



# FULLERTON COLLEGE

ELEVATING.  
EXCELLENCE.

## *Instructional Programs*

### 2014-2015 Self-Study

#### Three-Year Program Review Template

#### Speech Department/Communication Studies

#### Humanities

#### Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

#### Participants in the self-study

**Richard Kirkham, Coordinator**

**Doug Kresse**

**Shirlee Pledger**

**Chuck Schilling**

**Matt Taylor**

#### Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Richard Kirkham

Printed name of Principal Author

  
Signature

Coordinator

Title

12/10/14

Date

Richard Kirkham

Printed name of Department Coordinator

  
Signature

Coordinator

Title

12/10/14

Date

Dan Willoughby

Printed name of Dean

  
Signature

Dean

Title

12/10/14

Date

## 1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

**Mission:** The Speech/Communications Studies program helps prepare students to be successful learners in two specific ways. First, we are solely responsible for providing instruction in Oral Communication, considered one of the golden four general education courses for the CSU. Second, our program promotes student success through training specific skills including research and organization, problem solving, and critical thinking.

**Vision:** The Speech/Communication Studies program helps promote student growth, personal development, and love of learning because we help students develop the basic skills that are required for future growth. Those include facing and overcoming the fear of public speaking, teaching basic interpersonal and group communication skills, developing critical thinking and reading skills.

**Core Values:** The Speech/Communication Studies program promotes the core values of the college. The essential component of each core value at Fullerton College is Human Communication. The heart of our discipline emphasizes the importance of diversity, inclusive decision making, ethical communication, and respect of others.

**College Goals:** The Speech/Communication Studies program helps the College meet several of its goals. First, the development of our AAT in Communication Studies was designed to help promote transfer success for our students. Second, we have recently rewritten and updated our course curriculum to help reflect new trends in technology. Third, the Department supports the college Forensics team and on campus presentations by Communication experts. These programs both support student success and increase connections with the community at large. The Department actively supports all Division and College outreach activities. The Department is working to decrease the achievement gap in our courses by actively encouraging our students to use the tutoring and skills center.

## 2.0 Program Data & Trends Analysis

### 2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.  
(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	Our department demonstrates significant growth in enrollment since 2010. We have grown from an annual enrollment of 3,943 (2010) to 4,793 (2014) representing a 21% increase.
Total FTES	Our department demonstrates significant growth in our FTES since 2010. We have grown from an annual FTES of 471 (2010) to 600 (2014) representing a 27% increase.

Sections	Our department demonstrates a significant growth in sections offered since 2010. We have grown from an annual offering of 137 sections (2010) to 172 sections (2014) representing a 26% increase in sections offered.
FTEF	Our department demonstrates a significant growth in FTEF since 2010. We have grown from 31.6 (2010) to 40.8 (2014) representing a 29% increase in FTEF.
Fill Rate	Our fill rate has decreased slightly since 2010. In 2010 our fill rate was 103 and in 2014 it is 99. The decline in fill rate, we believe, is due to the substantially large number of summer courses offered in 2014. We continue to be the Department most likely to have classes filled on opening day in our Division.
WSCH/FTEF	Our WSCH/FTEF has slightly increased since 2010. Our WSCH/FTEF was 477 (2010) and has increased to 488 (2014) representing a 2% increase. This suggests that our efficiency has improved even as we have added sections to our load.
Retention	Our retention rate has declined slightly since 2010. Our retention rate in 2010 was 87% and 85% in 2014.
Success	Our success rate has declined slightly since 2010. Our success rate in 2010 was 78% and in 2014 it was 76%.

## 2.2 Peer Institution Comparison

Complete the table below.

California Community Colleges Chancellor's  
Office  
Credit Course Retention/Success Rate  
Summary Report

	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2013
	Credit	Credit	Credit	Credit	Credit	Credit	Credit
	Retention Rate	Success Rate	Retention Rate	Success Rate	Success Count	Retention Rate	Success Rate
Chaffey Total	91.56%	80.83%	92.56%	82.58%	1,204	92.67%	80.91%
Non Distance Education Methods	91.45%	80.59%	92.42%	82.26%	1,204	92.67%	80.91%
Video one-way (e.g. ITV, video cassette, etc.)	100.00%	100.00%	100.00%	100.00%			
Cypress Total	88.32%	79.41%	88.41%	79.85%	858	87.85%	76.68%

