### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia O'Keefe</td>
<td>Team Member</td>
<td><a href="mailto:Patricia.okeefe@marin.edu">Patricia.okeefe@marin.edu</a></td>
<td>485-9361</td>
<td>Co-author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ron Gaiz</td>
<td>Primary Team Member</td>
<td><a href="mailto:Ronald.gaiz@marin.edu">Ronald.gaiz@marin.edu</a></td>
<td>485-9350</td>
<td>Co-author</td>
<td></td>
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</tr>
</tbody>
</table>

### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laura McCarty and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon, Yolanda Bellisimo and Anne Gearhart</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructional Equipment

Speech-2011

This section will be filled out by faculty and reviewed by the Department Chair, the AREA Dean, the Instructional Equipment Committee, IPC and Budget.

Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests").

Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

**Importance:**
- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

### I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually:</th>
<th>Discipline Category</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>01</td>
<td>Over $200</td>
<td>1080 Students Each</td>
<td>Speech/Comm</td>
</tr>
</tbody>
</table>

#### Description and part number for ordering:

1. Encyclopedia of Communication Theory [Hardcover] Stephen Littlejohn (Editor), Karen A. Foss (Edit
   2. Current DVDs for classes in Public Speaking, Interpersonal Communication, and Intercultural Communication

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping: Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,000.00</td>
<td>$90.00</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

**One-time expenses:** (e.g. construction, electrical, installation)

Can or spot lighting for two podium positions in HC-173 (one flaw in utilizing MS PowerPoint is the speaker frequently must stand in the dark in our current classroom configuration).

**On-going Expenses:** (e.g. maintenance, repairs, staffing, and/or upgrades)

Electrician to install the lighting system.

**Item to be shared with the following Department/Program:** (Include any shared expenses)

Anyone who uses HC-173 will no longer be speaking in "the dark."

**Do you have space for this equipment?**

Yes

**Justification for Item (See Rating Rubric)**

1. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

N/A
1. The Encyclopedia of Communication Theory (The ECT) will be used as a resource by both faculty and students to explore the spectrum of the field of communication.

2. The DVDs will help illustrate, exemplify and explain key theoretical perspectives being taught in the classroom.

3. The proper lighting (LGHT) will allow any speaker to be properly illuminated and to easily be able to see/read his/her notes.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All students taking Speech courses will be able to benefit from all the above-cited resources and changes (1080 students).

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Listed below are the Student Learning Outcomes with a brief description of the measured effectiveness of implementing these new resources.

**Communication degree SLOs:**

**Oral Communication/Performance Skills:**

Manage communication apprehension to build confidence while communicating with others.

- The ECT explains and exemplifies different forms of communication apprehension.
- The DVDs illustrate different forms of communication apprehension.

Select, prepare and deliver presentations that employ techniques specific to the context and occasion.

- The DVDs illustrate outstanding examples of public speaking.
- LGHT illuminates the room using best practices.

Demonstrate critical listening skills in a variety of communication contexts.

- Students can apply theory (ECT) to examples and illustrations (DVDs) across all courses offered in the discipline.

**Critical Thinking:**

Demonstrate understanding of the relationship between culture and communication.

- The ECT explains and exemplifies different forms of communication apprehension.
- The DVDs illustrate the relationship between culture and communication.
Interpret media messages to create meanings based on personal experience

- The ECT explains and exemplifies different forms of mediated messages.
- The DVDs illustrate the relationship between mediated messages and their audiences.

Describe obstacles to competent intercultural communication, including prejudice, discrimination, stereotyping and ethnocentrism.

- The ECT provides numerous communication theories of the obstacles to competent intercultural communication, including prejudice, discrimination, stereotyping and ethnocentrism.
- The DVDs describe and illustrate the obstacles to competent intercultural communication, including prejudice, discrimination, stereotyping and ethnocentrism.

Problem Solving:

Recognize the role of perception and perceptual barriers when communicating with others.

- The ECT provides numerous communication theories on the role of perception and perceptual barriers when communicating with others.
- The DVDs describe and illustrate the role of perception and perceptual barriers when communicating with others.

Identify prominent Communication Theories and apply them to appropriate contexts.

- This is exactly what the two resources our Department is requesting will do!

Recognize the semiotic rules and conventions of various face-to-face and/or mediated messages.

- The ECT provides current communication theory on semiotics.
- The DVDs exemplify and illustrate current communication theory on semiotics.

Recognize gender and cultural differences in analyzing communication environments.

- The ECT provides current communication theory on gender and cultural differences in communication environments.
- The DVDs exemplify and illustrate current communication theory on gender and cultural differences in communication environments.

Information Literacy:

Use evidence and rhetorical strategies to support a claim.
The ECT provides current rhetorical theory in communication.
- The DVDs provide current examples and illustrations of rhetorical theory in communication.

Research historical and social influences in the development of cultures.
- The DVDs will illustrate historical and social influences in the development of cultures.

5. Additional Justification for this item:

The ECT and DVDs explain and assist Student Learning of the core concepts of the field of Speech/Communication.
The LGHT is best practices for public presentations.
### I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

**Importance:**
- ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
- ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
- ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>1080 Students</td>
<td>Computer</td>
<td>Speech</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**
2 new computers - one for HC-171 and one for HC-173 because the current computers often malfunction.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$1,000.00</td>
<td>$90.00</td>
<td>$30.00</td>
<td>$2,120.00</td>
</tr>
</tbody>
</table>

**Type**
- **College-wide**: None
- **Discipline-Specific**: Classroom use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

The current computer in HC-171 is 070854 and the current computer in HC-173 is 070851. Both these computers are believed to be seven years or more and probably at the end of their lifespan.

