

Unit Plan for Speech Communication, 2004-05

Chapter 0: Unit Alignment

Speech embraces and aligns with the college's goals and values in our student-centered instruction, curriculum development, staff professional development, and the fostering of a department culture of mutual respect and inclusion.

Core Values

1. Learning
 - We feature shared learning in our unit curriculum, creating an environment that encourages students to take responsibility for their own learning both as individuals and as members of the classroom community.
 - We encourage unit participation in shared learning communities such as the Reading Together project.
2. Diversity
 - We show respect for different cultural perspectives and learning styles in a multi-faceted approach to learning opportunities.
 - In our classroom applications, we recognize that diversity is individually-based, not only group-based.
3. Innovation
 - We encourage professional development that fosters the use of technology in new and creative ways.
 - We have developed a smart classroom that we use for teaching all but two of the courses in our curriculum.
4. Collaboration and Partnership
 - Our unit models shared decision making in all governance matters.
 - Members of our unit participate in a wide variety of campus governance committees.
5. Integrity
 - We foster a community of integrity through our support of and adherence to our division charter.
6. Accessibility
 - By addressing the needs of each individual, we work with our students to define and ensure academic success.

Strategic Directions

1. Transforming Students' Lives
 - Through our listening lab, we are able to commit to the importance of ongoing and available student self-assessment.
 - Student surveys have consistently reported that our students document the importance of effective communication skills to their employers or transfer institutions.
2. Transforming the Learning Environment
 - Our Gender and Communication course and our Intercultural Communication course both serve the AAOT Diversity Requirement, educating over 150 students annually about the importance of diversity and inclusiveness in our lives.
3. Transforming the College Organization
 - We frequently review our curricular offerings in an effort to support student success. In this past year, we reviewed our entire catalog of courses in our 3 to 4 credit conversion project.

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- We consistently offer the college high FTE at a reasonable cost. Currently, all of our part-time sections are offered on a tuition-based platform.

Learning Centered Principles

1. Lane provides opportunities for transformation through learning.
 - We help students transform their lives by helping them overcome anxieties about public speaking and private communication by providing instructional opportunities to develop their presentation skills.
2. Lane engages learners as active partners in the learning process.
 - The discipline of speech is very pragmatic with the majority of student learning focused on application opportunities as opposed to conceptual learning. Our curriculum is heavily focused on meeting skill outcomes through participatory activities in the classroom.
3. Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
 - Our classroom activity is based on the assumption that students are empowered by succeeding in structured learning tasks both individually and collectively in small groups. All of our speech classes structure learning in this manner.
4. Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.
 - Speech classes offer a variety of learning experiences including lecture, reflective activities, simulations, guided group discussions, individual and group written projects, individual and group oral projects, performance and analysis, student-centered computer learning, and many other forms.
5. Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.
 - Speech classes utilize pre and post testing in Listening and Critical Thinking, Public Speaking, Interpersonal Communication, and Small Group Communication.
6. Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.
 - Our Intercultural Communication class focuses on the pedagogy of openness and diversity of opinions and its importance in building and sustaining a pluralistic community. These values are taught, reinforced in classroom activities, and affirmed through individual and group coaching.
7. Lane is committed to both individual and organizational learning.
 - Our participation in Unit Planning and self-study demonstrates our commitment to self assessment and growth.
8. Lane students and staff are a community of learners, all of whom contribute to learning.
 - Our Forensics program is an excellent example of a learning community that extends beyond the learning circle of the classroom.
9. Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries.
 - Our course syllabi provide explicit disclosure of instructor expectations, methods of instruction, and approaches to assessment. These syllabi are updated quarterly and are often a topic of open discussion at staff meetings.

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Speech Communication Unit **English, Foreign Language, and Speech Division**

Chapter 1: Unit Description

Mission Statement:

The Speech Department at Lane Community College, in the English, Foreign Language and Speech Division, serves all other departments of the college and prepares students for four-year colleges and universities by providing required courses in speech communication. Our courses are designed to foster students' appreciation for the centrality and complexity of speech communication, to build confidence in their ability to communicate effectively, and to promote their understanding of the responsibilities of proficient communication. The ultimate goal of our program is to develop sensitive and adaptable communicators, in both sending and responding to messages.

This mission was updated in 2003-2004. We update our mission periodically through a unit staff discussion. It is our intention to review our mission again in 2007-2008.

Catalog Description:

A copy of our catalog description is attached to this chapter. Each year, the current catalog description is distributed to faculty and staff who review it and offer suggested or needed changes. Those changes are provided to everyone for comment and then a decision regarding possible changes is reached collectively at a staff meeting. Every 2 to 3 years, an intensive review of all course descriptions takes place. A complete review took place in 2003-2004 when we converted many of our speech courses from 3 credits to 4 credits.

A Brief History of the Speech Department at Lane Community College:

Speech communication has been taught at LCC from the very beginning of the existence of the college. Even before there was a main campus, Virginia DeChaine taught public speaking for LCC.

As part of the Mass Communication Department, a sequence of three public speaking courses was originally offered. As time passed, the discipline of speech communication began to broaden the study of communication into areas other than public speaking. Reflecting these changes in the discipline, through the years courses in interpersonal communication, small group communication, mass communication theory, business and professional speaking, and voice and articulation were added to the curriculum.

Ms. DeChaine was the head of the Mass Communication Department for several years, but decided to return to teaching primarily in order to develop the listening program at LCC. Due to her initial efforts, LCC began to offer a highly respected class in listening. Between 1996 and 1998, Barbara Breaden developed and revised the audio version of the listening class. Ms. Breaden then developed a video version in 2002, replacing the previous audio version.

Mary Forestieri was hired in 1969 and was instrumental in the development of the communication curriculum at LCC. In 1990, Ms. Forestieri first offered a class in intercultural communication. The Intercultural Communication class is now offered regularly, meeting the need for required credits in diversity for the AAOT. In 1995, Mara Levin developed and offered a class in gendered communication. The Communication, Gender and Culture class is now offered regularly, also meeting the need for required credits in diversity. With Ms. DeChaine's and Ms. Forestieri's increased interest in listening,

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interpersonal communication, and intercultural communication, Jack Robert began to be the primary public speaking instructor in the Speech Department.

As a response to the college's desire to offer distance learning classes, Jack Robert first offered a telecourse in 1998 for Sp 100, our survey course in Speech Communication. In 2001, Mara Levin developed and began teaching online interpersonal communication classes. Ms. Levin added to online course offerings when she offered the gendered communication class in 2002. Hyla Rosenberg developed and began teaching Sp 100 as an online class in 2002, replacing the telecourse. Ms. Rosenberg added to online course offerings by making the intercultural communication class available in 2004.

