited in their exposure to technology in the classroom, especially when instructors’ lectures are geared for the use of that technology.
- Also, the Instructional Technology Support Department closes Friday@3PM. This resulted in eliminating the offering of a class late Friday afternoon, which impacted those students who need to work as well as attend school,
- The power at this point concerning what gets taught and when and where is in the hands of those who have the rooms and or what time instructors can get equipment to use for their lessons.
- Ergo, our claim is that IVC’s Speech Department is not being treated fairly.
- So, as a direct result of these barriers to student success, and in order to remedy some of the shortfalls, and to bring this department up to speed, Speech faculty have requested two dedicated smart classrooms equipped with all the needed technology such as a built-in projector, document camera, computer, overhead projector, and better access to videotaping equipment for students to review themselves and each other speaking. See section on Future.

Finally, because our student population is 85% Hispanic, and because many of them are coming into our program as current learners of English as a second language, the IVC Speech department has the unique barriers of a border college to overcome

among our students. Our students need extra help with voice and diction because of this situation, and we address this problem in the discussion of objectives.

### C. FUTURE: Program Objectives for the Next Three Academic Years: 2010-11, 2011-12, 2012-13

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

The following objectives were conceived after considering the following:

**Objective 1:** Hire one or two more fulltime Speech instructors.

**Objective 2:** Have two "smart" classrooms be dedicated to the Speech program.

**Objective 3:** Implement a class in Voice & Diction

**Objective 4:** Explore the possibility of developing a speech club as a stepping stone to a forensics program.

	Completion Indicators	Completion Date
<b>Objective 1:</b> Hire at least one, preferably two, Speech instructors to the Speech Department in the short term, who are qualified to teach: <ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Advanced Oral Communication,</li> <li>• Interpersonal Communication,</li> <li>• Small Group Communication,</li> <li>• Intercultural Communication and</li> <li>• Various Forensics courses that will be developed over the next three years.</li> </ul>	Employment data.	Spring 2012
<b>Objective 2:</b> Obtain two classrooms dedicated to Speech, which are fully equipped with:	Budget	Spring 2012

<ul style="list-style-type: none"> <li>• Overhead installed projectors</li> <li>• Permanently installed computers</li> <li>• Video Cameras</li> <li>• Debate tables and Six debate chairs per Speech classroom</li> </ul>		
<p><b>Objective 3:</b> Implement a new program designed to assist those students seeking to improve their pronunciation of the English language. This program will be initiated by developing a communication course in <u>Voice &amp; Diction</u>.</p>	COR Forms	Spring 2012
<p><b>Objective 4:</b> Explore possibility of starting a Speech Club</p>	Willing advisor and interested students	Spring 2012

**2. Identify how student learning outcomes will be expended and fully implemented into the program. Include a progress timeline for implementation and program improvement.**

The Speech Communication Program has been actively participating in the implementation of SLOs. Currently, most of the courses have SLO's developed and have been assessed in the past years. We will work on creating and implementing Student Learning Outcomes in those few courses that still don't have a SLO such as Arabic 100. We will continue to revise and update all SLO's of our courses if we find it necessary after each Cycle Assessment is completed.

SEMESTER	SLO OBJECTIVE
Fall 2010	Assessed SLOs for Speech 100, 110, 180, Collected data for Speech 100, 110, 180
Spring 2011	Assess SLOs for Speech 100, 110, 180, Collected data for Speech 100, 110, 130, 180
Fall 2011	Assess SLOs for Speech 100, 110, 130, 180,

	Collected data for Speech 100, 110, 130, 180
Spring 2012	Assess SLOs for Speech 100, 110, 130, 180, Collected data for Speech 100, 110, 130, 180
Fall 2012	Assess SLOs for Speech 100, 110, 130, 180, Collected data for Speech 100, 110, 130, 180
Spring 2012	Assess SLOs for Speech 100, 110, 130, 180, Collected data for Speech 100, 110, 130, 180

**3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount those obstacles.**

- We are requesting to add one and possibly two new instructors to our department, this would require from \$80,000 to \$160,000 per year. This would greatly benefit our students that every semester are pushed away from our classes because of insufficient staff. We also need to secure two classrooms for our classes, these don't need to be new classrooms so we only need to acquire the equipment that we are requesting (Overhead installed projectors, permanently installed computers, video cameras, debate tables and six debate chairs per Speech classroom). If we are able to use one of our smart classrooms, then we would only need to invest in chairs and debate tables, an investment of \$1,000.00

**4. Identify any outside factors that might influence your program during the next three years.**

The greatest challenge to our program will be the current budget crisis. Two of our objectives are directly linked to economic resources and they will not be met if we cannot have the funds.

