SPEECH AND COMMUNICATION STUDIES UNIT PLAN 2006-2007

FALL, 2005 PROGRAM ANALYSIS

What did your unit accomplish last year in relationship to the annual planning initiatives?

The following accomplishments were completed via funding:

The Listening and Critical Thinking curriculum development, for completing the Learning to Listen skills training program, was partially funded in Spring 05. Barbara Breaden and Patty Hammons have completed writing both the transcript and workbook and the taping of audio exercises. The new program is expected to be in use Winter, 2006.

Additional accomplishments: (completed without additional funding)

1. Active Research, Investigation and Analysis of a Suggested Course of Study in Speech and Communication Studies

Background Regarding Course of Study

As part of the Vanguard Learning College Project, Lane Community College adopted four core learning ability outcomes. These include

1. Communicate effectively
2. Think critically and solve problems effectively
3. Increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of cultural competence
4. Explore academic disciplines

To achieve competence in these outcomes, students most often need more than a one-course requirement in a Speech and Communication Studies class.

For example, the first of these abilities seeks the following outcomes:

demonstrate understanding and use of effective and respectful listening, interpersonal, small group/collaborative, and public communication skills among diverse populations

These are the predominant skills addressed by Speech and Communication Studies courses. A single course can neither encompass nor instill all of these critical skills, let alone the other core abilities addressed in the college's desired outcomes. Additionally, most career paths now rate oral communication skills as highest in importance of employee skills. By offering a suggested course of study in Speech and Communication Studies, Lane Community College is emphasizing the critical nature of communication skills in academia and the workplace as well as demonstrating to prospective and current employers a student's enhanced exposure to critical speech and communication skills.

Barbara Breaden and Jay Frasier have proposed to counselors a Speech and Communication Studies Suggested Course of Study. This proposal is continuing to undergo revision.

2. Completion and implementation of the Speech and Communication Studies Suggested Course of Study in two tracks.

The Academic Track will be for students interested in pursuing a bachelor's degree in Speech and Communication Studies. The suggested course of study recommends either the AAOT, ASOT, or OTM Foundational Skills Requirement along with four elective courses in Speech and Communication Studies.

The Occupational Track will be for students completing a two-year degree program who are interested in maximizing their proficiency in speech and communication as an enhancement to occupational performance and flexibility. For completing an Occupational Track in Communication Studies, the suggested course of study recommends three skills-oriented courses that include the following.

- SP 105 Listening and Critical Thinking

- SP 111 Fundamentals of Public Speaking (3 credits) *or*
- SP 130 Business and Professional Speech (3 credits)

- SP 219 Small Group Discussion

Speech and Communication Studies faculty intend to revise the proposal for this initiative for final approval by the curriculum coordinator and counseling staff for inclusion in the 2006/07 catalog and class schedules.

3. Two-Course Credit Conversion Approval

Department members received consent from the college to convert two additional classes from three (3) to four (4) credits, in alignment with a larger LCC initiative to articulate more seamlessly with state four-year institutions. These two courses will be converted this year, rendering our department one of the first at LCC to undertake a comprehensive conversion of its courses.

4. Forensics Team Success and Retention

The Forensics team continued to grow in its strength and presence on campus, through the ongoing creative efforts of the director of the program, contracted faculty member, Andrew Kemp. The team offers students an opportunity to develop communication skills, critical thinking and organizational skills all directly relevant to the core ability of effective communication. The team's recent work includes the creation of a formal talent grant committee to oversee talent grant awards process and a try-out program for students who are interested in earning these valuable awards. In terms of achievements, first year student Steve Coatsworth qualified for the AFA-NIET National Individual Events Tournament at Kansas State University in two events and first year student Merlin Baird qualified as first alternate to the same tournament in another event. Michael Lichens and Steve Coatsworth made it to quarterfinals in junior varsity parliamentary debate at one of the most competitive forensic tournament on the west coast. Moreover, our team won two team sweepstakes awards for Division III Schools.

What are the areas that still need attention?
We need curriculum development funding for the conversion of Sp 111 and Sp 130. More detail is given under the specific section of initiatives that require funding.