Delayed Interaction (Internet Based)	60.71%	46.43%	80.65%	74.19%	13	74.19%	41.94%
Non Distance Education Methods	89.14%	80.38%	88.67%	80.04%	845	88.24%	77.67%
Rio Hondo Total	82.00%	69.13%	83.67%	71.57%	760	86.85%	72.94%
Delayed Interaction (Internet Based)	56.52%	47.83%	77.78%	59.26%	15	83.33%	50.00%
Non Distance Education Methods	82.52%	69.57%	83.80%	71.84%	745	86.96%	73.62%
Santa Ana Total	88.92%	81.04%	87.02%	76.90%	931	90.59%	78.97%
Delayed Interaction (Internet Based)	75.76%	57.58%					
Non Distance Education Methods	89.30%	81.73%	87.02%	76.90%	931	90.59%	78.97%
Fullerton Total							
Delayed Interaction (Internet Based)							
Non Distance Education Methods	88%	78%	88%	76%		84%	74%

California Community Colleges Chancellor's Office  
Program Awards Summary Report

	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Chaffey Total	6	26	38
Associate in Arts for Transfer (A.A.-T) Degree	5	12	37
Associate of Arts (A.A.) degree	1	14	1
Cypress Total		12	20
Associate in Arts for Transfer (A.A.-T) Degree		12	20
Rio Hondo Total	3	5	5
Associate in Arts for Transfer (A.A.-T) Degree	3	5	5
Santa Ana Total	1	14	13
Associate in Arts for Transfer (A.A.-T) Degree		12	13
Associate of Arts (A.A.) degree	1	2	
Fullerton College Total			
Associate in Arts for Transfer (A.A.-T) Degree	1	1	21
Associate of Arts (A.A.) degree			

Fall 2013 Semester Data

College/Program:	Your Program	Chaffey	Cypress	Rio Hondo	Santa Ana
<b>Retention:</b>	84%	93%	88%	87%	91%
<b>Success:</b>	74%	81%	77%	73%	79%
<b>Degrees Awarded:</b>	21	38	20	5	13
<b>Certificates Awarded:</b>	0	0	0	0	0
<b>Transfers:</b>					

We believe that our programs retention and success numbers compare favorably with our peer institutions.

While we are slightly lower than our peer institutions we believe the differences reflect the substantial growth in our program. We serve two to three times as many students as the comparable institutions. Our success ratio and retention numbers look as if there is some room for improvement. The two percent variations in our numbers from 2010 to 2014 are difficult to make an inference from at this point.

### 2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	84	73
Females	89	81
Asian-American	87	80
African-American	76	61
Filipino	89	80
Hispanic	85	73
Native American	90	82
Other Non-White	100	80
Pacific Islander	53	53
White	88	81
Unknown	64	53
Range (Max-Min)	64-100	53-82

There are gaps in the achievement levels of African American and Hispanic students. The gaps are greatest for African American Students, who are 20% below the success rate for Whites; the Hispanic gap is smaller at 7%. Each of these indicates a challenge for the department to strive for in the future.

### 2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

Our Department has created the AA-T in Communication Studies to facilitate student transfer success. Our Department has started offering Speech 120 (Intercultural Communication) to increase student success in completing both major and AA-T requirements. Our Department is offering over 40 new sections to help meet student demand and increase student's timely success. Finally, the Department has increased the course offerings and size of the Forensic program to facilitate student success.

**2.5** Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

The trend in the State of California is to recognize and name our discipline as Communication Studies. Our Department has formally moved to change our name from Speech to Communication Studies to increase the attractiveness of our major to students.

The State of California has implemented the AA-T program to help facilitate transfer success. Our department has created and already begun to offer the AA-T to increase student success.

## 2.6 Provide any other data that is relevant to your self-study.

### A Comparison of Relevant Data from Local Forensics Programs

	FULLERTON	IRVINE VALLEY	CYPRESS	RIO HONDO	Cerritos
Tournaments per Semester	8	7-9	4	8-14	6-10
Average cost per Tournament	\$300	\$1800	\$1000	\$700	\$900
Number of debaters	16	30	8	10	19
Number of IE Speakers	4	35	4	8	18
Full time faculty	1	2	1	1	1
Part-time faculty	1	5	0	3	2 Volunteers
Vans?	Yes	YES	N/A	YES	Rent at Cost of \$300 per tournament
Squad room?	Classroom for 2 hours weekly	2(400sq.ft. & 800 sq.ft.)	1	YES	Department Meeting Room
Budget	\$3500	\$30,000	(est. \$8000)	\$19,500	
Judging fees		\$13,000	N/A	\$150/tournament	\$100 a day per judge
Post-season budget	N/A	31,000	\$5000	\$10,000	N/A
Travel budget	N/A	\$10,000	N/A	N/A	N/A

