

2014-15 Program Review

Name of Program: Languages
Name of Unit: Communications & Languages
Name of Area: Academic Affairs
Date Completed: 10/9/2013

Program's Mission Statement

The RHC Languages Area seeks to provide quality student-centered instruction in life-long learning of foreign languages and culture.

Program's SLO Information - Assessment Results (1a)

Overall, students in the Languages program perform well in all areas. The only common link seems to be a lower proficiency in the areas of learned structures and vocabulary which is in line with most schools of thought in the field of language acquisition. This would support the idea that students naturally adapt to proficiency in communication, culture and vocabulary usage but often find it more difficult to master grammatical structures within the language. The French and Spanish departments have both recently acquired new textbooks to help strengthen proficiency in grammatical structures. The French textbook coincides with a soap-opera based DVD learning program. The video delivers course content through thematically relevant, contextualized media designed to heighten student interest through its dramatic storyline. Students become vested in the characters and consequently show greater interest in the structures presented.

The Spanish textbook has many technically advanced and interactive exercises for practice. One such study tool includes a self-assessment for students. Before they answer a question they are asked how sure they are of their answer. As a result students report giving much more thought to their answers.

While there are no serious gaps in student learning and achievement, there is one issue that the Spanish Department faces: the large number of heritage Speakers of Spanish in the student body. These Heritage speakers often sign up for Spanish 101, which is intended for students who have never learned Spanish before (be it in a classroom or in the home). They find the class too simple on the oral production of the language and too difficult on the written

production of the language. As a result, they do not succeed in the class. We believe that the success rate improves once the students are placed in the appropriate class.

Program's SLO Information - Changes in Instruction (1b)

Traditionally we have had a large number of sections of Spanish 101, compared to just a few sections of Spanish 130 (Spanish for Heritage Speakers). To address the problem of Heritage speakers taking a class where their chances of success are compromised, we decided to investigate what percentage of students are indeed Heritage Speakers. Our aim was to try to balance the number of class offerings to better serve the needs of our students depending on whether they are non-native speakers of Spanish or Heritage Speakers of Spanish. We created a short survey to see how many Heritage Speakers were enrolled in Spanish 101. The results gave us close to 60% Heritage Speakers vs. about 40% non-native speakers. With this information we started to change the number of offerings from Spanish 101 to Spanish 130. We are now at a point where the offerings are more balanced - There is about an even number of offerings of Spanish 101 and Spanish 130. This change took place over 2-3 years and it has yielded positive results. The students in Spanish 130 are showing an improved achievement of outcomes.

Program's SLO Information - Requested Resources (1c)

In 2009, the Spanish department lost one of our full time faculty members and had to become very flexible to maintain the total course offerings with only two full time faculty instructors. The hiring of a full time instructor in 2011, has helped tremendously but is seen by the department only as a replacement. We still feel that the full time/part time ratio -three full time/15 part time- which is about the same as in 2000, shows that we have yet to achieve our goal of hiring at least one more full time instructor. There has been a very positive impact on the program from the hiring of a new faculty member. As the full-time instructors work together, we have seen an improvement in the achievement of student learning outcomes. The French and Spanish instructors have updated their textbooks with the latest quality technological programs for classroom and especially online courses. They include: videos, CDs, DVDs, and the new innovative technology to conduct student oral practice and instructor assessment, as well as student/instructor distant communication: CCC Confer, Skype, Facetime, etc. In particular the adoption of the new Spanish textbook has had a very positive impact on the student learning outcomes. In an age where the students are used to technology in the classroom we are seeing a higher achievement in the student learning outcomes. Our benchmarks are being easily reached.

The Department still feels that it could benefit from acquisition of more software, DVDs, films, and documentaries for the Language lab and classrooms in order to continue to focus on course content & communication. The request for French films is still pending, but we foresee good results when we finally acquire some films.

Program's SLO Information - Assessment Reports (2)

We have completed at least two assessment reports for every course that is taught in our area.

Program's SLO Information - Online Results (3)

Some course sections of the following classes are taught completely online: SPAN 101 (Spanish I), SPAN 102 (Spanish II), SPAN 130 (Spanish for Heritage Speakers I), SPAN 131 (Spanish for Heritage Speakers II), SPAN 202 (Spanish IV) and FR 101 (French I). The number of total online sections has increased from 8 sections (Spring 2010) to 11 sections (Spring 2013). The general consensus among instructors teaching both online and on-campus classes is that there is no significant difference in achievement of student learning outcomes between students in online sections and those in the traditional format. However, some small changes have occurred in some of the sections that require closer attention.

Regarding SPAN 101 (Spanish I):

Background information

SPAN 1 (Spanish I) is the course with more online sections. During the Fall Semester 2013 a total of 5 online sections have been offered, all of them with high enrollment.

Findings and Analysis

The retention ratio in these sections has increased considerably since the 2011 Fall Semester. During the 2010-2011 school year the Languages Department actively researched a new textbook for the SPAN 1 class. The new book by McGraw Hill was adopted in the Fall Semester 2011. The newly adopted book presents a more interactive, more technically-advanced and more comprehensive system for the online classes. The system also provides a “free trial period” that allows the students to start working on class assignments from day one even if they have not purchased the book. We believe that the more engaging system and the advantage of the free trial could have been the causes of the higher retention rates observed in these sections.