In 1985, the Speech Department moved from the Mass Communication Department to join with the English and Foreign Language Departments to form the English, Foreign Language, and Speech Division. The Speech Department currently includes six full-time, contracted faculty members and 5 well-qualified and dedicated part-time instructors. The Speech Department also includes Lane's very successful Forensics Program, which was begun in 1986 by Barbara Breaden.

Beginning in early December of 2003, the entire Speech Communication department initiated the process of converting their courses from 3 credits to 4 credits. This work continued until late last spring, and final reports will be submitted by December 1 of this year. The underlying motivation for the conversion was two-fold:

1. Speech faculty were approached by members of the administration regarding the possible conversion of courses as a way to more seamlessly articulate with other Oregon institutions of higher education.
2. Speech faculty were motivated by the pedagogical benefit of having more depth and/or breadth in their courses, and offering students a chance for expanded opportunity of course content and skills. One of the LCC "Core Abilities" is noted as "Effective Communication." Thus, faculty who teach these courses welcomed a chance to further contribute to student skill development, both for personal and professional applications.

Specifically, the following courses were converted:

Sp 100 (Basic Communication)
Sp 115 (Introduction to Intercultural Communication)
Sp 112 (Persuasion)
Sp 218 (Interpersonal Communication)
Sp 219 (Small Group Communication)
Sp 220 (Gender and Communication)
Sp 105 (Listening and Critical Thinking)
Sp 262 (Voice and Articulation)

The following courses were not converted due to state educational limitations and requirements:

Sp 111 (Public Speaking)
Sp 130 (Business and Professional Communication)

The process of the conversion necessitated the following steps:

1. Programmatic and pedagogical review of each course as departmental group
2. Analysis of existing course requirements and conversion pursuant to current LCC core values
3. Individual work on one or more courses, which were then brought back to the larger group for consensus agreement regarding content
4. Final report submission to Curriculum Development Committee

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5. Library review and recommendations sent to David Doctor. (This included an emphasis upon Library Literacy, an area in which LCC evidently had uneven achievement across the campus.)

Degrees and Certificates:

Transfer Degree Requirements

AAOT (U of O) - One of the following is required and does not double count for general ed:

- SP 100, SP 111, SP 112, SP 130 or SP 218

Oregon State - One of the three is required:

- SP 111, SP 112, or SP 218

Western Oregon University:

- SP 111 required

General Education Fulfillments

Oregon transfer degree

Arts and letters (general education):

- SP 100, 105, 111, 112, 115, 130, 218, 219, 220, 262

Associate of Science degree

General education (arts and letters):

- SP 100, 105, 111, 112, 115, 130, 218, 219, 220, 262

Associate of General Studies

General education (arts and letters):

- SP 100, 105, 111, 112, 115, 130, 218, 219, 220, 262

Associate of Applied Sciences

General education (arts and letters):

- SP 100, 105, 111, 112, 115, 130, 218, 219, 220, 262

Other fulfillments

Ethnic/gender/cultural diversity

- SP 220 or SP 115

Where Single Classes in Speech are required at Lane CC

Speech 100 required:

- Human Services: Criminal Justice
- Hospitality management

Speech 105 required:

- Human Services: Criminal Justice

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(AAOT soft prerequisite for SP 218)

Speech 111 required:

Emergency Medical Technician

Any single speech class listed for Associate of Applied Science required:

- Administrative assistant
- Legal assistant

Majors that can use Speech to fulfill requirements:

- Business: SP 111, or 112 - must be taken to transfer to PSU
- Computer network operations: Choice of SP 100, 111, 112, 130, 219
- Computer programming: Choice of SP 100, 111, 112, 130, 219
- Computer user support: Choice of SP 100, 111, 112, 130, 219

(For the three preceding programs, only these five courses will count for those three majors. No other speech courses will count.)

- Dental hygiene: SP 100, 111, 130 (if they take these classes before applying to the hygiene program, they get more points on their applications.)
- Engineering: SP 111 or 112 - must take these to transfer to programs at OSU. No specific course named - must take one if transferring to PSU
- Fitness training: (both 1 and 2 year programs) choice of SP 100, 105, 111, 218
- Graphic design: choice of SP 105, 218 or human relations
- LCC Nursing: choice of SP 100, 218, 219

Recent Changes:

The following programs which required a speech class are no longer at Lane Community College: Business Management, Industrial Maintenance, Real Estate, Radio Broadcasting and Sales/Marketing. The Electronics Technology program and the Music program no longer require any speech classes. These changes were made in 2003-2004.

Organizational Structure:

The Speech Communication Department consists of six full-time contracted faculty and five part-time faculty. The faculty conduct regular monthly meetings, rotating facilitation and minute-taking responsibilities; the division chair and listening lab coordinator are often present at these meetings as well. The meeting facilitator prepares an agenda and reserves the meeting room. All curriculum and governance questions are subject to discussion at these monthly meetings, and when decisions need to be made, the group aims for consensus.

The faculty group, working with the division chair and division administrative coordinator, collaborates in the development of each year's annual schedule. Most course assignments are also decided through a group process, except when certification or part-time seniority issues are factors. Contracted faculty assess the credentials of their part-time colleagues and recommend specific course

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certifications to the division chair. The division chair maintains part-time seniority records for two families of courses: Communication Theory and Skills and Rhetorical Theory and Skills.

As members of the English, Foreign Language, and Speech Division, speech faculty also participate fully in division shared governance through committee work and division meetings. Committee assignments are shared primarily among the contracted faculty; when part-time faculty serve on division committees, they are compensated for hours spent. Speech faculty also serve regularly on college councils, committees, and task forces.

Faculty:

Breaden, Barbara L.; M.A. Univ. of Illinois; B.A. Univ. of Illinois

Bunker, Suzanne; M.S. Univ. of Oregon; B.S. Eastern Oregon Col.

Frasier, Jay; M.A. Northeast Louisiana Univ.; B.A. Ambassador Col.

Gallup, Doug; M.A. University of California, Los Angeles; B.A. University of Southern California

Hankinson, Cheryl; M.A., Brigham Young Univ.; B.Ed., Central Washington Univ.

Hermach, Deborah; M.S. Univ. of Oregon; B.S. Northwest Christian College

Kemp, Andrew; M.A. Kansas State University; B.A. Concordia College

Kissinger, Sydney S.; M.S. Univ. of Oregon; B.A. Millersville Univ.

Krumrey-Fulks, Karen; Ph.D. Univ. of Kentucky; M.A., Univ. of Kentucky; B.A. Southern Utah Univ.

