## 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>Borenstein</td>
<td>Primary Team Member</td>
<td><a href="mailto:bonnie.borenstein@marin.edu">bonnie.borenstein@marin.edu</a></td>
<td>X7435</td>
<td>Speech</td>
<td></td>
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</tr>
<tr>
<td>Ron Gaiz</td>
<td>Team Member</td>
<td><a href="mailto:ronald.gaiz@marin.edu">ronald.gaiz@marin.edu</a></td>
<td>7350</td>
<td>Speech</td>
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## 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>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
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</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
<td></td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
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</table>
Program Overview—Introduction
Speech-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

Provides introductory level offerings in those areas of communication that focus on the development of skills and theoretical knowledge in the areas of public speaking, oral interpretation, argumentation-persuasion, interpersonal and intercultural communication competence.

II. Program Purpose
Pathway:
Transfer
Briefly describe how your program fits into the pathways you have chosen.

All courses offered in this area fulfill UC and CSU general education requirements for transferring to a four-year university. In addition, lower-division courses for students majoring in Communication are available. Speech 128 fulfills the UC American Cultures requirement; and Speech 132 fulfills the transfer-level critical thinking requirement. All courses fulfill COM general education requirements. Speech 110, 120 and 128 also fulfill prerequisites for the Nursing Program.

III. Students Served
Briefly outline what students are served in your program.

Students interested in pursuing either a two-year or four-year degree in speech/communication; students interested in being admitted to the Nursing Program; life-long learners interested in enhancing their public speaking and/or interpersonal/intercultural communication skills; and students needing to fulfill general education requirements either for transfer or an AA degree.

IV. Program History
Briefly outline the recent history of your program.

Since 2004, two new full-time faculty have been hired in the Department: one who teaches 100 per cent load in Speech; and one who teaches 75 per cent load in Speech. The program has developed a full set of SLOs for all courses and is in its sixth year of collecting data. In Fall 2009, the Communications Department was assigned a new full time, tenure-track faculty member who "retreated" from management. The Department was not asked prior to the retreat if we had workload for a new full time hire, consequently this new faculty member has not been assigned more than one course for each semester of the 2009/2010 academic year; and will not be assigned more in the foreseeable future. In the past five years, Speech courses have continued to increase in enrollment. Starting in spring 2008, Speech has participated in the Transfer Prep Academy, which links a section of Speech 128 (Intercultural Communications) with a section of English 92. Beginning fall 2010, Speech 120 (Interpersonal Communications) will be added to the TPA.

Attachments:
List and briefly describe any attachments

Sample Syllabi

Sample student writing
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Speech-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: Some students

II. What are your program’s goals for each pathway?

Basic Skills: For the last two years, Speech 128 (Intercultural Communications) has been linked to a Basic Skills English course, Eng 92, in a "learning community," known as "The Transfer Prep Academy." This linkage has been successful and Speech 120 (Interpersonal Communications) will be added to this program beginning fall 2010. The primary goal of this program is to increase retention of basic skills students by introducing them to transfer-level content while giving them extra support to succeed.
Transfer GE: The goal is to introduce students to the fundamentals of Speech Communication, which provides strong skills in critical thinking and analysis.

Transfer Major: Aside from the GE goal, the primary goal for majors is to provide a solid background in the field that is necessary for success in a four-year program.

III. How does your program/discipline help students meet these goals?

Basic Skills: In the learning community section, faculty meet regularly to discuss student progress and adjust curriculum if needed.

Transfer (GE & Major): All courses require assignments that: challenge students' critical abilities: and introduce students to the salient and topical theories and concepts related to speech communication.

IV. How do you measure your success?

Success is measured by: rates of successful course completion; retention rates; program and individual faculty student course evaluation instruments; and, to the extent possible, following students' success in subsequent courses.