The Speech and Communication Studies department has no lead instructor, and no provision for reassignment or release time.   The result is that various administrative duties fall to the responsibility of whomever might be available at a given time, making it likewise difficult for our division chair. The other departments within the LLC division both have provisions for coordinators and/or lead faculty members, with reassignment/release time given. While a college provision for a lead faculty/coordinator would not reduce our cumulative workload in any way, it would render us able to "work smarter, not harder", and would be of enormous benefit to our division chair.
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The following initiatives are designated for this year's UP (Unit Plan) in order of priority:

INITIATIVES THAT REQUIRE FUNDING
1. **CREDIT CONVERSION**
2. **LEAD FACULTY OR COORDINATOR**
3. **DEVELOPMENT OF SP 130 ON-LINE COURSE**
4. **DEVELOPMENT OF ON-LINE TUTORING CENTER**

1. Inititiative Title: **Division Priority   1**
CONVERSION OF SP 111 (FUNDAMENTALS OF PUBLIC SPEAKING) AND SP 130 (BUSINESS AND PROFESSIONAL COMMUNICATION) TO FOUR CREDITS:

The conversion of these two courses from three credits to four credits will render all but one course (Forensics program courses) in alignment and articulation with other Oregon state four-year institutions. Each course should be eligible for 50 hours of curriculum development funds (100 hours total)**.**

CREDIT CONVERSION DESCRIPTION:

Credit conversion includes the following:
> A.) Review of current course objectives and larger programmatic objectives
> B.) Development of curriculum that reveals extended breadth and/or depth in alignment with the outcomes of review noted in letter "A".
> C.) Library Review: A comprehensive review of existing library resources in terms of currency and relevancy, and a suggested list of resources to support the curriculum development.

100 hrs of CD @ $26.44/hr +OPE = $3,707

FUNDING SOURCE: Curriculum Development

ORG: 651310
PROG: 111000

Initiative Title: LEAD FACULTY OR COORDINATOR   **Division Priority   2**

The Speech and Communication Studies program in the LLC Division has six contracted faculty members and a higher number of part-time instructors. We are the only department within the LLC Division that does not have a lead faculty or coordinator. No release time or reassignment time has been created for this purpose. This lack of a formal coordination position creates work for whomever might be available at a given time or place, and likewise makes it difficult for our Division chair. While such a position would not reduce our workload, it would allow us to "work smarter, not harder." A minimum of four (4) credits per term would be needed as reassignment time, in alignment with our 44-credit annual workload.

LEAD FACULTY OR COORDINATOR DESCRIPTION

The FASA position would include (but not be limited to) the following responsibilities:

A. Overview and coordination of issues related to program and course assessment, as well as student retention and success.

B. Overview and coordination of mentorship and review of part-time faculty members. At present, there has been no provision on the part of the college to provide this kind of mentorship, and this lack can and does impact the integrity of our program. Coordination would include checking course objectives, reviewing textbook usage, and providing a supportive infrastructure for our part-time faculty.   The coordinator would likewise tend to issues regarding consistency and assessment across various sections of similar courses.

C. Coordination of the Tutoring Center. Our tutoring center is now coordinated on a completely volunteer basis, with no release or reassignment time given. The tutoring center serves not only our departmental students, but students across campus, and serves as a resource for presentation organization, research, critical thinking as well as practice for students concerned with voice and articulation issues.

D. Website Upkeep: At the present time, our departmental website has been maintained solely on a volunteer basis, with no release or reassignment time given. Our website serves as a major portal of information for incoming students, and likewise serves as a representative of the LCC as a whole.

E. Continued exploration of suggested course of study. One of the Core Abilities identified by LCC as important for its students is the ability to communicate effectively. Therefore, a student who pursues a concentrated course of study in a cluster of specific courses is able to both reference those courses in his/her professional life as well as use the knowledge, skills and abilities gained in those same courses.

RESOURCES NEEDED: PT faculty backfill for 4 credits of release per term + OPE = $15,837

FUNDING SOURCE: Existing or New General Fund (to be determined by backfill constraints)

ORG: 651310
PROG: 111000

Initiative Title: CURRICULUM DEVELOPMENT FOR AN ON-LINE SECTION OF SP 130 (BUSINESS AND PROFESSIONAL COMMUNICATION)   Division Priority   3

The Speech and Communication Studies program continues to be responsive to the needs of LCC students to have access to Distance Education opportunities. Over the years, we have developed a number of on-line courses, including Sp 100 (Basic Communication), Sp 115 (Intercultural Communication) , Sp 218 (Interpersonal Communication) and Sp 220 (Gender and Communication.) Sp 130 appeals to students from a variety of backgrounds and vocational interests, and the on-line function would offer flexibility to the typical LCC student juggling home, work, and school responsibilities. 50 hours of Curriculum Development funds would be needed for this initiative.