Regarding SPAN 130 (Spanish for Heritage Speakers I):

Last year the Languages Department conducted a survey to better understand the students’ needs for the Spanish classes. As a result, the number of SPAN 130 sections has been increased. This change, however, did not translate into an increase of SPAN 130 online classes. The comparison between the success ratios for SPAN 130 online and SPAN 130 on-campus reveals that there is no significant difference in achievement of student learning outcomes.

Regarding SPAN 131 (Spanish for Heritage Speakers II):

Background information

In 2008 this class was offered in the Fall. For the past 4 years this class has been offered only

in the Spring Semester as a continuation of SPAN 130 (offered both in the Fall and in the Spring Semesters). SPAN 131 is offered exclusively online, there is no “on-campus” version of this class at this moment. The Department is exploring the possibility of offering this class on-campus in the near future.

Findings and Analysis

-- Compared to SPAN 130 (with a very consistent enrollment), SPAN 131 has experienced a significant enrollment increase in the past 4 years. From 14 students in Spring 2009 and 17 students in Spring 2010 to 28 students in Spring 2012 and 26 students in Spring 2013.

-- From Spring 2009 to the present moment, the average success percentage of this class is 75.28%.

As stated above, there is no on-campus version of this class; therefore, we cannot compare these results to an identical class offered in the traditional format. What could be done, however, is the comparison between SPAN 131 and SPAN 102 (the equivalent class for non-heritage speakers). From Spring 2009 (using only the Spring Semester results) the average success percentage for SPAN 102 is 73.38%. The online class appears slightly more successful than its equivalent class, SPAN 102. It is not possible to decipher if this small difference is based on the class delivery method or on other factors.

Regarding SPAN 202 (Spanish IV)

Background information

For the past 5 years this class has been offered in the Summer Session. In 2013 the class was also offered in the Spring Semester. SPAN 202 is a continuation of SPAN 201 (offered both in the Fall and in the Spring Semesters, exclusively on-campus). SPAN 202 is offered exclusively online. There is no “on-campus” version of this class at this moment.

Findings and Analysis

As stated above there is no on-campus version of this class; therefore, we cannot compare the learning success results to an identical class offered in the traditional format. What could be done, however, is the comparison between SPAN 202 and SPAN 201.

The average language success percentage from 2008 to 2013 shows a higher score for the SPAN 201 on-campus class (80.5%) versus the online SPAN 202 class (75.36%). In a closer analysis we can see the following fluctuation: From 2008 to 2010 the average learning success percentage for SPAN 201 (on-campus) is higher than for SPAN 202 (online). On the contrary, from Spring 2011 to Spring 2013 the learning success percentage for SPAN 202 is higher (83.60%) than for SPAN 201 (77.06%). SPAN 202 shows a stronger increase in success rates from 57% (Summer 2008) to 83% (Spring 2013). We are satisfied with having moved the SPAN 202 class to the Spring semester rather than the Summer, as the success rate has increased considerably.

In conclusion, the on-campus classes show an average higher success rate on some semesters, while on other semesters it is the online classes that have a higher success rate. In other words, both classes present similar behaviors and generally show no significant difference in achievement of student learning outcomes.

Our area is in the process of developing an AAT-degree in Spanish. While we are in the early stages of development, we hope that once the degree is approved and established we will promptly develop student learning outcomes for it.

Program's Characteristics, Performance and Trends

Updated Data for: 2014-2015 Program Year

| Rio Hondo College Total Enrollment | | | | | | | | | |
|-------------------------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|
| Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 |
| 21,573 | 52,560 | 59,943 | 17,891 | 54,301 | 52,162 | 16,515 | 50,296 | 47,114 | 15,476 |