LaVelle, Nanci; Ph.D. University of Oregon; M.A. University of California, Los Angeles; B.A. California State University, Chico

Levin, Mara; Ph.D. Univ. of Denver; M.A. Univ. of Connecticut, Storrs; B.A. State Univ. of New York, Buffalo

McQuillan, Lucas P.; M.A. San Diego State Univ.; B.A. Humboldt State Univ.

Rosenberg, Hyla; M.S. Portland State Univ.; B.A. School for International Training

Facilities and Equipment:

The Speech Communication Department currently has two pre-assigned "smart" classrooms for speech performance classes, both located on the remodeled 4th floor of the Center Building and equipped with LCD projectors, Elmos, DVD/VCR players, and ceiling-mounted cameras. In addition, Listening and Critical Thinking classes must be pre-assigned in order to meet acoustical needs and store shared materials. The Forensics Program has a dedicated classroom because the Program Director's instructional office can only be accessed through the classroom.

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Needs in five years:

- 1) three additional smart classrooms

Currently, smart classrooms are guaranteed only for performance classes, but other speech communication offerings also need the projection capabilities and internet access available in smart classrooms. For example, Voice and Articulation and Basic Communication classes use textual materials that function via the Internet and CD Rom; if instructors were able to project online sites, students could access online resources, including animations of physiological speech functions (respiration, phonation, articulation). In addition, instructors could play historical speeches available online.

Many communication textbooks, such as those used in Interpersonal Communication classes, include PowerPoint presentations as part of their ancillary materials, but instructors and students do not currently have ready access to appropriate materials.

- 2) three additional smart carts

- 3) secure equipment storage

- 4) web image conferencing equipment so that students taking online classes can present speeches in "real" time in front of an instructor and/or other students. Other valuable uses of web conferencing include classroom interactions with remote sites, including distant students and guest speakers.

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Chapter 2: Program Outcomes Data 2003-2004

Enrollment Data

| | |
|----------------------------|--------|
| Unit Level FTE (2003-2004) | 176.44 |
| Unit Capacity Analysis | 88.92% |

Budget Data

| | |
|---|----------------------|
| Division General Fund Allocation | \$ 3,428,249 |
| Division Actual Cost of Operation | \$ 3,368,217 |
| Revenues (actual to Division for tuition-based) | \$ 3,763 |
| Division Cost per Student FTE | \$ 3,563 (w/o Co-op) |

Chapter 3: Program Outcomes Analysis, 2003-2004

1) How effectively did you fulfill your unit's mission?

What approach did you take to gather evidence of your performance? What method of assessment did you use?

The Speech Communication Department has not developed a systematic course or program assessment method to date. Some faculty assess course performance on an individual basis by way of questionnaires (circulated in class and posted in online classes) and exit interviews to solicit student response to the effectiveness of course structure, presentation methods, instructor responsiveness, and individual assignments in increasing their comprehension and skill level. These findings are used for individual instructors' course modifications.

What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004?

N/A

2) How well did students meet your learning outcomes at both the Program Level and Course Level?

Are your learning outcomes current and relevant? What approach did you take to gather evidence of your performance in meeting these outcomes? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?

At the course level, Speech Communication faculty list learning outcomes and assessment tools on syllabi. Instructors assess students according to these criteria. The faculty has not addressed learning outcomes at the program level.

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3) **How well did students meet Core Ability outcomes?**

What approach did you take to gather evidence of your performance? What method of assessment did you use?

Three of the four core abilities provided by the college are the essence of what we teach in our classes.

- Communicate effectively
- Think critically & solve problems effectively
- Increase the understanding of self . . . including self-awareness, personal responsibility, and the development of cultural competence

Several Speech Communication classes assess outcomes systematically. The Listening and Critical Thinking program assesses students' ability to communicate effectively and think critically as a message receiver through pre-tests and post-tests using the Brown-Carlsen Listening Comprehension Test. A revised version of this test (revised by Lane faculty 2003/2004) measures recall of messages, ability to focus attention and follow directions, recognize transitions and word meanings, and ability to comprehend lecture material. The *Effective Listening* pre- and post-tests measure ability to think critically to recognize, evaluate, and retain main and supporting points in a message, to listen through emotional messages and background noise, to paraphrase and develop structured notes, and to listen to non-standard speech and accented speech.

The Department's Interpersonal Communication class includes a skills analysis and practice project. A particular approach that has been incorporated in some cases is the Capstone Project for assessing effective interpersonal communication skills, including demonstration of critical thinking, understanding and application of communication theory, self-awareness, and the development of cultural competence. The Department's Communication, Gender, and Culture class assesses portfolios of response papers concerning these same elements.

What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet Core Ability outcomes in 2003-2004?

Evidence from these measurements demonstrates that students who successfully complete these classes are able to perform targeted functions effectively.

4) **How efficiently did you use the resources you were given?**

What approach did you take to gather evidence of your performance? What method of assessment did you use?

Evidence was gathered via observation and analysis of classroom use and enrollment.

What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?

The Speech Communication Department staffed dependably full classes and shared access to smart classrooms. However, the department was unable to provide all students with equivalent access to technology because there were more classes than there were smart classrooms to hold them. Thus the department is making efficient use of space, but that use is inequitable.

5) **How well are you utilizing current technology?**

What approach did you take to gather evidence of your performance? What method of assessment did you use?

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While faculty have begun to use two smart classrooms developed for our classes, they have experienced a multitude of obstacles to their use, namely in their remaining only semi-equipped after more than a full year of classes. We are eager to make fuller use of this resource once we have functioning computers and video integration. We find that we need additional smart classrooms, so that all of our class offerings are able to integrate technological supplements.

Speech Communication faculty make regular use of performance videotaping as a method of student self-assessment.

Our faculty has developed many online versions of our Basic Communication, Interpersonal Communication, Intercultural Communication, and Gender, Communication, and Culture classes. With additional curriculum development funding, we hope to add Listening and Critical Thinking to our online courses. In addition, faculty uses both the WebCT template and individually designed webpages, and online discussion to supplement their classes. The Speech Communication Department has developed a comprehensive website for its program, and this website integrates the college web template.

Our intensive web presence and web-based instruction has not been systematically assessed.

What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?

Through comparative review and observation of other college units, we recognize that the Speech Communication Department is ahead of much of the college in its utilization of web technology.

6) **If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?**

N/A The Speech Communication Department does not work with an Advisory Committee.