SP 130 COURSE DESCRIPTION:
Business and Professional Speech Communication online would be designed to increase student understanding and implementation of effective communication behaviors and skills. Students will learn to recognize, understand, and perform communication in settings common to business and the professions. Instruction will include aspects of interpersonal communication, small group communication, interviewing, technical communication, proposal presentations and more. Repeated employer surveys indicate of the many skills presently required to function effectively in the workplace, no skill is prized more than the ability to communicate well. In addition, special attention will be given to presentational aids both traditional and computer-generated.

RESOURCES NEEDED: 50 hrs of CD @ 26.44/hr + OPE = $1,853

FUNDING SOURCE: Curriculum Development

ORG: 651310
PROG: 111000

Initiative Title: ONLINE TUTORING   **Division Priority   4**

On-line tutoring would provide an access point and resource point for speech communication students 24 hours per day in association with the current Department Web Site.   100 hours of Curriculum Development funds are needed for this Initiative.

<u>ON-LINE TUTORING DESCRIPTION:</u>

The On-Line Tutoring center would include (but not be limited to) the following sources of information:

❖ Examples of Computer-Generated Graphic Construction
❖ FAQs for Outlining Speeches
❖ FAQs for Conducting Research and Proper Citation of Sources
❖ FAQs for the Effective Use of Visual and Audio Aids
❖ FAQs for Issues Regarding Audience Analysis and Audience-Centeredness
❖ Resources for Links Regarding Ethos, Pathos and Logos
❖ Resources for Links Regarding Other Speech Related Topics
❖ Samples of Fact Speech Outlines
❖ Samples of Policy Speech Outlines
❖ Samples of Value Speech Outlines
❖ Samples of Informative Speech Outlines
❖ Working with Speech Anxiety
❖ Announcements of Speeches on campus and in the community

As the lives of students become more and more complicated with work and family obligations, it is becoming more and more imperative that we offer students as many opportunities for learning support as possible. It is anticipated that these topics would be created as stand-alone modules for student access.   Some modules will be created to help students work through the speech-writing process whereas others will be a list of commonly asked questions with answers. This will have the added value of reinforcing classroom or online lessons along with bolstering preparation skills needed for speech presentations. It has the possibility of being a resource to the community-at-large as well. It is an important key to a value-added education.

RESOURCES NEEDED: 100 hrs CD @ $26.44 + OPE = $3,707

FUNDING SOURCE: Curriculum Development

ORG: 651310
PROG: 111000

DEPARTMENT: SPEECH AND COMMUNICATION STUDIES DEPARTMENT

DIVISION: LANGUAGE. LITERATURE AND COMMUNICATION

SOURCE: UNIT PLANNING SPREADSHEETS DISTRIBUTED BY DIVISION CHAIR

ENROLLMENT DATA:

2003-2004 (GRAND TOTAL)

- ❖ TOTAL ENROLLMENT: 2,729

- ❖ TOTAL FTE: 176.44

- ❖ AVE. CAPACITY: .90

ENROLLMENT DATA

2004-2005 (GRAND TOTAL)

- ❖ TOTAL ENROLLMENT: 2864

- ❖ TOTAL FTE: 119.22*

- ❖ AVE. CAPACITY: .84

*The decrease in FTE in 04-05 is best explained by the implementation of the 4 credit conversion undertaken by the department to align courses with the state system of higher education.

BUDGET 2004-05

Speech FTE faculty: `   322,863 (salaries) + 171,117.39 (OPE) = 503,980.39

Speech PT faculty: 38,596.89 (salaries) + 15,284 (OPE) = 14,284.37

Lane Community College
Unit Planning: Instruction & Student Services
Language, Literature & Communication: Communications

VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	$$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
PL	LLC/Communications	1	11/15/2005	8/31/2006	Credit conversion of Speech 111 and 130	100 hours of CD funding (50 hours/class)	$3,707.00	N	X								X		
PL	LLC/Communications	2	11/15/2005	NA	Lead Faculty/Coordinator FASA	backfill for 4 credits/term	$15,837.00	R	X				X	X					
PL	LLC/Communications	3	11/15/2005	12/30/2006	Online course development: Speech 130	50 hours CD funding	$1,853.00	N	X								X		
PL	LLC/Communications	4	11/15/2005	6/15/2007	Online tutoring center	Phase I: 100 hours CD funding	$3,707.00	N	X			X				X	X		