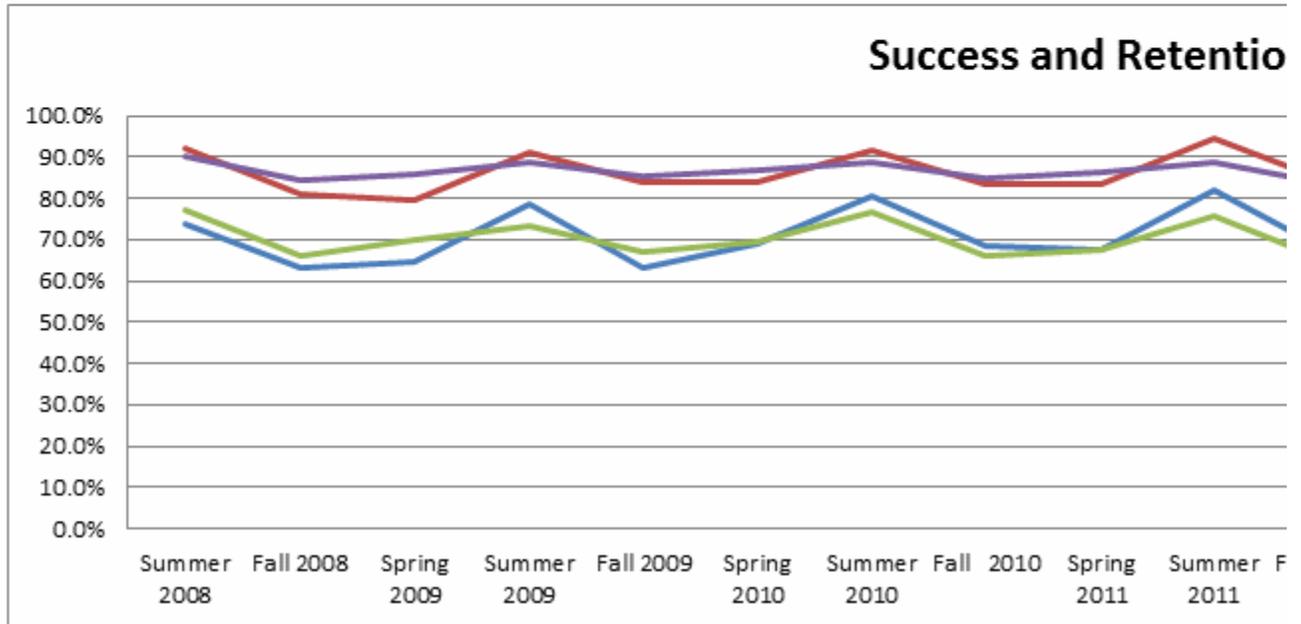
| Languages Total Enrollment | | | | | | | | | |
|-----------------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|
| Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 |
| 533 | 956 | 989 | 591 | 1,052 | 939 | 511 | 1,137 | 1,010 | 539 |

| Languages | | | | | | | | | |
|-----------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|
| Enrollment By Course | | | | | | | | | |
| Course | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 |
| ASL149 | 38 | 37 | 34 | 29 | 30 | 30 | | 64 | 33 |
| ASL150 | 15 | 13 | 12 | | 20 | | | | 23 |
| CHIN101 | | 58 | 53 | | 65 | 18 | | 77 | 22 |
| CHIN102 | | | 8 | | | 18 | | | 14 |
| FR101 | 27 | 116 | 116 | 32 | 91 | 92 | 26 | 93 | 110 |
| FR102 | | 24 | 29 | | 27 | 28 | | 32 | 31 |
| FR201 | | 15 | | | 15 | | | 11 | |
| FR202 | | | 13 | | | 19 | | | 12 |
| JAPN101 | 10 | 49 | 29 | 21 | 29 | 51 | 25 | 25 | 26 |
| JAPN102 | | | 15 | | | | | 27 | 8 |
| SPAN101 | 304 | 416 | 467 | 337 | 538 | 460 | 320 | 574 | 493 |
| SPAN102 | 96 | 74 | 65 | 120 | 72 | 79 | 104 | 71 | 85 |
| SPAN130 | 22 | 128 | 119 | 24 | 146 | 106 | 26 | 137 | 114 |
| SPAN131 | | 6 | 14 | | | 17 | | | 16 |
| SPAN201 | | 14 | 9 | | 15 | 16 | | 20 | 16 |
| SPAN201H | | 6 | 6 | | 4 | 5 | | 6 | 7 |
| SPAN202 | 21 | | | 28 | | | 10 | | |

| Languages | | | | | | | | | |
|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|
| FTES | | | | | | | | | |
| Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 |
| 84.9 | 162.2 | 160.7 | 88.5 | 175.9 | 154.9 | 85.3 | 185.8 | 163.1 | 86.5 |

| Languages Success and Retention | | | | | | | | |
|---------------------------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 |
| Program Success | 73.9% | 63.3% | 64.8% | 78.5% | 63.2% | 69.2% | 80.4% | 68.7% |
| Program Retention | 92.3% | 81.1% | 79.7% | 91.2% | 83.9% | 83.9% | 91.4% | 83.5% |

| Rio Hondo College | | | | | | | | |
|--------------------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 |
| College Success | 77.2% | 66.3% | 69.7% | 73.5% | 67.0% | 69.3% | 76.6% | 65.9% |
| College Retention | 90.0% | 84.4% | 86.0% | 88.5% | 85.3% | 86.6% | 88.7% | 85.1% |



| Languages Grade Distribution | | | | | | | | | | |
|------------------------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---|
| Grade | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | S |
| A | 231 | 272 | 298 | 248 | 317 | 322 | 204 | 383 | 353 | |
| B | 92 | 204 | 216 | 145 | 221 | 212 | 139 | 251 | 189 | |
| C | 66 | 128 | 123 | 65 | 124 | 115 | 67 | 145 | 135 | |
| CR | 5 | 1 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | |
| D | 20 | 49 | 51 | 21 | 53 | 36 | 21 | 48 | 44 | |
| F | 78 | 120 | 95 | 54 | 165 | 101 | 35 | 120 | 115 | |
| IF | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | |
| NC | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | |
| NP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| P | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 2 | 6 | |
| W | 41 | 181 | 201 | 52 | 169 | 151 | 44 | 188 | 168 | |
| Grand Total | 533 | 956 | 989 | 591 | 1052 | 939 | 511 | 1137 | 1010 | |