### Appendix A

<b>Program Review - Speech Program Enrollment Count at Census</b>																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPCH 100	889	732	684	2305	633	645	554	1832	181	161	115	457	150	149	92	391	4985
SPCH 120			22	22													22
SPCH 180	21	20	86	127	20	78	135	233									360
<b>Total</b>	<b>910</b>	<b>752</b>	<b>792</b>	<b>2454</b>	<b>653</b>	<b>723</b>	<b>689</b>	<b>2065</b>	<b>181</b>	<b>161</b>	<b>115</b>	<b>457</b>	<b>150</b>	<b>149</b>	<b>92</b>	<b>391</b>	<b>5367</b>

<b>Speech Program Number of Sections</b>																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPCH 100	33	25	23	81	27	25	22	74	7	7	4	18	6	6	3	15	188
SPCH 110					1			1									1
SPCH 120			1	1													1
SPCH 180	1	1	4	6	1	4	6	11									17
<b>Total</b>	<b>34</b>	<b>26</b>	<b>28</b>	<b>88</b>	<b>29</b>	<b>29</b>	<b>28</b>	<b>86</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>18</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>15</b>	<b>207</b>

Speech Program																	
Average Number of Students per Section																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPCH 100	26	29	30	28	23	25	25	24	26	23	29	25	25	25	31	26	26
SPCH 110					5			5									5
SPCH 120			22	22													22
SPCH 180	21	20	22	21	20	19	22	21									21
Avg.	26	29	28	28	23	25	24	24	26	23	29	25	25	25	31	26	26

Speech Program																	
Student Success Rate																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPCH 100	70%	79%	79%	76%	66%	71%	79%	72%	83%	89%	88%	87%	95%	80%	91%	89%	81%
SPCH 110					60%			60%									60%
SPCH 120			59%	59%													59%
SPCH 180	86%	75%	78%	80%	85%	77%	94%	85%									82%
Avg.	78%	77%	72%	75%	70%	74%	87%	76%	83%	89%	88%	87%	95%	80%	91%	89%	79%

Speech Program Student Retention Rate																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPCH 100	83%	88%	85%	85%	83%	83%	88%	85%	91%	96%	92%	93%	95%	84%	95%	91%	89%
SPCH 110					60%			60%									60%
SPCH 120			82%	82%													82%
SPCH 180	90%	85%	85%	87%	85%	86%	97%	89%									88%
Avg.	87%	86%	84%	85%	76%	84%	92%	83%	91%	96%	92%	93%	95%	84%	95%	91%	87%
Grade Distribution																	
Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate	
SPCH	200730	Sum.	2007	SPCH100	78	45	27	6	9			0	16	181	82.9%	91.2%	
SPCH	200810	Fall	2007	SPCH100	328	196	91	21	81			10	147	874	70.4%	83.2%	
SPCH	200815	Win.	2008	SPCH100	60	65	17		1			0	7	150	94.7%	95.3%	
SPCH	200820	Spr.	2008	SPCH100	242	125	50	12	77			13	109	628	66.4%	82.6%	



SPCH	200830	Sum.	2008	SPCH100	68	52	24	4	4			2	7	161	89.4%	95.7%
SPCH	200910	Fall	2008	SPCH100	301	206	72	1	65			6	87	738	78.5%	88.2%
SPCH	200915	Win.	2009	SPCH100	71	51	3					7	25	157	79.6%	84.1%
SPCH	200920	Spr.	2009	SPCH100	220	189	48		68			8	109	642	71.2%	83.0%
SPCH	200930	Sum.	2009	SPCH100	66	29	6		2			3	9	115	87.8%	92.2%
SPCH	201010	Fall	2009	SPCH100	283	196	59	2	39			1	103	683	78.8%	84.9%
SPCH	201015	Win.	2010	SPCH100	60	21	4		2			1	5	93	91.4%	94.6%
SPCH	201020	Spr.	2010	SPCH100	235	147	53	3	43			1	66	548	79.4%	88.0%
SPCH	200820	Spr.	2008	SPCH110	3							0	2	5	60.0%	60.0%
SPCH	201010	Fall	2009	SPCH120	11		2		5			0	4	22	59.1%	81.8%
SPCH	200810	Fall	2007	SPCH180	6	6	6	1				0	2	21	85.7%	90.5%
SPCH	200820	Spr.	2008	SPCH180	3	8	6					0	3	20	85.0%	85.0%
SPCH	200910	Fall	2008	SPCH180	7	7	1	2				0	3	20	75.0%	85.0%
SPCH	200920	Spr.	2009	SPCH180	45	10	4	5	2			0	11	77	76.6%	85.7%
SPCH	201010	Fall	2009	SPCH180	50	13	4	4	2			0	13	86	77.9%	84.9%
SPCH	201020	Spr.	2010	SPCH180	105	17	3	4				0	4	133	94.0%	97.0%

Speech Program																	
Full Time Equivalent Student (FTEs)																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPCH 100	91.1	84.4	70.8	246.3	64.9	66.2	57.4	188.5	18.8	16.9	12.0	47.8	15.1	15.1	9.6	39.8	522.3
SPCH 120			2.3	2.3													2.3
SPCH 180	2.2	2.1	8.9	13.2	2.1	8.2	14.0	24.2									37.4
Total	93.3	86.4	82.0	261.7	67.0	74.4	71.4	212.7	18.8	16.9	12.0	47.8	15.1	15.1	9.6	39.8	562.0