7) **How well did you meet faculty and staff goals ?**

a. *Adjust faculty workload*

In formal grievance

b. *Consider changing department name:* We have established a new department name (Department of Speech and Communication Studies) but still await its approval.

c. *Explore possibility of associate's degree in Speech Communication:* We have refined this goal to initiating a Communication Studies Certificate program

d. *Explore ways to enhance connection to Co-op Education:* Not initiated

We determined a broader need to expand communication across the curriculum and to serve the whole-campus student population through the Speech Center (in the main campus Tutor Center)

e. *Explore changes to enhance forensics program:* None of these have been initiated

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We have determined there is a critical need for increased funding and for previously articulated changes:

Increase credits

Pursue listing as Arts and Letters requirement

Pursue approval for Oral Communication requirement

f. *Explore implications of converting courses to four credits:*

Completed at the request of Lane administration

g. *Review, revise course descriptions as necessary:*

Completed for conversion and catalog update purposes

h. *Explore possibilities for providing specific focus sections or rotating workshops (in speech anxiety, for example):* *Not initiated*

i. *Consider providing additional descriptive material for online courses:* *Not initiated*

j. *Maintain contact with Mary Brau about proposed AAOT changes:* *Not initiated*

k. *Move toward better student access to technology* *Not initiated*

Currently, smart classrooms are guaranteed only for performance classes, but other speech communication offerings also need the projection capabilities and internet access available in smart classrooms. In addition the smart classes are not yet complete. For example, Voice and Articulation and Basic Communication classes use textual materials that function via the Internet and CD Rom; if instructors were able to project online sites, students could access online resources, including animations of physiological speech functions (respiration, phonation, articulation). In addition, instructors could play historical speeches available online. Many communication textbooks, such as those used in Interpersonal Communication classes, include PowerPoint presentations as part of their ancillary materials, but instructors and students do not currently have ready access to appropriate materials. To meet these needs, Speech Communication faculty would like to procure use of three additional smart classrooms and three additional smart carts for classroom use.

l. *Procure faculty reassignment time for coordinator to move initiatives forward. Not initiated*
Reassign one of our faculty members (possibly on a rotating basis) to serve as program coordinator. We may be able to accomplish this and backfill vacated classes with tuition-based classes.

m. **Initiate a course assessment plan** *Not initiated*

n. **Initiate a program assessment plan** *Not initiated*

What approach did you take to gather evidence of your performance? What method of assessment did you use?

In reviewing the above goals, we see that faculty in Speech Communication are unable to keep pace with departmental goals. As justification and evidence of the difficulty, two years ago Speech Communication Faculty, with the support of the Division Chair in English, Foreign Language, and

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Speech, completed an analysis of faculty productivity in the context of workload. LCCEA concurred with their analysis and recommended that Speech Communication workload be reduced. This request was denied by the administration.

The Listening and Critical Thinking program has worked with an outdated basic skills training program for the past fifteen years. The original program has worn tapes with occasionally offensive and dated references. Students have commented on the program's datedness. However, our faculty has discovered that there are no newly issued programs that achieve what this program achieves in terms of skill development. We have completed several phases of our rewrite of the audio-training program for Listening and Critical Thinking (Sp 105). Because of copyright restrictions, we determined that we would have to go beyond revision to development of an all-new program. Thus we have reformatted every aspect of the program and developed original content to accomplish what the previous program did. This has been far more time consuming than we projected. Nevertheless, we perceive our outcomes much as we projected. Our new program, *Learning to Listen*, particularly addresses the needs of under-prepared students to improve their success rate. It upgrades student skills by reforming listening habits and improving students' ability to communicate effectively in social, academic, and professional settings. It recognizes the unique needs of individual students because it begins at their incoming skill level and enables achievement from this baseline. We expect the Brown-Carlsen Listening Comprehension Test administered to all listening students to demonstrate a better than 90% improvement in listening competence through work in this program.

The LCC Forensics program has suffered from chronic instability that is grounded in funding insufficient to sustain longevity. The Speech Communication program has had to re-hire faculty four times in the past five years because of a combination of excessive workload with this funding crisis. We want to stabilize the program to free up Speech Communication faculty hiring workload and to ensure qualified and responsible administration of a quality program that showcases Lane's academic excellence.

IRAP surveys have indicated that LCC students need more emphasis on communication skills. The Speech communication faculty would like to increase the visibility of its curriculum (through a discipline major or certificate, workshops across the curriculum, and cooperative education, for instance) to address this need.

What does the evidence you gathered tell you about your strengths and/or weaknesses in meeting faculty and staff goals in 2003-2004?

a. As a consequence and as evidence of their workload inequity, Speech Communication faculty, while admirably participative in campus-wide committees, are unable to complete targeted projects and to participate in Strategic Learning Initiative projects (such as service learning and Learning Communities). As a small faculty group, they must each be actively engaged in hiring (For the fourth year in a row they are undergoing a search for a faculty position.), and they interview potential part-time faculty on a regular basis. In addition, they have insufficient time for mentoring their seven part-time faculty members, whereas other units in the division have faculty reassignment to cover part-time mentoring and evaluation. In sum, with its current workload, Speech Communication faculty face the following weaknesses:

- no opportunity for creativity and experimentation by which the department can contribute to institutional transformation
- inability to respond to internal and external challenges in a timely manner
- inability to act systematically in relation to change
- strained division wide collaboration and partnership

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- inability to strategically grow learning opportunities
- b. Our request last year to fund the revision of the Listening audio skills program was denied. The program continues, then, to be substandard in its currency.
- c. Lane's Forensics program is unable to function at a meaningful level because of budget constraints
- d. Speech Communication faculty need reassignment time and workload adjustment to meet the needs of the college to teach top-level core abilities and increase emphasis on communication education.
- e. Faculty need to tap technology funding to achieve equity in student access to resources.

8) **Review your initiatives from 2003-2004.**

For each initiative: How well did you meet your goals? What benefits did your program accrue from the initiative? What challenges arose? How effectively were you able to utilize resources?

Of the 2003/04 goals, the course descriptions were completed. The department name change is completed. The conversion project is nearly completed, Speech 220 being added to our converted courses December, 2004. The conversion process, as a test case for the college, was a demanding exercise that consumed two full terms of regular meetings and individual overhauls of existing courses. As for resources, the coordinator position, fulfilled by Hyla Rosenberg, was critical to the success of this initiative, demonstrating the productivity the Speech Communication unit can achieve when they are allowed the reassignment time on which other units depend. The primary challenge was that this process had been untested, so both administration and faculty were learning how to make the conversion successful as they proceeded. Mary Brau and David Doctor assisted.

Our experience with the conversion process clearly demonstrates the need for the Speech Communication Department to have a term-by-term program coordinator. We expect to ask our division chair for this accommodation within the next year.

For multiple-year initiatives: Where are you in the implementation of your initiative? If you had initiatives that were unfunded, do you intend to resubmit this year (if yes, please discuss the continuing need for)

- a. To update and complete a new audio-training program, we renew our request for our Listening program curriculum development. **(Requires curriculum development funds)**

With this project, we are improving the technical quality of our program, and by accomplishing this goal we are positioning ourselves to add Sp 105, Listening and Critical Thinking, to our distance learning options.