| Languages % Grade of Distribution | | | | | | | | | | |
|-----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------|
| Grade | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | S |
| A | 43.3% | 28.5% | 30.1% | 42.0% | 30.1% | 34.3% | 39.9% | 33.7% | 35.0% | 4 |
| B | 17.3% | 21.3% | 21.8% | 24.5% | 21.0% | 22.6% | 27.2% | 22.1% | 18.7% | 2 |
| C | 12.4% | 13.4% | 12.4% | 11.0% | 11.8% | 12.2% | 13.1% | 12.8% | 13.4% | |
| CR | 0.9% | 0.1% | 0.4% | 1.0% | | | | | | |
| D | 3.8% | 5.1% | 5.2% | 3.6% | 5.0% | 3.8% | 4.1% | 4.2% | 4.4% | |
| F | 14.6% | 12.6% | 9.6% | 9.1% | 15.7% | 10.8% | 6.8% | 10.6% | 11.4% | |
| IF | | | | | | 0.1% | | | | |
| NC | | 0.1% | 0.1% | | | | | | | |
| NP | | | | | | | | | | |
| P | | | | | 0.3% | 0.1% | 0.2% | 0.2% | 0.6% | |
| W | 7.7% | 18.9% | 20.3% | 8.8% | 16.1% | 16.1% | 8.6% | 16.5% | 16.6% | |
| Grand Total | 100.0% | 1 |

| Languages Section Delivery | | | | | | | | | |
|-----------------------------------|--------------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|--------------------|------------------|
| Time Taught | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 |
| Day | 22 | 10 | 25 | 22 | 11 | 26 | 24 | 9 | 27 |
| Evening | 6 | 3 | 8 | 9 | 3 | 8 | 6 | 3 | 10 |
| Weekend | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 |
| Online | 8 | 7 | 7 | 9 | 7 | 8 | 10 | 7 | 8 |
| Other | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 0 | 1 |

| Languages Success By Course | | | | | | | | | |
|------------------------------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|
| Course | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 |
| ASL149 | 86.8% | 75.7% | 73.5% | 89.7% | 73.3% | 83.3% | | 79.7% | 87.9% |
| ASL150 | 86.7% | 92.3% | 91.7% | | 80.0% | | | | 82.6% |
| CHIN101 | | 50.0% | 52.8% | | 53.8% | 66.7% | | 46.8% | 72.7% |
| CHIN102 | | | 87.5% | | | 66.7% | | | 92.9% |
| FR101 | 96.3% | 53.4% | 58.6% | 90.6% | 67.0% | 73.9% | 92.3% | 84.9% | 64.5% |
| FR102 | | 87.5% | 72.4% | | 81.5% | 85.7% | | 78.1% | 83.9% |
| FR201 | | 86.7% | | | 86.7% | | | 72.7% | |
| FR202 | | | 92.3% | | | 73.7% | | | 91.7% |
| JAPN101 | 70.0% | 44.9% | 37.9% | 66.7% | 55.2% | 58.8% | 92.0% | 40.0% | 46.2% |
| JAPN102 | | | 80.0% | | | | | 77.8% | 62.5% |
| SPAN101 | 73.4% | 63.7% | 62.7% | 76.6% | 57.6% | 66.1% | 76.6% | 66.0% | 62.5% |
| SPAN102 | 71.9% | 74.3% | 72.3% | 88.3% | 80.6% | 79.7% | 89.4% | 77.5% | 71.8% |
| SPAN130 | 50.0% | 59.4% | 69.7% | 54.2% | 66.4% | 67.9% | 69.2% | 67.2% | 69.3% |
| SPAN131 | | 50.0% | 64.3% | | | 76.5% | | | 87.5% |
| SPAN201 | | 92.9% | 100.0% | | 80.0% | 56.3% | | 95.0% | 81.3% |
| SPAN201H | | 100.0% | 83.3% | | 75.0% | 80.0% | | 100.0% | 85.7% |
| SPAN202 | 57.1% | | | 64.3% | | | 80.0% | | |

| Languages Enrollment Management | | | |
|----------------------------------------|------------------------|----------------------|------------------------|
| Indicator | Summer 2012 | Fall 2012 | Spring 2013 |
| # Sections | 9 | 27 | 22 |
| Fill Rate | 85% | 90% | 88% |
| # Students Over-/Under-Enrolled | -96 | -149 | -165 |
| Section Cap (Average) | 32.0 | 31.3 | 29.9 |
| # Sections Over-/Under-Enrolled | -3.0 | -4.8 | -5.5 |
| % FTEF Part-Time | N/A | 69% | 61% |

The Languages Department of the Communications Division at Rio Hondo College offers courses in Spanish, French, Chinese, Japanese and American sign Language. Both French and Spanish areas offer two beginning (101 and 102) and two intermediate (201 and 202) courses. The Spanish area also offers courses designed exclusively for Heritage Spanish speakers (130 and 131). These Heritage Spanish Speaker classes are equivalent to the two beginning classes in Spanish. In other words, we have a Non-native Speaker track and a Heritage Speaker track. Two beginning courses in Chinese, Japanese (101 and 102), and American Sign Language (149 and 150) are offered.