V. How do you make sure your students are able to get through your program in a timely fashion?

We try to provide all courses needed for an AA in Speech at least once every two years. Since we have been unsuccessful in recruiting a critical mass to allow us to run some courses (eg., Radio & TV Announcing, Small Group Comm, Oral Lit I & II), faculty have decided to review and revise the degree during the Spring 2010 semester.
I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Based on the given data, enrollments during the fall semesters appear to have fallen by almost 25% over four years (from 5.3% of all students in Fall 04 to 4.6% in Fall 08.) However, our enrollments for spring have continued to increase since spring 05, with a slight dip in spring 09, leading to an overall increase of almost 9% over four years. The spring enrollments appear historically to be larger than fall. The large drop in fall enrollments, however, is cause for concern, although it should be noted that load has either remained steady or increased during fall and spring. Enrollments for fall 09, have increased substantially, but we will need to watch this and figure out if there is a problem in our scheduling that might be related to the enrollment decrease; or if there is some other reason to account for it, other than serendipity.

Age and gender appear have remained about the same, with significantly more females than males taking speech courses, and with the largest percentages between the ages of 18 and 24. Since fall 04, the white population has continued to decrease to an all time low of 50% in fall 08 from 61.6%; while there has been an increase in students identifying as Asian, Black and Hispanic.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Success rates have remained relatively stable over the years for which data is given. approximately 80%, in both fall and spring semesters. A cursory glance at other disciplines indicates that this rate is similar to or better than other disciplines at the College.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Our retention rates for all speech courses remains high, at approximately 90%. Again, this rate is similar to or better than a majority of other disciplines at the College.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
V. Please explain and provide additional details regarding your choices above:

The only non-selfexplanatory "choice" might be "facilities & technology." The physical environment of a class plays a significant role in student learning. When the room is too hot, too cold, too cramped, too dirty, (as many of our classrooms are) students do not do as well as in clean, nicely appointed rooms. When the room is uncomfortable, students fidget and even leave. When teachers are shifted around each semester to rooms of variable size with unfamiliar technology, they get thrown off and that also affects student learning. Ideally, Speech faculty need a well-ventilated space with up-to-date technology, which is used by both instructors and students, and be able to keep their same classrooms semester after semester.
Facilities Questionnaire
Speech-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The facilities issues that affect student learning include:

- HVAC issues (rooms are often too hot or too cold, with no way to adjust)
- Lack of spot lighting that allows both instructors and students to see while using the projector.
- Lack of uniform, state-of-the-art technology in all classrooms, making it difficult to know ahead of time what will and what won't be available on the computer, if there is a computer.
- Students' technological requirements often are more advanced than the in-class equipment, making it difficult for students to work out of class (even in the Media Center, which has more state of the art equipment than classrooms) on in-class presentations.
- No easy way to contact Media Services in the classroom if there is a problem, particularly during evening classes.
- Outdated recording equipment in Media Services that students use for assignments.
- Lack of or uneven maintenance, i.e., dirty floors and trash.
Curriculum
Speech-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

Speech faculty are in process of updating all Speech courses, with an expected completion at the end of the spring 2010 semester. At this writing, Speech 120 and 128 have been updated and approved and Speech 122 will sent over imminently. Speech 141 and 142 (Oral Interp of Lit I&II) will be combined into a single course; and we are looking at developing a Speech 110 for ESL students.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

We are planning on revising the AA in Communications in order to eliminate courses and/or combine content into other courses for those courses we have been unable to offer due to a lack of enrollment. This will improve access.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

As mentioned, Speech 128 is already part of a learning community with English and Speech 120 will begin in fall 2010 to be linked with an English course.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Not at the moment.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Not at the moment

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

NA
Student Learning Outcomes
Speech-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?
   AA in Speech

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?
   Prepare and deliver an effective three to five minute speech, using Power Point.
   Describe obstacles to successful interpersonal and/or intercultural communication
   Listen actively and empathetically
   Critically analyze speech environments
   Succeed in a four-year Speech program

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?
   i. Written, Oral and Visual Communication
      Students are required to prepare and deliver speeches and group presentations for which they are evaluated and graded.
      Students are required to write both "informal" reaction papers and logs and formal research papers

   ii. Scientific and Quantitative Reasoning
      This is not a major outcome, but students do regularly read and discuss studies that use statistical analyses.

   iii. Critical Thinking
      Students are required to write papers that demonstrate how they have integrated their knowledge of course concepts into their personal experiences.

   iv. Problem Solving
      Students take both objective and essay exams and quizzes to demonstrate their
knowledge and understanding of the course concepts. Students are required to participate in classroom experiential activities that demonstrate their understanding of course concepts.