- b. To improve student access to technology, we renew our request for two computers with CD ROM capability and headsets to be located in the Listening Lab. *(Requires TACT or Student Technology Fee funds)*

- c. To stabilize the Forensics program, we request increased funding for LCC Forensics **(Requires general fund monies)**

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Allocate funds to hire an Assistant Director of Forensics for a 10-month renewable contract in the amount of \$2,000. Increase the renewable financial contribution of \$3,000 from general funds towards the operations of the Lane Community College Forensic Team.

9) **Overall, what strengths do you believe your unit demonstrated in 2003-2004?**

The Speech Department demonstrated commitment and ability to function collaboratively, efficiently, and resourcefully in meeting the demands of the college bureaucracy. They participate generously, in spite of their workload inequity, in college committees and division responsibilities.

10) **Overall, what challenges do you believe your unit faced in 2003-2004?**

The Speech Communication faculty faced the loss of a full-time faculty member (thus an additional hiring), difficulty meeting student demand for classes because of one instructor's leave and because of fewer courses being offered; the conversion process required more class time per course, but led to fewer courses. Besides generating an arduous wholesale curricular revision, the course conversion project created a glaring pay inequity for part-time speech faculty as compared with other division part-time faculty. Finally, the Speech Communication unit currently faces a more pronounced need for sufficient qualified part-time faculty.

11) **What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?***

The only funding the Speech Communication Department received through the 2003/04 Unit Plan was for an administrative-based initiative (the course conversion process) rather than support in realizing program goals.

To summarize, the Speech Communication unit continues to experience needs in the following areas:

- a. resolve workload inequity
- b. update listening program
- c. procure adequate funding for Forensics program
- d. expand college-wide communication education, including speaking across the curriculum
- e. provide program coordinator
- f. develop assessment plan
- g. expand technological support for classes

*** Please remember that any initiatives proposed for 2004-2005 must be linked to these conclusions.**

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Part IV: Projected Performance 2004-2005

Chapter 4: Program Initiatives, 2004-2005

How do you propose improving future performance? Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005.

1. Administrative Coordinator Release Initiative (Author: Suzanne): This is the "lead release" initiative where one of our faculty members would be permitted a one-class release to serve as the Speech Department Administrative Coordinator (i.e. all the odds and ends that are necessary to do, helpful when done, and tough to do without proper time).
2. Three Additional Smart Classrooms Initiative (Author: Suzanne): This is an initiative based on a need identified by Barbara and Mara in Chapter Three and is rather self-explanatory.
3. Two Additional CD-Rom Equipped Stations in Listening Lab (Author: Suzanne): This is a re-submission from last year, also self-explanatory.
4. Listening Program Curriculum Development (Author: Jay): I believe this is a re-submission from last year's uncompleted curriculum work, though I am not familiar with the specifics.
5. Web Imaging & Conferencing Technology (Author: Jay): This initiative asks to earmark funding for technology that will aid in our on-line courses as well as enhance instruction by allowing for exchanges with other thinkers and classes in far off places and so forth.
6. Three Additional Smart Carts (Author: Andy): This initiative is clear as well and based on a recommendation Barbara and Mara made in Chapter Three of the current unit planning work.
7. Securing a Renewable Allocation of General Funds to Support the Forensics Team (Author: Andy): Although many have come before me, I am going to try to make sure no one will come after me with the same issue. This college should promise a certain amount of renewable funds, from the general fund, be set aside to support the Forensics Team every academic year. The amount can vary according to projections at the end of every fiscal year, but the promise of these funds is important to short-term growth and long-term sustainability of the program. The practical uses of more funding are endless, but there are a few serious specific problems this funding would address: (A) Small Stipend for Assistant Coach, (B) To increase the number of **competitive** tournaments we can participate at, (C) To support growth in the numbers of enrolled forensics students, (D) To re-establish a Lane sponsored inter-collegiate forensics tournament, which would allow us to make a profit and increase our budget, (E) To increase the number of scholarships available, and (F) To begin a development fund specifically for long-term Forensic budget growth (which a number of competitive forensic squads have).

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Initiative 1: Listening Curriculum Project.

Dept. Priority: 1

This initiative is to increase the relevancy of course materials to students' lives by updating the listening skill development program used in all Listening and Critical Thinking classes. This updating process is about halfway completed and now needs to be completed.

1) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?

What is the challenge you are trying to address? As noted in Chapter 3, the Listening and Critical Thinking program has used an outdated skills training program for the past fifteen years. The reason we have continued to use this program, even though it is out of print and badly outdated, is that there are no other programs available which help students achieve the level of skill development this program does.

How will this initiative address the challenge? This initiative will address this challenge by completing the creation of an updated skill development program. Barbara Breaden has already been working for two years, assisted by Instructional Specialist Patricia Hammons for one year, to update all course materials used in the Listening and Critical Thinking class. The college has already demonstrated its commitment to this project by providing curriculum development for the first half of the updating project.

2) Describe the initiative

What will the product, innovation, or change of this initiative be? The product of this initiative will be a new, innovative workbook, *Learning to Listen*, which will enhance the relevance of the listening program to students' lives and integrate their ethnic/gender experiences into course content. In addition to the workbook, the developers will oversee an updating of recorded materials to be bundled with the workbook for student purchase and use. Due to copyright protection, the *Relevance of Listening* program (the program currently in use) cannot be simply revised. A completely new program must be developed, though it can certainly be based upon the principles found in the *Relevance of Listening* program.

What is the need or intended use? This initiative will provide for the creation of relevant new course materials. *How was that need assessed?* *What is your evidence of the need?* Since the old course materials are from 1975, it should be self-evident that they need to be updated. The original program is bundled with audiotapes that have become worn through use and re-dubbing. Students have commented negatively on the program's datedness.

Given college resources, is it feasible? Is it an efficient use of college resources? We believe that this initiative is both feasible and an efficient use of college resources. As noted above, the college has already funded half of the rewriting of the Listening course materials. Because the new, updated program must be completed before the program can be used, the college's investment to date is wasted – unless and until the program is completed. Wasting the college's investment to date does not seem like an efficient use of college resources to us.

What would be the campus location of this request/project? The project would be completed in the Department of Speech and Communication Studies.

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How many students (per year) will benefit? Approximately 500 students per year will benefit from the revised Listening curriculum.

How will students benefit? Students will benefit from a significant reworking and updating of materials for Listening and Critical Thinking, a course that addresses the needs of underprepared students in particular, helping them to upgrade their skills by reforming listening habits and improving their abilities to interact effectively in academic, professional, and social settings. *How specifically will it address Core Abilities or Learning Outcomes of your program?* The updated program will help students to meet three Core Ability outcomes. It will help students to learn to communicate more effectively in academic, professional, and social settings. It will help them to learn to think critically and solve problems effectively by presenting them with relevant exercises designed to help them learn to focus attention, recall messages, follow oral directions, and comprehend lecture material. The program will help students increase their self-awareness by making them aware of their incoming skill level and enabling achievement from that baseline.