With the exception of Spanish 201 which is taught exclusively on campus, all Spanish courses are currently offering at least one section online. Spanish 101 is also being offered as a hybrid course. All Spanish and French courses are taught as web-enhanced courses. In addition we are now offering French 101 as an online class as well - one of very few French 101 classes offered in the country.

Every effort is made to ensure that instructors are kept current with standards proposed by the California State Framework through direct contact with the California Foreign Language Project. Most current full-time language instructors have attended at least one year of framework-aligned based instructional institutes and one instructor has worked as a presenter.

An additional and important component to the French program here at Rio Hondo College is the Rio Hondo French Club, which began over ten years ago. The French Club is charged with promoting awareness of French language and culture in the community and on campus. Previous activities sponsored by the French Club include end of semester dinners in French restaurants, trips to museums, outings to French plays, and social events revolving around French themes. The Rio Hondo French club meets twice a month and has grown to boast a membership of upwards of twenty-five to thirty persons. Furthermore, students have traveled on educational trips to France for the past ten years consecutively providing them an opportunity to use the language in context and in a culturally integrated fashion.

The Spanish program has provided study abroad programs in Guanajuato, Mexico as well as Sevilla, Spain.

This 2013-2014 school year, the Foreign Languages department is thrilled to support and help establish a Spanish club and a yearly Foreign Languages Film Festival suggested by a Spanish adjunct faculty member. The Spanish club had its first meeting with great success and high attendance and interest. The Foreign Languages Film Festival will take place on November

7th, and it will feature films in Spanish, French, and Chinese.

These new ways of enhancing the Foreign Languages program are an accomplishment that demonstrates great initiative and interest from the adjunct faculty who actively communicate, participate, and are viewed by the department as an integral part of its success. A World Culture and Music festival is also in the works for the following school year.

Program's Strengths

The strengths in the foreign language area are many. First, there are numerous offerings of foreign language courses to help meet the needs of students. Second, the courses, particularly for Spanish, are delivered on-campus, hybrid, and fully-online, again to help to meet the needs of students. And now we are also offering French 101 as a fully online course. We are studying the possibility of developing a French 101 hybrid course. The faculty in the foreign language area keep current in their field by way of conferences, and workshops. We also have a dedicated group of part-time faculty in the area that are well-versed in the current trends in language education as well as in online education. The biggest strength the Department has is a strong group of colleagues that work very well together to advance our goals for the benefit of our students.

Program's Weaknesses

Our weakness is the uneven distribution in the full-time/ part-time ratio when it comes to Spanish instructors. We have augmented the number of Spanish full-time professors by one, as a replacement position opened up recently. Ideally we would be able to increase the number of Spanish full-time faculty members by one more. We hope that as the economic situation of the college improves, opportunities for the hiring of one more Spanish full-time faculty member will arise.

Program's Opportunities

There are many opportunities for the foreign language area.

First, we need to increase our Spanish full time faculty by at least one more member.

Second, now that we have SLOs developed for all courses, we have the opportunity to engage more fully in the assessment cycle and continue to make any necessary changes to the SLOs or to the offerings in our area, as a result of the assessment findings.

Third, we can increase our online offerings given the huge demand that we have seen in that area – in particular in the beginning level, Spanish 101. We have been able to increase the number of sections offered consistently – a trend that will continue in the future. We have also started offering French 101 in the online format, and will explore either offering more sections of French 101 in the future. We have the option to offer French 101 in the hybrid format as well. We hope to develop French 102 as an online course some time in the future.

Fourth, we have also seen the need to articulate our courses with more universities. As we

develop an AAT degree in Spanish it has become clear that there is a need for articulation. Finally, now that we are sponsoring a Foreign Languages Film Festival, we see an opportunity to create a World Music Festival. We envision this event as something that will showcase all our language offerings and beyond. We would like to balance each semester by presenting the Film Festival in the Fall, and the Music Festival in the Spring.

Program's Threats

A threat to our area has been the lack of sufficient full-time Spanish instructors. With the loss of one of our colleagues the Department has had to absorb the extra load. The situation has presently improved, as we hired a new full-time Spanish Professor. However, we see the need for one more full-time member of the Spanish faculty. All of our full-time instructors and adjunct instructors are strained to capacity.

The biggest threat to our area is the same threat that afflicts the whole college, and the community college system as a whole – the current economic situation, that both demands that we offer more, while requesting cuts be made.

Program's Accomplishments and Recommendations for Improvement

We are happy to report that we recently accomplished a very important goal from previous years plans. We have balanced the number of Spanish 130 (Heritage Speakers) offerings compared to our Spanish 101 offerings, to adequately fit the needs of our student population. In turn, accomplishing this goal has allowed us to eliminate a different goal: the implementation of a placement test in Spanish. We studied the possibility of developing and/or implementing such a test and concluded that the costs would be prohibitive at this time of budget uncertainty.

Presently, we offer courses in two Asian languages: Chinese and Japanese. Perhaps in coming semesters we will be able to offer a section of Vietnamese. We make every attempt to schedule classes that meet the needs of a varied demographic in the area. We try to maximize student access and to service every segment of our student body.