Speech Program																	
Full Time Equivalent Faculty (FTEf)																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPCH 100	6.60	5.00	4.60	16.20	5.40	5.00	4.40	14.80	1.40	1.40	0.80	3.60	1.20	1.20	0.60	3.00	37.60
SPCH 120			0.20	0.20													0.20
SPCH 180	0.20	0.20	0.80	1.20	0.20	0.80	1.20	2.20									3.40
Total	6.80	5.20	5.60	17.60	5.60	5.80	5.60	17.00	1.40	1.40	0.80	3.60	1.20	1.20	0.60	3.00	41.20

Speech Program FTEs per FTEf																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SPCH 100	13.8	16.9	15.4	15.2	12.0	13.2	13.0	12.7	13.4	12.1	15.0	13.3	12.6	12.6	16.0	13.3	13.9
SPCH 120			11.4	11.4													11.4
SPCH 180	10.9	10.4	11.1	11.0	10.4	10.2	11.7	11.0									11.0
Total	13.7	16.6	14.6	14.9	12.0	12.8	12.7	12.5	13.4	12.1	15.0	13.3	12.6	12.6	16.0	13.3	13.6

## APPENDIX B

### Communication Arts major 2007-2008

Twenty-seven (27) units necessary:

<b>CLASS</b>	<b>TITLE</b>	<b>UNITS</b>
Eng 201	Advanced Comp	3
JRN 100	Intro to Journalism	3
JRN 102	Newspaper Production	3
Psy 144	Psy. of Interpersonal Relationships	3
Spch 100	Oral Communication	3
Spch 110	Public Speaking	3
Spch 180	Argumentation & Debate	3
Thea 100	Intro to Theatre	3
Thea 120	Fundamentals of Acting	3
<b>Total</b>		<b>27</b>

The **2008-2009** academic year showed yet another change to the major. Eighteen units were required with a choice of nine units from a possible eight courses:

### Core courses:

<b>CLASS</b>	<b>TITLE</b>	<b>UNITS</b>
Bus 260	Business Comm.	3
Eng 201	Advanced Comp	3
Eng 250	Creative Writing	3
JRN 102	Newspaper Production	3
Spch 100	Oral Communication	3
Spch 180	Argumentation & Debate	3
<b>Total</b>		<b>18</b>

**Choose nine units from the following:**

<b>CLASS</b>	<b>TITLE</b>	<b>UNITS</b>
CSI 120	Public Safety Comm.	3
JRN 100	Introduction of Jour	3
JRN 106	Photojournalism	3
Psy 130	Group Leadership/Process	3
Psy 144	Psy of Interpersonal Relationships	3
Spch 110	Public Speaking	3
Thea 100	Intro to Theatre	3
Thea 120	Fundamentals of Acting	3

**2009-2010**

**The core courses were changed again:**

**Six core courses for 18 required classes:**

<b>CLASS</b>	<b>TITLE</b>	<b>UNITS</b>
Eng 250	Creative writing	3
JRN 100	Intro to Journalism	3
Spch 100	Oral Communication	3
Spch 110	Public Speaking	3
Spch 120	Interpersonal Comm.	3
Spch 180	Argumentation & Debate	3

**Choose nine units from the following:**

<b>CLASS</b>	<b>TITLE</b>	<b>UNITS</b>
Bus 260	Business Comm	3
CSI 120	Public Safety Comm	3
Eng 201	Advanced Comp	3
JRN 101	Multimedia News Writing and Reporting	3
JRN 102	Newspaper Production	3

Psy 130	Group Leadership/Process	3
Psy 144	Psy of Interpersonal Relationships	3
Thea 100	Intro to Theatre	3
Thea 120	Fundamentals of Acting	3
<b>Total</b>		<b>27</b>

Another change to the major was decided on this year and will be implemented in **2011-2012**.

<b>CLASS</b>	<b>TITLE</b>	<b>UNITS</b>
Eng 250	Creative writing	3
JRN 100	Intro to Journalism	3
Spch 100	Oral Communication	3
Spch 110	Public Speaking	3
Spch 120	Interpersonal Comm.	3
Spch 180	Argumentation & Debate	3

Acceptable courses for the major—minimum of nine units from the following:

<b>CLASS</b>	<b>TITLE</b>	<b>UNITS</b>
Bus 260	Business Comm	3
CSI 120	Public Safety Comm	3
Eng 201	Advanced Comp	3
JRN 101	Multimedia News Writing & Reporting	3
JRN 102	Newspaper Production	3
Psy 130	Group Leadership/Process	3
Psy 144	Psy of Interpersonal Relationships	3
Thea 100	Intro to Theatre	3
Thea 120	Fundamentals of Acting	3
Spch 130	Small Group Communication	3
<b>Total</b>		<b>27</b>