(Phone and E-mail Survey of Local Directors of Forensics by Fullerton Coach Doug Kresse)

In attempting to plan for the future direction of the Forensics Team, we sought information about resources and support for programs in the area. Other schools can pay their adjunct faculty to judge, we must pay the fees to the tournament, which may then hire the adjunct to judge. We also sought to discover how support staff (if any) are integrated into these programs.

### **3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

Based on your analysis in 2.1 through 2.6, answer the following questions:

#### **3.1 What are the strengths of your program?**

Our department believes that we have several strengths. First, our program offers over 170 courses in transferable general education servicing over 4,700 students a year. Second, our program offers students the opportunity to compete on a intercollegiate forensics team connecting classroom skills with real world experience. The overall fill rate demonstrates that our courses continue to be among the most demanded by students on our campus.

#### **3.2. What are the weaknesses of your program?**

Our department believes that the primary weakness of our program is the drop in retention and success rates over the last few years. We notice that the decline in our success and retention rates parallels the increase in our adjunct teaching population. We believe that the increased reliance on adjunct faculty that does not have regular office hours and campus time has contributed to this decline. There may be factors related to the achievement gap that we have not fully identified and for which our faculty needs greater preparation to manage.

#### **3.3 What opportunities exist for your program?**

More and more research demonstrates that employers are looking for students with basic communication competence. Raising public awareness and acceptance of the importance of these skills creates a positive opportunity for us to recruit and retain students in our field of study. We also view the ongoing campus support of new faculty lines as an opportunity to increase our full time faculty and thus increase the direct student contact with students. This increase in faculty also will allow us to increase our mentoring program with our adjunct faculty. The full time faculty could increase their understanding of achievement gap issues in this discipline.

#### **3.4 What challenges exist for your program?**

We believe that one of the biggest challenges for our program will be adapting to new technologies and social media trends for the future. Whether it is keeping our technology in the classroom current or keeping our faculty trained on new technological developments the reality is that technology is impacting the delivery of communication. We also believe that technology is reducing the communication skills of our students so that while technology opens many doors we also believe that technology represents a challenge.

Another challenge facing the program involves the ability to pay adjunct faculty during the regular semester. Compensation for judging at tournaments or attending a department mentoring program is complicated by limitations in the Human Resources procedures. Stipends for attendance are not possible during the regular semester. Utilization of the adjunct faculty as substitutes has become extremely difficult because of the rules set down by Human Resources.

## 4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Students will be able to analyze, construct, and deliver speeches on contemporary sociopolitical issues.	Spring 2012	Fall 2014	Oct.21, 2014	1
2.	Students will be able to criticize and evaluate a variety of public discourse	Spring 2014	Fall 2014	Oct. 21,2014	1

4.2 Assessment: Complete the expandable table below.

<i>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</i>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Students who complete the Speech Department Program will be able to:  "Analyze, construct, and deliver speeches on contemporary socio-political issues."	Faculty Assessment of Final Presentation for the Speech 100 Class and for the Speech 135 Class.	176 students were assessed over the two courses. 84.4% met the standard in the Speech 100 Class, 94.4% met the standard in the Speech 135 Class	The 135 Class had a slightly higher success rate; we attribute that to the specific subject knowledge required for the debates used in the class. We appear to be effectively moving students through the process of constructing, analyzing and delivering public speeches. Another factor may be that the collaborative process of constructing debates increases the ability of the students to self-correct problems in preparation.
2. Students who complete the Speech Department Program will be able to:  "Criticize and evaluate a variety of public discourse."	Student Evaluations contrasted with faculty evaluations of Final Presentations in Speech 100 Class.	95 students were assessed in Speech 100 classes. 64.4% met the standards established by the faculty	The tool used involved peer criticism of student speeches. We believe that reticence to criticize peers might have resulted in less effective evaluations. A more structured set of standards and a grade incentive might be effective ways to improve student performance on this goal.