v. Information Literacy

Students are required to use the classroom technology, and develop simple Power Point Presentations.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Speech 110: Intro to Speech Communication
Speech 120: Interpersonal Communication
Speech 128: Intercultural Communication
Speech 132: Argument and Persuasion
Speech 141: Oral Interpretation of Literature

ii. Scientific and Quantitative Reasoning

None

iii. Critical Thinking

Speech 110: Intro to Speech Communication
Speech 120: Interpersonal Communication
Speech 128: Intercultural Communication
Speech 132: Argument and Persuasion
Speech 141: Oral Interpretation of Literature

iv. Problem Solving

Speech 110: Intro to Speech Communication
Speech 120: Interpersonal Communication
Speech 128: Intercultural Communication
Speech 132: Argument and Persuasion
Speech 141: Oral Interpretation of Literature

v. Information Literacy

Speech 110: Intro to Speech Communication
Speech 120: Interpersonal Communication
Speech 128: Intercultural Communication
Speech 132: Argument and Persuasion
III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
   Yes and yes

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
   100%

3. Assessment:
   i. How often do you assess these SLOs?
      Every year.

   iii. What improvements have you made or do you plan to make in the future?

   iv. What do you plan to assess this year? Who will you assess? How will you assess?
Instructional Equipment
Speech-2009

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.

I. Instructional Equipment/Materials Requirements

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<td>700 Students</td>
<td>Over $200 Each</td>
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Description and part number for ordering:

DVDs on subject-matter. Need to update every year as new documentaries are created.

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

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

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

English, Journalism, Mass Media, Film

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   - '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.

   B. These DVDs illustrate the theories in the courses that are essential to learning outcomes and offer alternative learning strategies for students who better integrate and assimilate information in audio-visual channels.

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

   I have no idea since the Ed Code is 1000's of pages long!

3. 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?

   To repeat, DVD's assist students; learning by offering alternative strategies for integrating and assimilating information.
4. 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?

Approximately 700 students per year in the Speech program alone will benefit from these DVDs. At least another 200 students in other disciplines will also benefit from having current information provided in an audio-visual format. Students often comment that one of the aspects that they appreciate the most in courses that utilize these DVDs is the actual illustration of the concepts under discussion; and students often recommend these courses to fellow students because they so enjoyed the DVDs.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

It is expected that students will have a more contextualized and comprehensive understanding of otherwise abstract concepts presented in class. This enables students to better integrate these concepts into their everyday experiences, which is a major SLO in all speech classes.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Faculty distribute course evaluations at the end of each semester. These evaluations have open-ended responses which often note how useful the in-class films have been to their comprehension of the material.

Additional Justification for this item:
A picture is worth a thousand words.

I. Instructional Equipment/Materials Requirements

<table>
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<td>50+ Classes</td>
<td>Over $200 Each</td>
<td>Speech</td>
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Description and part number for ordering:
Encyclopedia of Communication Theory

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

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

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

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • '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.

C. First time requested.

http://programreview.marin.edu/IEReportPart1.jsp
2/23/2010
2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code) Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. 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?
   This is a comprehensive encyclopedia that will offer students an accessible compilation of theories, tied to practical examples and employment opportunities.

4. 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?
   This encyclopedia could very well attract students by opening up possibilities for both research and career choices. It could accommodate as many as 1000 students per semester.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   As mentioned above, this type of encyclopedia can help students "connect the dots" between abstract theories and concrete examples and professional opportunities. It also can help students historically to contextualize theories.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   End of the semester student course evaluations.

Additional Justification for this item:
The Library does not accommodate the Speech and Communications disciplines as well as it might.
Technology Requests
Part II : Hardware for Lab and Classroom
Speech-2009

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.

<table>
<thead>
<tr>
<th>Priority</th>
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<td>02</td>
<td>400 Students</td>
<td>Other</td>
<td>Speech/Comm</td>
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Description and part number for ordering:
Mini tape recorders

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<td>$40.00</td>
<td>$4.00</td>
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Type: College-wide

New: None

Assignments

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

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

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • ‘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?
A. Students are required for Speech 128 to conduct interviews with people from different cultures. We have been using tape recorders from Media Services from the 1970's. Students have difficulty using these bulky and cumbersome antiques, which often do not have working counters and decent sound quality.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   Who knows? This is an impossible question for me to answer, as the Ed Code is a huge tome. And since it is full of legalese, I am certain that almost anyone can make a case for this need being Ed Code necessary.