We also offer two courses in American Sign Language classes (ASL 149 and ASL 150). We are in the process of developing a third semester level (ASL 151). The interest in ASL has also increased greatly. We are now offering three sections of ASL 149, and have had to increase the number of our ASL adjunct faculty. We have two new, very accomplished ASL instructors this semester.

We follow the same reasoning in the offering of our distance education classes. As a department we have been teaching by means of distance education for a long time. Spanish 102 was the first course offered as a distance education class when the Virtual College was created in the late nineties.

Since then, we have greatly increased our online offerings to now include Spanish 101, Spanish 130, Spanish 131, and Spanish 202. Currently, we teach Spanish 130, 131, and 202 as fully online classes (in addition to the on-campus sections). Spanish 101 and 102 are offered on-campus, online, and hybrid. While we no longer offer our evening on-campus French class, we are pleased to have started offering French 101 online in Spring 2011. We hope to develop a French 101 hybrid class in upcoming semesters. We are also planning on giving Spanish 202 the honors designation as well.

Many of our on-campus classes are also ‘web-enhanced’, where the class meets traditionally on the campus, but it has an important component using the resources available online.

The foreign languages area strives to appropriately meet student demands. This means that we need to be relatively flexible in our offerings and ready to make necessary changes to maximize our service to students. Current offerings are appropriate, with the caveat that our program continues to grow.

In the past few years we implemented a fully online Spanish 101 course. We first offered it in the summer of 2007. While we suspected that the course would be successful, we did not foresee the degree to which it would be so successful. The class closed immediately and two more sections of it were added successfully. The demand continued into the fall of 2007, where we offered three sections fully online, just as in the summer. This trend in enrollment continues to grow. Since the fall of 2012 we are offering five sections, and the demand for more of them is evident. In the Spring of 2011 we started offering French 101 fully online to great success, and we will be monitoring the demand for more sections of this class in the future. The rates of success and retention in our online classes are comparable and sometimes better than the on-campus classes.

We foresee the need to augment the number of online sections offered every semester from now on. However, we understand that due to budgetary constraints the possibility of offering more sections may take some time. The online offerings have not diminished the popularity and successes in enrollment of on-campus classes. Regarding the online offerings in our area, our conclusion is that online classes serve a different segment of our student population, and offering more of them takes us toward achieving our goal of serving the entire college community.

We have many cultural accomplishments in the Department, and have mentioned several in this report already: The Foreign Film Festival coming up in November, the French Club, and the new Spanish Club. In addition, we have French Professor Chris Bowen who takes groups of students to France every year. He has been leading these trips for over ten years. We also have the accomplishments of Professor Mariano Zaro, who is a poet, and continues to present and participate in poetry events in the Los Angeles area and abroad.

Program's Strategic Direction

The demand for our program’s offerings is definitely expected to increase. Both on-campus

and online offerings are very healthy, and our goal is to maintain that trend. In the next 3-5 years we expect the program to evolve in a similar way that it has been evolving, making the necessary changes to our offerings according to the increasing focus in technology experienced by education in general. The course delivery has not necessarily discarded one mode of delivery over another (traditional vs. online), rather they have both seen an increase in interest due to the workforce's demand for language knowledge.

The individuals working in the program will need to maintain their skills current to ensure that the program remains effective to the student population's needs. The skills faculty need are to keep abreast of the current trends in language education, as well as to be prepared to use the technology to deliver courses via the internet. The Virtual College at Rio Hondo College provides excellent training for faculty – an opportunity that we have used extensively in the past and will continue to do so.

The next area that the Languages area is ready to address is the need to develop the AAT degree in Spanish that will provide our students with more opportunities to transfer and/or be better equipped for the job market. We are currently working on the AAT degree and hope to have it ready for approval by the end of the year 2013.

Program's Staff Development

It is important for all Languages Faculty to keep up to date as far as technology in the language teaching classroom. To that effect, the faculty will seek out the opportunities offered by the college for training, such as the workshops offered by the Virtual College.

The Spanish faculty in particular needs to keep informed about the most recent developments in teaching Spanish to Heritage Speakers. To that effect we have participated and organized workshops about Heritage Speakers Language Teaching. We will continue to seek opportunities in the field.

Program Review - Additional Comments

Program Review - Executive Summary

Program Review - Response to the Executive Summary

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|----------------|------------------------------------------------------|------------|
| Goal #1 | Long term (2-5 years) Corresponds with Institutional | Status: in |
| Goal # 1 | | progress |

Description of Goal

Hiring of at least one more full-time faculty member

Evaluation of Goal

The total workload for and course offerings for the entire Spanish language course offerings had been maintained for several years by only 2 full-time faculty members. This number has now increased to three full-time instructors in the Spring 2011. While the increase has alleviated the need for full-time faculty, the program can still benefit from having one more full-time Spanish instructor. It is our belief that the statistics will speak for themselves as far as evaluation of this goal.

Objective #1.1

Status: in progress

Necessary funding is needed.