**Item to be shared with the following Department/Program: (Include any shared expenses)**

A number of different disciplines/programs use both these classrooms. These programs/disciplines include: Nursing, Modern Languages, English, Philosophy, Real Estate, Social Sciences and numerous Community Education (including ESL) classes.

**Justification for Item (See Rating Rubric)**

1. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
2. Is this software required to meet any local, state or federal Health and Safety Code? If so,
how? (Cite code)

Many of our students are "at risk" or are with learning disabilities. Reinforcement of the oral message with visual illustrations helps reinforce the learning process.

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

With new computers there will be less loss of down time for both instructors and students due to the computers being slow to "boot up," the computers "freezing" or the computers "crashing".

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Speed in deliverable presentations will increase.

1080 Speech students as well as numerous students across the college-wide spectrum who utilize these classrooms will benefit.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Listed below are the Student Learning Outcomes with a brief description of the measured effectiveness of implementing these new resources.

Communication degree SLOs:

**Oral Communication/Performance Skills:**
Manage communication apprehension to build confidence while communicating with others.

- The computers play DVDs that illustrate different forms of communication apprehension.

Select, prepare and deliver presentations that employ techniques specific to the context and occasion.

- The computers will play software that allow faculty and students to visualize information.

**Critical Thinking:**
Demonstrate understanding of the relationship between culture and communication.

- The computer allows faculty and students to demonstrate knowledge and
understanding of the relationship between culture and communication.

Interpret media messages to create meanings based on personal experience

- The computer programs help to explain and exemplify different forms of mediated messages.

Describe obstacles to competent intercultural communication, including prejudice, discrimination, stereotyping and ethnocentrism.

- The computer programs help to provide numerous communication theories of the obstacles to competent intercultural communication, including prejudice, discrimination, stereotyping and ethnocentrism through showing various DVDs and live-internet programs.

**Problem Solving:** Recognize the role of perception and perceptual barriers when communicating with other

- A faster, better-functioning computer will run DVDs that describe and illustrate the role of perception and perceptual barriers when communicating with others.

Identify prominent Communication Theories and apply them to appropriate contexts.

- This is exactly what the two new computers will allow our Department to accomplish in the two-noted classrooms!

Recognize gender and cultural differences in analyzing communication environments.

- New computers with new software will help to exemplify and illustrate current communication theory on gender and cultural differences in communication environments.

**Information Literacy:**

Use evidence and rhetorical strategies to support a claim.

- The new computers will play DVDs and provide live-internet access that provide current examples and illustrations of rhetorical theory in communication.

Research historical and social influences in the development of cultures.

- The new computers will play DVDs that illustrate historical and social influences in the development of cultures.

**5. Additional Justification for this item:**

New computers will save a lot of "down time" in the classroom!
Non-Instructional Requests

Part I : Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair

Speech-2011

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, PRAC.

Priority: 01

To Support: 250 Students

Category: Other Office Equipment

Type: New

Status: None

Description and part number for ordering:

a 22" monitor for HC-114 which currently has a 15" monitor

Qty. 1

Unit Cost: $120.00

Tax: $11.00

Shipping and Handling: $10.00

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

The current monitor was a "hand-me-down" from some unknown office/employee.

Item to be shared with the following Department/Program: (Include any shared expenses)

N/A

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

Patricia O'Keefe.

2. How will access for students be improved?

Instructor will be able to toggle between documents with a larger monitor screen.
Faculty Members
Speech-2011

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 130 - Small Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Speech 155</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announcing and Performance</td>
<td>6/2</td>
<td>1</td>
<td>Existing Course</td>
</tr>
<tr>
<td>To meet Program requirements for the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Health/Safety</td>
<td>☑ Scheduling</td>
<td>☐ Title 5/Ed.Code</td>
<td>☐ Waitlists</td>
</tr>
</tbody>
</table>

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

The new CSU Transfer degree (SB 1440) in Communication allows 15+ units of Community College transfer courses to count in the Communication major. We do not currently offer sufficient courses for students to be able to fulfill the transfer degree requirement. This also allows us to teach the full breadth of our field. Students have inquired about the degree potential and we cannot currently fulfill their needs.

We realize these courses may need time to develop and are requesting administrative support to add these units, while maintaining the current unit allocation/offerrings. Our program is "healthy," but we wish to "grow" it!

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

N/A
III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.
10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Program Summary
Speech-2011

**Instructions:** after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Over the years very few of our requests have been granted. The two requests that were granted were the requests for updated DVDs (3) and digital-audio recorders (10). The DVDs are shown in most sections of our course offerings and the digital recorders have been used by students in Speech 120 and will be used in Speech 155.

II. Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

Our first priority would be the new computers in HC-171 and HC-173 serve a broad audience, including faculty from our Department and various departments across campus PLUS the numerous students who would benefit from computers that actually functioned properly!

We have been requesting the Encyclopedia of Communication Theory the past few Program Reviews and would make this our next priority.

Next would be the larger/new monitor for Patricia O'Keefe's office.

Current DVDs are always beneficial.

Finally the can/spot lighting would increase the effectiveness of presentations, but we are cognizant that this building is possibly slated for demolition.

III. Other concluding remarks.

Requesting more TUs so as to meet SB-1440 requirements for transfer is a department
priority and we would hope, should be a COLLEGE priority!
Department Chair Comments

Speech-2011

1. Please rank the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

I completely concur with the comments on the Summary Page prioritizing our requests.

2. Please comment if additional units, faculty, or staff have been requested.

I completely concur with the comments on the Summary Page prioritizing our requests. We worked diligently to create a new transfer degree that complies with SB-1440, yet we do not offer the full breadth of courses making this a true and viable option for students.

3. Other comments

One of our full-time faculty is out on sick leave for the semester and possibly more and one other is looking to possibly retire in 1.5 years.