3) Describe the resources needed

Curriculum development funding to support the continued work of developing the new text and overseeing the updated recordings; TACT funding to pay for the recording process, including sound studio time to cut CD's.

4) List the possible funding sources

Curriculum development funding (rewriting project), TACT funding (recording project)

Can this project be partially funded? No.

How will the initiative improve learning? As noted, students will be able to use a skill-development program that is up-to-date. They will be able to concentrate on building their skills without being distracted by the out-of-date references in the old program. We believe they will learn and grow much more effectively through having access to a new listening improvement program.

What specific curricular materials will be created? As noted earlier, the product of this initiative will be a new, innovative, workbook, *Learning to Listen*, which will enhance the relevance of the listening program to students' lives and integrate their ethnic/gender experiences into course content. In addition to the workbook, the developers will oversee an updating of recorded materials to be bundled with the workbook for student purchase and use.

5) Provide ORG & PROG codes

ORG: 651001

PROG: 111000

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- 6) How does this project articulate with the college's vision, mission & goals, and contribute toward meeting the President's/Board's approved goals?

This course supports Lane's mission and core values by enhancing the learning-centered environment for professional-technical and lower-division college-transfer students, supporting skill upgrading and career enhancement, and infusing issues of difference, power, and privilege for diverse ethnic and gender audiences. The recording project will also increase student access to technology by replacing outdated audiotapes with CD's to be bundled with the course text.

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Initiative 2: Two computers with CD-ROMs

Dept. Priority: 2

This initiative will improve student access to technology by placing two computers with CD ROM capability and headsets in the speech department Listening Lab. On-campus computers generally have a locked CD-ROMs which prevents most speech students from accessing the CD-ROMs that are packaged with their current textbooks. These two computers can be used on an individual basis by students to complete class assignments and view recorded materials.

1. *How is the initiative linked to your Program Outcomes Analysis for 2003 – 2004?
What is the challenge you are trying to address?*

As noted in Chapter 3, the speech communication department strives to improve student access to technology and is re-submitting this initiative from 2003 – 2004 because it was not funded. As stated last year, all current speech communication texts come with CD-ROMs but on-campus computer labs do not accommodate student CD-ROMs, so many students cannot make use of the course materials they have purchased. Additionally, faculty cannot require students to utilize technological class materials that the students have no access to in a consistent, universal manner.

How will this initiative address the Challenge?

This initiative will address the challenge of providing consistent, universal access for students to technologically-based class materials in the Speech Communication Department.

2. *Describe the initiative
What will the product, innovation, or change of this initiative be?*

All current speech communication texts come with CD-ROMs to provide students with up-to-date ancillary materials. Since on-campus computer labs do not accommodate student CD-ROMs, purchasing and installing computers with CD rom capability and individual headsets in the EFLS Listen Lab will mean that students can use a computer expressly set up for use with a student CD rom. Additionally, the listening lab is open every school day from 8am to 4pm, and often into evening hours, so students will have daily access to their ancillary speech materials.

What is the need or intended use? How was that need assessed? What is your evidence of the need?

This initiative will allow students to access appropriate and required technology on campus. It will also allow instructors to utilize a full range of teaching materials at their disposal with their students. Furthermore, it will expose students to a boarder range of technological resources thereby increasing their skills in the area of human communication.

Given college resources, is it feasible? Is it an efficient use of college resources?

Given the availability of technical funds, this is an especially feasible initiative. Additionally, it could be partially funded, and still benefit students immediately.

What would be the campus location of this request/project?

The two computers with CD rom capability and individual headsets will be set up in individual student study carrels in the EFLS Listening and Testing Lab, Center Building, Room 427.

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How many students (per year) will benefit?

All college-transfer and many of our professional-technical students are required to take speech classes. There are upwards of 20 sections of speech taught each term a class enrollment of, at least, 25 students per class. Given those numbers, easily 1500 students a year could benefit from the purchase and placement of two computers with CD rom capability and headsets in the Listening and Testing Lab.

How will students benefit?

This initiative provides and increases student access to technology in direct support of their classroom studies.

How specifically will it address Core Abilities or Learning Outcomes of your program?

Three of the four core abilities at the college-wide level are addressed by what we teach in our classes:

- Communicate effectively
- Think critically and solve problems effectively
- Increase the understanding of self ...including self-awareness, personal responsibility and the development of cultural competence. By expanding technological support for all of our speech courses, we will be increasing the probability of meeting the stated core abilities of the college.

3. *Describe the resources needed*

Purchase two computers with CD rom capability and two moderately, high-quality headsets to use with computer equipment.

4. *List the possible funding sources.*

This initiative could be secured through TACT funding.

Can this project be partially funded?

Yes, this initiative could be partially funded if only one computer and headset were purchased.

If so, what portion could be funded at what minimum cost?

Minimum funding costs would be between \$1100 – 1300 depending on quality of equipment.

5. *Provide ORG and PROG codes:*

ORG: 651001

PROG: 111000

6. *How does this project articulate with the college's vision, mission and goals and contribute toward meeting the President's/Board's approved goals?*

Speech classes meet Lane Community College's core abilities and support professional-technical and lower-division college-transfer programs as well as foundational academic, language, and life skills development. This initiative creates a broader range of options for learning, and directly supports student access to appropriate technology.

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Initiative 3: The Forensic Development Initiative

Dept. Priority: 3

A Top Ranked Division III Program

The goal of this initiative is to increase participation in Forensics at Lane, to enhance the team's regional and national competitiveness, and to allow for more effective and efficient coaching and travel. The ultimate goal of this initiative is to lay the foundations for turning the college's Forensics team into one of the top ranked Division III programs in the nation. For any serious community college, proudly ranking in the top twenty, it is necessary to have a thriving speech and debate team that is fully supported by the Administration and campus. A growth in the Forensics team will increase recruitment, regional and national visibility, and stimulate a more educational campus environment.

How is the Initiative linked to Program Outcome Analysis for 2003-2004?

The Forensics Development Initiative (FDI) is a new project developed in the fall term of 2004. Although the initiative was not developed as a reaction to challenges defined in the Program Analysis for 2003-2004, it decidedly addresses Lane's core values and mission.

The Forensics Development Initiative

The FDI is a project aimed at securing Administrative support for the growth and maintenance of the co-curricular Lane Community College Forensics Team. Currently, the Administration provides no annual budgetary support for the team. Despite the fact that the entire Lane community benefits from the presence, contributions, and opportunities created by the Forensics Team, only the EFLS Division contributes any annual budgetary support to the team.