Resources Needed: Additional Personnel

Position Classification: Full Time Faculty

Required for How Long: Ongoing

Position Title: Spanish instructor

Basic Position/Job Description:

Spanish instructor

Estimated Salary Excluding Benefits: \$100,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

We lost one of our full-time faculty members in January 2009. We replaced her position in the Spring 2011. However, we had requested a growth position before her loss. Our full-time/part-time ratio is still inadequate. We have about 15 part-time Spanish instructors to 3 full-time Spanish instructors.

| | | | |
|-----------------|-----------------------|--------------------------------|------------|
| Goal #2 | Long term (2-5 years) | Corresponds with Institutional | Status: in |
| Goal # 1 | | | progress |

Description of Goal

Increase amount of foreign language software/DVD in Foreign Language Lab.

Update existing software to most recent and efficient versions.

Specifically, the program will benefit from acquiring the Chinese Word Processor, which would allow students to practice using pinyin.

Also, we need materials such as videos (documentary and movies) in Spanish. Other grammatical software can supplement student practice. An example of a good program is "Eduoles" Spanish practice exercises.

As in previous semesters, students need more practice with regard to proficiency in the use of learned structures and vocabulary. Students will benefit greatly from DVD programs and films. In particular, we would like to purchase French and Spanish films to create a library that all instructors can use in the classroom.

Instructors need to continue to focus on course content and communication. Implementation of more guided practice in classroom activities is suggested.

Evaluation of Goal

Student surveys will be administered to evaluate the success of this goal.

Objective #2.1

Status: in progress

Necessary funding is needed.

Resources Needed: Additional Budget

Requested Item: Additional films in French and Spanish

Required for How Long: 1 time

Requested Amount: \$1,000.00

Description:

Increase in foreign language software/DVD for Foreign Language lab

Supporting Rationale

Additional materials would increase student access to foreign language and culture and provide for supporting materials to enhance student learning.

| | | |
|-------------------------------|--------------------------------|------------|
| Goal #3 Long term (2-5 years) | Corresponds with Institutional | Status: in |
| Goal # 1 | | progress |

Description of Goal

Establish an AAT degree in Spanish to give students a more direct avenue to transfer upon completion of required courses.

Evaluation of Goal

Student satisfaction survey will be administered as well as growth in upper level languages courses will be closely monitored. Research of similar degrees in other institutions is necessary. Evaluation of aspects of success will be studied. Faculty already have participated in campus workshops to develop AAT degrees.

| | |
|----------------|------------------|
| Objective #3.1 | Status: complete |
|----------------|------------------|

Obtain support from the division.

| | | |
|-------------------------------|--------------------------------|------------|
| Goal #4 Long term (2-5 years) | Corresponds with Institutional | Status: in |
| Goal # 1 | | progress |

Description of Goal

Increase the offering of Spanish online courses.

Evaluation of Goal

We have offered online courses in our Department for over ten years. While the demand for them has always been strong, in recent semesters it has definitely exploded. We had

increased the offerings of Spanish 101 in particular by one or two sections every semester since we started offering it until the budget crisis made it difficult to continue growing at the same pace. We foresee having to offer more of these sections in the future.

Objective #4.1

Status: in progress

Necessary funding is needed.

Existing Resources

Divison funding of classes - may or may not be available due to budget circumstances.

Goal #5 Short term (1 year) Corresponds with Institutional Goal
9

Status: in
progress

Description of Goal

The Spanish department need reliable and efficient laptop computers that adequately meet the instructional needs of instructors that not only use computers to communicate with students, other faculty and administrators but also and most importantly teach online courses.

Ideally faculty will have both an office computer and a laptop computer for telecommuting use.

Evaluation of Goal

Online courses require the instructors to have access to their computers 24/7. Computers need to be upgraded regularly, maintained, serviced, and constantly checked for viruses, etc. to prevent problems -- not to react to them.

Objective #5.1

Status: in progress

Necessary funding is needed.

Existing Resources

A request to computer services to fulfill this need as it arises.

| | | | |
|----------------|-----------------------|--------------------------------|------------|
| Goal #6 | Long term (2-5 years) | Corresponds with Institutional | Status: in |
| Goal # 5 | | | progress |

Description of Goal

The use of student workers in the ESL/Languages Lab (room LR-117).

Evaluation of Goal

Student Workers should have experience in language courses which require a laboratory component so that they are familiar with the materials that are provided. Students who are enrolled in Language courses will find it easier and less intimidating to navigate the Language Laboratory if student workers are there to facilitate and answer simple questions. The use of Student Workers -- peers -- may increase attendance early in the Semester, when students are easily frustrated by their lack of ease in the Language Lab, thereby improving learning altogether.

We are aware that this goal has to be a long-term one, as budget limitations make this hard to accomplish in the present. This semester there may be available student workers that we can hire.

| | |
|-----------------------|---------------------|
| Objective #6.1 | Status: in progress |
|-----------------------|---------------------|

Obtain personnel referrals from Student Services.