**4.3** What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

This semester was the first attempt to evaluate Program Level SLOs. We used Course level SLOs for assessment of both of the PSLOs and we have 100% on-going assessment of the two PSLOs through that process. We are evaluating the possibility of different assessment tools that would require an exit portfolio of some type by AA-T Communication Studies Students. Such a project would require faculty time that might need to be provided through some form of “independent study” or other resource tools. Increased faculty commitment to this process would be facilitated by the ability to rotate the responsibility for the portfolio project among a wide set of faculty members. Our existing PSLO process has given us a starting point for additional brainstorming for assessment tools.

**4.4** How has assessment of program level SLOs led to improvements in student learning and achievement?

Using PSLOs has moved us to reassess the importance of the CSLOs, especially for AA-T Communication Studies Majors. The assessment tools used for the CSLOs will need to be adapted to provide additional information so that we can determine that the PSLOs are in fact being met consistently. As this is the first time through the process of Assessing PSLOs, we are discovering that the CSLOs do reflect the desired outcomes but that the data needs to be diversified.

**4.5** How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

Since this has been the first time that PSLOs have been assessed for the Speech Program, there has not been any action taken yet in response to the assessment. We have a SAP that will attempt to address some of the results that we have seen so far.

**4.6** What challenges remain to make your program level SLOAs more effective?

We need to establish additional tools for PSLO assessment that reflect the commitment to student success and closing the achievement gap. There will be a time when we will need academic resources of Faculty time to complete the loop.

**5.0 Evaluation of Progress Toward Previous Goals/SAP's** (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

**5.1** List the goals from your last self-study/program review.

Goal #1: Replace retired faculty member with an emphasis on hiring someone to direct and lead our forensics program

Goal #2: Establish a high school speech and debate tournament

Goal #3: Complete name change for our Department

Goal #4: Include Speech 100 and 138 in the Honors College

Goal #5: Develop a technology plan for integrating new technology in into the teaching of speech communication

Goal #6: Increase the number of majors.

**5.2** Describe the level of success and/or progress achieved in the goals listed above.

Goal #1 The Department was approved for a full time faculty replacement during the 2010-2011 school year. The position was withdrawn in the Spring of 2011 due to budget shortfalls. The Department has resubmitted the request for this replacement line on a regular basis. As of Fall of 2014 we are currently ranked 11<sup>th</sup> on the Presidents priority list for faculty lines. A recent update from the Dean's office informs us that the position has been authorized for us to fill next year.

Goal #2: The Department offered to host a high school speech and debate tournament in the fall of 2010. Unfortunately there was not enough demand from the high school community for this tournament to make and thus it was canceled.

Goal #3: The Department has completed all paperwork necessary to change our name. The AA-T we offer is listed under Communication Studies but we are currently waiting for the official name change for the Department. We are unclear on the final steps that are required by the department to facilitate this final change. The Dean is consulting with the appropriate administrators on this point.

Goal #4: We have not taken any formal action to add our courses to the Honors College.

Goal #5: Our department updated our course syllabi and organized adjunct training seminars to incorporate new technologies in the classroom.

Goal #6 Our Department has moved from having one student major in Speech in the years 2011 and 2012 to having 21 AAT students in 2013.

**5.3** How did you measure the level of success and/or progress achieved in the goals listed above?

We measured our success using faculty experience and observation.

**5.4** Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

The creation of the AA-T in Communication Studies and our Six Year review has led to an overall improvement in the course offerings at Fullerton College. The AA-T and Six Year Review required our department to rewrite and standardize our course offerings to ensure that students are achieving our stated outcomes regardless of the instructor they are taking. We believe that creation of the AA-T has increased success as we have moved from an average of one major a year to over 20.

**5.5** In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

We did receive a \$500 allocation for a campus related speaking event. We provided a stipend to the Chair of the Communication Studies Department at Cal State Fullerton and hosted an afternoon Open Forum on the Speech major. The forum was attended by more than fifty students who learned about the possible paths of study as a Communications major. This event raised the profile of the department on campus and in the community, and helped establish a more formal link between Fullerton College and the Major Local institution that our students transfer to.

**5.6** If funds were not allocated in the last review cycle, how did it impact your program?

Since the funds were made available, this question does not seem to apply to our program.