The FDI aims to secure a renewable allocation of funds to support the operations of the Lane Community College Forensics Team. These funds would service the program goal of increasing enrollment and participation on the team, increase recruitment, enhance regional and national competition and success, and stimulate a more educational campus environment. In order to facilitate these goals the team needs additional funding for a few specific purposes:

Assistant Director of Forensics Position (Part-Time)

The duties involved with coaching a dual speech and debate team are more complicated and time consuming than with a Forensics team that focuses on either half of the activity. Even with the current enrollment of approximately 10 students, coaching students of different background requires a great deal of time. This time crunch is often observed before rounds during collaboration time because a single coach cannot prepare four debate teams at once. Preparation and coaching are only a few aspects involved with running a Forensics program, including the logistical operations of making travel reservations, transportation reservations, and tournament registrations.

Additionally, when driving to all competitions, the task of safely transporting students becomes a legitimate concern. After 10-12 hours of competition during the course of an average 3-day weekend tournament, coaches and students can become very tired. Being able to rely on another coach to drive or assume custody of students for short periods of time can ensure that all college employees are rested and alert.

Moreover, the cost associated with paying to purchase judging takes a significant amount out of the total budget each tournament. At any competition a single coach can only "cover" a certain portion of a full EFLS-Speech.doc

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team's entry, meaning that for each student entry the team needs to provide a certain unit of judging. For at least two years, virtually every tournament attended by Lane has involved some judging fee that would exceed the costs imposed should Lane provide its own judge. The added benefit to hiring an Assistant Director of Forensics is that what funds are paid to that individual, to compensate for their services, would be spent on someone who may also share coaching responsibilities. At present, when Lane pays for tournament judging it is usually someone who is not also responsible to assist Lane students.

The improvements in student preparation and coaching efficiency would be noticed immediately in a small allocation of funds were available to hire a part-time Assistant Director of Forensics. With a market standard salary of approximately \$2,000.00 Lane would be able to hire a person solely responsible for assisting in the duties of the Director of Forensics. On an annually renewed basis, Lane could offer one local graduate school student, who has experience in speech and debate, to judge and coach as an Assistant Director of Forensics at Lane Community College.

Towards a Renewable Allocation of General Funds to Support Team Operations

Some inter-collegiate Forensic teams have as many as 50 competing students, between both sides of the activity. Some community college Forensic teams have as many as 25 competing students, between both sides of the activity. Some inter-collegiate Forensics teams travel to as many as 14 competitions per academic year, regionally, nationally, and internationally. Some community college Forensics teams travel to as many as 10 competitions per academic year, regionally, nationally, and internationally. Most four-year and community colleges have Forensic teams that are financially supported by their Administration and Student Governments.

Presently, the Lane Community College Forensics Team has the bare minimum amount of funding to support about 8-10 students to attend between four and six competitions the entire academic year. Moreover, all six competitions will have to be regional—limiting the exposure to different styles and advanced competition. These data are substantially lower than average Forensics squad enrollment and competition data throughout the nation.

The Lane Community College Forensics Team enjoys no annually renewable financial support from the Administration of Lane Community College itself. Although the Forensics Team continues to enrich the educational experiences of all members of the community by hosting discussions, debates, and forums, the budget is entirely allocated by the EFLS Division with zero contributions from the Administration of Lane Community College. Even though the Forensics Team raises the regional and national profile of Lane Community College, the Administration does not provide any annually renewable contributions to the team budget.

This initiative asks for the Administration to approve an annually renewable contribution of \$3,000.00 from the General Fund to support the Forensic Teams operations. This would include a growth in team participation data as well as an enhanced competitive schedule. This initiative is an efficient use of college resources because it allows more Lane Community College students to participate in one of the most educationally beneficial co-curricular activities there is available.

The contribution of funds to support team operations ensures a higher recruiting capability, which can generate even more enrollment with and attention to Lane Community College. The contribution of funds will allow for more national and international travel, which supports one of Lane's "Strategic

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Directions” by transforming students’ lives by providing exemplary learning experiences. Forensics is one activity that seriously transforms lives through learning.

This initiative would immediately affect the educational experiences of at least 10 students, then an increasingly larger number of Lane students as enrollment continues to grow. The potential for more Forensic-sponsored campus events grows significantly, the potential for more serious competition and national travel will grow, and the ability to use money more efficiently will be realized with an Assistant Director of Forensics.

Resources Needed

This initiative asks for the allocation of funds to hire an Assistant Director of Forensics for a 10-month renewable contract in the amount of \$2,000.00. Additionally, this initiative asks for an annually renewable financial contribution of general funds towards the operations of the Lane Community College Forensic Team. This recurring budget increase is requested in the amount of \$3,000.00.

List Possible Funding Sources

This initiative should be funded through allocations provided by the Administration from the general fund.

ORG & PROG Codes

ORG Code: 651 311

PROG Code: 111000

How does this initiative articulate Lane’s vision, mission, and goals while contributing toward meeting the President’s/Board’s approved goals?

This initiative articulates Lane’s vision, mission, and goals, by enhancing the learning-centered environment for professional-technical, lower-division college-transfer students, supporting advanced skill development in reasoning, persuasive and informative speaking, as well as both sensitive and adaptable human communication. Moreover, this initiative meets Lane’s mission of providing lifelong educational opportunities that support foundational academic, language, and life skills development.

Initiative 4: The Smart Cart

Dept. Priority: 4

Developing Projection & Technological Capabilities

Students who will eventually, or currently do, represent companies, programs, people, colleagues, or themselves, need to be more familiar with creating, editing, and presenting audio-visually enhanced presentations. The allocation of three smart carts will allow Department students and faculty to enhance projection capabilities during small and large audience presentations, access to projections technologies, and access to Internet resources.

How is the Initiative linked to Program Outcome Analysis for 2003 – 2004?

This request is designed to address needs identified in the Program Outcome Analysis for 2003 – 2004 (see Chapter Three). We wish to complete instructional and technological advancement within all areas of the curriculum for both student and faculty needs.

Specifically, there are two major needs addressed by this initiative:

- Providing laboratory experience where students will have “hands on” access to projection technologies; and
- Standardizing instructional capabilities for faculty and part-time faculty who do not teach in smart classrooms.