3. 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?
   This equipment is necessary to complete the requirements for Speech 128.

4. 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?
Approximately 400 students a year will utilize these tape recorders in Speech to complete their interview assignments. It can attract students or rather students are very distracted when faced with having to use out-dated, out-moded non-funtioning equipment.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Tape recording interviews and requiring students to transcribe and then analyze those interviews in terms of the course theories is fundamental to student learning outcomes. Students are required to learn distinctions among cultures, races, ethnicities, and nationalities; how individuals differ from the norms of their own culture.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Outcomes will be measured by the quality of research papers, depth of analysis and exams.

Additional Justification for this item:

These tape recorders remove obstacles that students have noted on their end-of-semester evaluations. In addition, it is a very inexpensive piece of equipment and the college has not made a tape recorder purchase in 30 years!
I. Consumable Instructional Operating Supplies

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

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>50+ Classes</td>
<td>Speech, Comm, Fil, Jounralism</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")

3 cases of paper

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type: New
How Long?: New/Will be Recurring

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

Speech, Comm, Journralism, Film

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • '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?

B. Faculty need a supply of paper for their in-office printers.

2. Is it necessary for students to succeed in a series of courses?

It is necessary for faculty to administer their classes.

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?

Students access is improved when faculty are well resourced with basic needs like paper.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

It is important to the extent that having easy access to paper will facilitate classroom management.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

Having easy access to paper will cut down on prep time allowing faculty to spend more time with their students.
## Faculty Members
### Speech-2009

### I. Program Faculty

#### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackman</td>
<td>Bernie</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program(s): Other
- Summer 2009 TU: 3
- Fall 2009 TU: 3
- Spring 2010 TU: 0
- Reassigned (Total): 0

**Years of Service:**
- 6 mo Speech, Organizational Comm

**Leadership:** List involvement in committees or other service

#### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borenstein</td>
<td>Bonnie T</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Full-time, tenured: Yes
- Summer 2009 TU: 30.00
- Fall 2009 TU: 0
- Spring 2010 TU: 0
- Reassigned (Total): 0

**Years of Service:**
- 8 Mass Media, Speech, Drama, Film, English Basic Skills,

**Leadership:** List involvement in committees or other service

- Department Chair, PAC Member, UPM Exec Council Member, Puente Mentor, Member Latino Educational and Cultural Foundation, Faculty Advisor for Students for Social Responsibility and Legal Affairs Club

#### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epperson</td>
<td>Viona</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Adjunct, ETCUM
- Summer 2009 TU: 0
- Fall 2009 TU: 0
- Spring 2010 TU: 0
- Reassigned (Total): 0

**Years of Service:**
- 12 Speech

**Leadership:** List involvement in committees or other service

#### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaiz</td>
<td>Ron</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Full-time, tenured: No
- Summer 2009 TU: 30.00
- Fall 2009 TU: 0
- Spring 2010 TU: 0
- Reassigned (Total): 0

**Leadership:** List involvement in committees or other service
years of service: 29
specialty: speech, english, english skills, esl

leadership: list involvement in committees or other service
academic senator, AGS faculty advisor Muslim Students Assn., faculty advisor Budget Committee Access Committee for Master Plan Numerous Selection Committees

list of faculty members and total faculty units separately for fall, spring and summer
last name  first name  MI  year retired:
Glenn   Cathy                      
status: Shared W/other program (s):
Adjunct, ETCUM
Summer 2009 TU  Fall 2009 TU  Spring 2010 TU  Reassigned (Total)  
00.000 00.000

years of service: 2
specialty: speech

leadership: list involvement in committees or other service
Sabbatical Leave Committee, Coordinator IPC Data Advisory Group Program Review Committee Condensed Calendar Committee

list of faculty members and total faculty units separately for fall, spring and summer
last name  first name  MI  year retired:
O'Keefe  Patricia                      
status: Shared W/other program (s):
Full-time, tenured No
Summer 2009 TU  Fall 2009 TU  Spring 2010 TU  Reassigned (Total)  
30.000 0.000

years of service: 7
specialty: speech

leadership: list involvement in committees or other service
Sabbatical Leave Committee, Coordinator IPC Data Advisory Group Program Review Committee Condensed Calendar Committee

list of faculty members and total faculty units separately for fall, spring and summer
last name  first name  MI  year retired:
Stahl-Rico  Gina                      
status: Shared W/other program (s):
Adjunct, ETCUM
Summer 2009 TU  Fall 2009 TU  Spring 2010 TU  Reassigned (Total)  
00.000 00.000

years of service: 4
specialty: speech

leadership: list involvement in committees or other service
Sabbatical Leave Committee, Coordinator IPC Data Advisory Group Program Review Committee Condensed Calendar Committee

Additional Teaching Unit Requests

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.