## 6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	Expansion of personnel support for the Forensic program. We will be attempting to integrate new faculty hired into a position to assist with the forensics program on an extensive level. We will continue to seek means by which we can encourage adjunct faculty to participate in working with the Forensics program.	
List College goal/objective the plan meets:	College Goal #: Student Success and Closing the Achievement gap Goals 1 & 2 Objective #: 1,2,3,and 4 for Goal 1,/ Objective 2,3, and 4	
Describe the SAP: (Include persons responsible and timeframe.)	Through the use of team teaching or expanded course offerings, our goal is to meet the administrative demands of the Forensics team for judges at tournaments. [Richard Kirkham, Department Coordinator/Doug Kresse Forensics Coach/ Dan Willoughby Humanities Division Dean]	
What <i>Measurable Outcome</i> is anticipated for this SAP?	We would hope to see an expanded level of participation by students in Forensic competition. The resources of adjunct faculty members as judges would relieve the stress on the Forensic team budget.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Ideally, through the assignment of units we would be able to support this through existing faculty expenditures. An additional class offering would require units that could be potentially absorbed through existing allocations.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>		

STRATEGIC ACTION PLAN # 2		
Describe Strategic Action Plan: (formerly called short-term goal)	Upgrade of the Adjunct faculty mentoring Program Increased Contact with Full Time Faculty and potential Staff development In-Service Training	
List College goal/objective the plan meets:	College Goal #: Student Success and Closing the Achievement gap Goals 1 & 2 Objective #: 1,2,3,and 4 for Goal 1,/ Objective 2,3, and 4	
Describe the SAP: (Include persons responsible and timeframe.)	We would like to formalize some of the mentoring process and provide opportunities for professional Faculty development for the adjunct faculty. Ideally there would be two scheduled days in the school year (one per semester) for the full time faculty to share needs and concerns and teaching techniques with the adjunct faculty. Additionally, we anticipate seeking out locally sponsored Communication Based Seminars/Workshops/Conferences for the Adjunct Faculty to attend. The Department Coordinator [Richard Kirkham] would suggest local events and try to supplement the costs to the adjunct faculty by underwriting registration for events. Inclusion of the full time faculty for conferences such as "Strategic Success" would be desirable as well.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	We hope to see an increase in student success rates and in the achievement gap rates.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The semester based meetings can be scheduled without additional cost, assuming that classroom space or conference rooms are available.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Stipend for Intersession attendance at \$100 per adjunct faculty member estimating 20 attendees: \$2000	General Funds
Facilities	Conference Room or Classroom Space	
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training	\$2000.00	Staff Development Fund
Other	Hospitality: \$500	General Funds
<b>Total Requested Amount</b>	\$4500.00	

### STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Development of a New Course or Project for Communication Studies Majors, the purpose is to serve as a capstone to the Speech degree or Communication Studies AA-T.
List College goal/objective the plan meets:	College Goal #:1 and #3 Objective #:
Describe the SAP: (Include persons responsible and timeframe.)	The plan may require a curriculum proposal for course work, potentially including community internship style projects and professional portfolios. [Dr. Matt Taylor will be the lead author for any the curriculum proposal].
What <i>Measurable Outcome</i> is anticipated for this SAP?	We would like to see an increase in the number of majors and successful AA-T Transfers. We would also like to be able to track data on successful transfers after they leave Fullerton College.
What specific aspects of this SAP can be accomplished without additional financial resources?	The process of writing the curriculum proposal involves no expenditure of funds. There is no anticipated cost until the course is authorized and faculty time is assigned.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>		

## 7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

We see a long term need for additional faculty. As communication skills continue to be emphasized in modern business practices and since various forms of social media will require extensive use of oral communication skills, we anticipate continued growth in demand for our classes. The Forensic Program could expand in very ambitious directions if the resources needed were made available (**see below**). The Communication Studies/Speech program faculty needs to have a long term strategic discussion of the direction for the program, including the role of Forensics. There are a number of curriculum additions that could be made if the Faculty expansion makes experts in those areas available to lead on course development. We should also consider a more assertive outreach program to the community, both through the High Schools and with our intended Transfer institutions.

Development and support of the Fullerton College Forensics Team, planning the integration of new Forensic faculty member with the existing coach and team.

The directors of forensics (the current director [Doug Kresse], an additional co-director to be hired in the near future, and adjuncts serving as assistant directors of forensics):

1. Establish semester and yearly schedule
2. Establish content objectives in debate and public speaking events.
3. Establish regular practices / coaching sessions and
4. Establish co-curricular tournament "laboratory" experiences... both with feedback and student making adjustments on speeches & debates.