The Smart Cart Initiative

The needs addressed by the “smart cart initiative” are independent from the needs addressed in the smart classroom initiative,” despite the apparent similarities of the proposals. The supporting arguments for the three central needs of this initiative are as follows:

Improving Laboratory Experience and Training

The smart cart initiative would facilitate/allow all faculty members to enhance the laboratory experience they provide to their students. First of all, even if students are taught in a smart classroom, there are too many students in a standard speech course to allow everyone to know how to operate presentational enhancing software. As mentioned in Chapter three, a number of department courses use ancillary material such as Power Point software, textbook CD-Rom tutorials and exercises, as well as textural materials that function via the Internet. The effective and efficient exploration of presentational and conferencing technology requires a fair amount of practice, which this initiative seeks to provide for faculty and students alike.

Standardizing Instructional Capabilities

Even though all Speech Department students and faculty would benefit from additional smart carts, the most pressing need for smart carts is to standardize instructional capabilities between courses meeting in Smart Classrooms and those meeting in classrooms without smart technology. This is perhaps the most evident need for Smart Carts because some students do not receive comparable equivalent experiences with projection technology and activities involving Internet resources. This initiative is an efficient use of college resources because it can increase student access to technology used in important professional communication throughout auditoriums, classrooms, conferences rooms, and even across the national and international arenas. A majority of students taking Speech

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courses would benefit from this change, a number of 4-year students or transfer students who take communication requirements at Lane would benefit from this change, and a number of professional-technical students would benefit from the practical outcomes of this instructional and technological advancements.

Resources Needed

Upon request, a recommendation of technologies to include on the Smart Carts can be made available by the Speech Department faculty. However, each cart should allow users to access the Internet, utilize CD Rom technology, and play UHS, DVD, CD files.

List Possible Funding Sources

This initiative could be funded through allocations provided by TACT, student technology fees, and the general fund.

ORG & PROG Codes

ORG Code: 651 320

PROG Code: 111 000

How does this initiative articulate Lane's vision, mission, and goals while contributing toward meeting the President's/Board's approved goals?

This initiative articulates Lane's vision, mission, and goals by enhancing the learning-centered environment for professional-technical and lower-division college-transfer students, supporting skill upgrading and career enhancement, and infusing our students with advanced technological skills in presentation and human communication . Moreover, this initiative meets Lane's innovative core value of responding to technological changes in the real world so that our students keep pace with developments in other regions.

Chapter 5: Expected Unit/Program Outcomes for 2004-2005

What program outcomes do you expect to achieve in 2004-05?

- 1) What program level outcomes do you expect to achieve?
What goals do you wish to set for 2004-2005?

The speech faculty will continue to work toward implementing the following goals:

- Work toward adjusting speech faculty workload with assistance from the union;
- Defend and advocate for funding for past initiatives (i.e. Listening Program curriculum development, purchase 2 computers with CD rom capabilities and headsets);
- Defend and advocate for funding for new initiatives (i.e., stabilize funding for the forensics program through a development initiative; purchase smart carts for classroom use);
- Advocate and procure faculty reassignment time for speech department coordinator. This position is an absolute necessity in terms of creating initiatives, moving unit plans/planning work forward in a timely manner, and mentoring and supporting new and existing part-time faculty;
- When a speech department coordinator is assigned: initiate a course assessment plan, and a program assessment plan;
- Continue to explore and facilitate the following goals in the speech department:
 - initiate a Communication Studies Certificate program,
 - explore ways to expand communication across the curriculum, to serve the whole campus student population through the speech center (located in the main campus Tutor Center),
 - Enhance connection to Co-op Education
 - Explore changes to enhance the forensics program (see Ch 3)
 - Explore possibilities for providing specific focus sections, or rotating workshops in the speech communication area (speech anxiety, family communication, power point presentations)
 - Move toward better student access to technology including, but not limited to, smart classrooms, web imaging conferencing equipment, projectional equipment;
- Consider providing additional descriptive material for online courses.

How will your program grow, change, or adapt?

Changes that we anticipate seeing will include the completion and implementation of three to four credit conversion during 2004-2005. If funding is procured for our current initiatives, changes will occur in the Listening program, the Forensics program, and in the access our students have to technology.

How will you address the need to meet program accreditation standards or national standards if applicable?

Not applicable.

- 2) How will your program enhance your students' abilities to meet Core Abilities outcomes?
What changes, if any, do you expect to implement in 2004-2005?

Please note items above in question 1 under "program grow, change, adapt:"

The most significant change which will enhance our students' abilities to meet Core Ability outcomes will be based on complete implementation of the three to four credit course

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conversion. Additional enhancement will occur if the funding for greater access to technology takes place.

3) What course level outcomes do you expect to achieve?

What goals do you wish to set for 2004-2005?

Please see question 1 above.

How will your courses grow, change or adapt?

We have no plans for course change or adaptation unless the listening curriculum project is funded, and the listening class materials are updated.

How will your instructional methods change or adapt?

Through technology funding, we hope to see our ability to effectively teach projectional skills to our students increase significantly.

What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?

We hope to embrace the completion of all the 'smart classrooms' on the 4th floor of the Center Building, and have those rooms and equipment made available to speech classes. We also hope to have all current problems we are facing in our 'smart classrooms' resolved through the technology support at LCC. We also hope that all of our initiatives that embrace technology and increase access for students to appropriate technology are funded, so that we can begin to implement technologically supported classes and programs.

4) What plans do you have for enhancing your use of current technologies?

All speech faculty will be instructed in the use of technologically-enhanced equipment and materials as soon as they are in place and correctly functioning. All speech faculty will be encouraged to use as broad a range of technological support as possible.

5) What plans do you have for working more efficiently with your Advisory Committee?

Not applicable

6) How will you set faculty and staff goals?

How will you ensure the participation of faculty and staff in all phases of Unit Planning?

Participation in Unit Planning in the Speech Communication Department is ensured based on the extremely limited number of faculty members available to contribute to that process. Part-time faculty are encouraged to participate by providing them with additional compensation for completion of unit planning work. Division of unit planning work is assigned as equitably as possible across the entire department, and final initiatives and reports are reviewed by all.

7) Enrollment Data

Please provide your projected goals for 2004-2005:

Program Level: Student FTE

Course Level Student FTE

Student FTE/Faculty FTE ratios

Capacity Analysis

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Not applicable this year

8) Student success data

Please provide your projected goals for 2004-2005:

Student Completion Ratios

Degrees, Certificates Awarded

Not applicable

9) Facilities and Equipment

What facilities or equipment goals do you wish to set for 2004-2005?

Please see program initiatives in Chapter 4. Individual initiatives numbered 1, 2, and 4 all require purchase of materials or equipment to complete the initiative.

10) Budget

Please provide projected goals for 2004-2005:

General Fund:

General Fund Allocation

Actual costs of Unit Operation

Cost per Student FTE

Not applicable this year.

Advisory Committee Chair

Date

Susan Carlin (signature on file EFLS office)
Division Chair, EFLS

16 December 2004
Date