Noncredit ESL has been a large and growing area of College of Marin for over 30 years. It has NEVER had a FT 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.

We have a harder time during the summer session when our pay scale reverts from being based on the salary schedule to being hourly at the community education rates. For many of us, our pay is reduced $10-$15/hour because of this. Therefore, many regular teachers do not teach in the summer.

3. **RETCUM Faculty:** How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

Hello

4. **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.

The noncredit ESL program has grown about 60% since 2002. We consistently have waitlists of around 300 students. In 2002 this was spread over a smaller number of classes, so it was hard to get into a class. Now, although it is much the same, it is spread over more classes, so that by the end of 12 weeks many of these students have gotten into class.

5. **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).

Hello

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

The immigrant population of Marin County has grown over recent years with the high schools in Novato and San Rafael reporting that from 20-50% come from families whose first language is not English. College of Marin's ESL program serves the parents and families of these students as well as the students themselves after graduation and occasionally before graduation.

7. **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.

This year including Summer 08, Fall 08 and Spring 08, we will teach the equivalent of 372.4 units. 100% of these units are taught by part timers. Do I really need to say more?

The College of Marin lists Basic Skills, of which noncredit ESL is a part, as one major component of its Mission. In addition ESL is mentioned in Goal number 2: Academic Excellence.

8. **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.

While part-time faculty are often excellent classroom teachers, promoting long-term student success means providing faculty who are available to students outside of the classroom and for program assessment and development. Full-time faculty identify with, commit to, and serve their colleges, their programs, and their students in a way that part-time faculty cannot be expected to do: many institutions do not even commit to hiring them back the subsequent term. Absence of full-time faculty often means there is no meaningful faculty voice to advocate for noncredit students and programs.

9. **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.

10. **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.

11. **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.
Non-Instructional Support Staff
Speech-2009

I. Current Support Staff
List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mina Namivar</td>
<td>Clerical</td>
<td>37</td>
<td>290Classes</td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
Speech-2009

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. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

1. SPCH courses offer opportunities for students to understand, practice, and work toward mastering skills sets in communicating with others. All SPCH courses contain critical thinking skills. 2. All SPCH courses are transferable to four-year institutions to meet one or more general education requirement. These courses transfer as either an Oral Communication, Critical Thinking, or Humanities requirement. 3. Highly qualified faculty with satisfactory levels of full time hires. 4. Community Responsiveness- The diverse communication courses offered through the SPCH discipline meet the needs of the community by enriching interpersonal, intercultural, small group, and public communication skills. 5. Diversity- The content of our courses allow multiple opportunities for students to grow and shape each other's perceptions in a safe environment. 6. Fiscal Responsibility- As a discipline, SPCH courses maintain high numbers of FTES from start to finish of each semester of every year. We maintain high standards and are available to our students during and after class instruction as faculty advisors, mentors, and communication consultants.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Full time faculty at current levels 2. More smart classrooms. 3. Adequate support for professional development 4. Adequate support for guest speakers and/or class trips 5. Adequate support for independent student research, i.e., computer and/or video-film support

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

The Speech program will be revising its AA degree.

IV. Assessment of 2008 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?

None

V. Fall 2009 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.

DVDs: Needed to assist in concretizing abstract concepts; and to help students with
learning styles that are audio-visual

Tape Recorders: Needed for intercultural interviews, which are required for the course and help fulfill SLO for Speech 128

Paper: To facilitate classroom management

Communications Encyclopedia: Important for staying current in the field and as a resource for students and faculty.

VI. Other concluding remarks.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.
   I am agreement

2. Please comment on 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.
   These are well done

3. Please comment on the faculty and staff sections.
   Accurate.

4. Other comments