Develop plans for community outreach with forensics

1. Campus-based college tournaments to showcase the program and competitors, and to attract new students to the program & department
2. Community-oriented debates on relevant issues that educate Fullerton students and serves to inform the community on important issues and
3. Strengthen positive community relationship with the College.

Strengthen cooperation with Humanities, Social Sciences and other divisions to prepare their majors for further education opportunities and career opportunities.

1. Additional faculty (to improve student-teacher ratios)
2. Establishment of on-campus debates
3. Meetings with faculty in other divisions and creation of action plan to improve service to the campus

1. On-campus debates featuring Fullerton students can be enacted with little or no cost.
2. Meetings with other divisions would not necessarily entail costs.

Two directors of forensics and 2 assistant (adjunct) directors \$ 75,000 plus semester stipends of \$2000 per adjunct. Recognizing that this presents a potential conflict with Human Resource procedures, we will need to explore potential solutions to this dilemma.

**Facilities** Other programs throughout the country have a dedicated squad practice room. We only have access to a classroom for the hours of the 138 course. Finding space for a designated squad room would substantially enhance the Forensics team experience. Should the bond pass, it would be desirable to have a dedicated room as part of a plan for new construction or renovation. This might be financed through the Building fund; or if an existing space (for example an empty office) could be made available, it would be covered under existing funds.

The program could use some equipment; Video recording equipment for taping performances so students get adequate feedback; a Computer for squad room, estimated costs, \$ 3,000 for cameras; \$2500 for PC financed through existing funds. Supplies Paper for debate briefs; tripods for IE speaker's \$ 1000/year Existing funds  
Computer Hardware PC for squad room (above: \$2500) Existing funds  
Computer Software Relevant systems (Word) for debate & IE projects \$ 300 Existing budget.

The ability to support Training Summer scholarships for debate camps for students could run \$ 2000 / student x 4 (\$8000) Existing budget resources.

Other funding for additional travel tournaments, including State and National tournaments to be requested as needed; \$ 15,000 / year District funds.

Total possible Requested Amount: \$107,000 without construction costs. District & school funds

All of the above items would potentially enhance the forensics program, and the department is interested in discussing how they might come to fruition as part of our long-term goal of sustaining and building upon an already-strong forensics program.



## 8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The most satisfying component of the Program Review is the recognition that the Speech Major, through the AA-T has become much more vigorous and that we have a greater number of students identifying Communication Studies as their transfer/degree objective. With the high levels of enrollment and retention in our program, we feel that we are doing a solid job in meeting the needs of our students. The expansion of the program has caused some issues for us as we go forward. Two in particular stand out as long term projects that we need to devote resources to:

1. The Forensics Program has grown substantially and the number of students served has outstripped the ability of the Coach to meet judging and coaching needs. We have been approved for a new faculty line and that should provide some relief but there are other resources that need to be devoted to the program as well.
2. The growth in our enrollment has been met with expansion of the adjunct faculty pool. While our adjunct faculty does an excellent job in the classroom, they are not available for many of the additional tasks that have become standard for Community Colleges in California. CSLOs are difficult to administer in classes taught by adjunct faculty, and part time faculty while adhering to the course outlines, have less input into the process that ultimately dictates how they conduct the coursework. In attempting to integrate the adjunct population into our program, the mentoring plan we have followed seems to lag behind our goals.

In regard to the achievement gap, the percentages in the various ethnicity categories show that we have a solid retention rate, with most groups in the 80% retention category. The success rates are a bit lower. We suspect that part of the reason for this is that the mentoring of low achieving students is more difficult when they have limited access to faculty outside of the classroom. On an individual basis, the entire full time faculty has experienced opportunities to assist struggling students who come for individualized attention. Tutoring opportunities are frequent and unique student circumstances can be evaluated more effectively when office hours are available. All faculty members encourage students to take advantage of the tutoring center but students in Speech classes often need assistance that is more specific to the tasks they have in their classes.

As demand for our classes has grown we have managed to find resources through the Humanities Division, primarily classroom space, to accommodate the additional students. We have also expanded our weekend offerings and Friday afternoon space as well.

Updated August 22, 2014

**Division Deans' or appropriate Immediate Management Supervisor (IMS)  
Response Page**



*I concur with the findings contained in this Program Review.*



*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

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*I do not concur with the findings contained in this Program Review (include a narrative exception):*

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