Resources Needed: Additional Personnel

Position Classification: Student Worker

Required for How Long: Ongoing

Position Title: Student worker

Basic Position/Job Description:

Student Worker should have experience in language courses which require a laboratory component so that they are familiar with the materials that are provided

Estimated Salary Excluding Benefits: \$2,560.00

Supporting Rationale:

The cost listed above is the cost per semester, assuming a student worker can work 20 hours per week.

| | |
|-----------------------------------------------------------------------|---------------------|
| Goal #7 Long term (2-5 years) Corresponds with Institutional Goal # 5 | Status: in progress |
|-----------------------------------------------------------------------|---------------------|

Description of Goal

Promote the recruitment of Chinese language tutors in the Learning Assistance Center.

Evaluation of Goal

There is a need for students to have a way to practice the language with a tutor. As we observe the demand for tutoring we will be able to evaluate this goal. We are aware that this goal has to be a long-term one, as budget limitations make this hard to accomplish in the present.

| | |
|----------------|---------------------|
| Objective #7.1 | Status: in progress |
|----------------|---------------------|

We will recruit students from previous semesters who have completed the courses successfully and who may want to seek employment at the LAC

Existing Resources

Recruitment of students from previous semesters.

| | |
|-----------------------------------------------------------------------|---------------------|
| Goal #8 Long term (2-5 years) Corresponds with Institutional Goal # 1 | Status: in progress |
|-----------------------------------------------------------------------|---------------------|

Description of Goal

The creation of a course in the Vietnamese language.

Evaluation of Goal

Presently, we offer courses in two Asian languages: Chinese and Japanese. Perhaps in coming semesters we will be able to offer a section of Vietnamese. We make every attempt to schedule classes that meet the needs of a varied demographic in the area. We try to maximize student access and to service every segment of our student body, and we feel this is a segment of the campus population that we can serve better by offering this course.

Objective #8.1

Status: in progress

Obtain support from the division. Develop the course and submit it to the Curriculum Committee.

Existing Resources

Division funding of classes - may not be available at the present time due to budget limitations.

Goal #9 Long term (2-5 years) Does Not Correspond with an Institutional Goal

Status: in progress

Description of Goal

Obtain a small TV - Blue Ray combo for the Language Lab.

Evaluation of Goal

In the past we had a small TV in the Language Lab and it had high use by the students to watch Foreign Language films in the Lab. A TV where the students can watch films increases the students' options for completing Lab hours. We will be able to evaluate the success of the goal according to the use of the equipment, which we expect to be high.

Objective #9.1

Status: in progress

Necessary funding is needed.

Resources Needed: Additional Budget

Requested Item: Small TV - Blu-Ray combo

Required for How Long: Ongoing

Requested Amount: \$300.00

Description:

A TV and a Blu-Ray player for students to view foreign films in the Language Lab LR-117.

Supporting Rationale

This equipment will increase student access to foreign language films and provide more opportunities for students to complete their lab requirement.

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

| Name | Role |
|--------------------------|----------------|
| 1. Llerena, Lydia | Review Manager |
| 2. Zaro, Mariano | Participant |
| 3. Vo, Hao | Participant |
| 4. Regalado, Anna | Participant |
| 5. Holcomb, Robert | Participant |
| 6. Gonzalez, Wendy | Participant |
| 7. Garcia, Janice | Participant |
| 8. De Los Santos, Blanca | Participant |
| 9. Bowen, Chris | Participant |

2014-15 Program Review

Name of Program: Philosophy
Name of Unit: Behavioral and Social Sciences
Name of Area: Academic Affairs
Date Completed: 9/12/2013

Program's Mission Statement

Mission Statement: With its emphases on questioning, truth-seeking, values-articulation, dialogue, critical thinking, and personal growth, philosophy, in its classical form, aims at nothing less than making one a better person.

Vision: The vision of the College as being an exemplary institution meeting the needs of its changing population is in harmony with the activity of the philosophy program. Since the current full-time instructors were hired, we have doubled the number of different courses offered by the philosophy program (from 5 to 10), providing a broader base, and satisfying a more diverse range of interests. We have greatly expanded the number of our courses deliverable as hybrid or online (8 total as of Fall 2013). We have increased the numbers of sections of the course that had already been available online. We have also been offering hybrid versions of philosophy courses to fulfill that niche—all this in response to the growing number of distance learners seeking to take our courses, and our desire to accommodate as many types of student needs as possible. We have experimented with class scheduling in an effort to maximize effectiveness and satisfy student need, including early morning, evening, afternoon, and Friday classes. All the while, we have sought to maintain the quality and integrity of our offerings.

Mission: With our College emphasis on transfer programs, lifelong learning, challenge, innovation, and quality, the philosophy program has been one productive piece of the greater College machinery. Philosophy has always been a staple of a solid liberal arts education, and today is no different in that regard. Learning how to think critically, to reflect on complicated and important questions, and to develop an understanding of the cosmos, oneself, and one's values is an essential aspect of the lifelong learning needed simply to live well, not merely as part of our own vision statement.

Goals: Out of the many goals of Rio Hondo College, the most relevant to the philosophy program, as a single department, concerns quality instruction. Preston and Dixon have both been teaching in the program for several years now, with excellent evaluations and indications of student success and appreciation. Student satisfaction is high, along with enrollment. By expanding course offerings, and by providing more hybrid and online courses, we are meeting

the growing and changing demands of our students.

Program's SLO Information - Assessment Results (1a)

The philosophy department has been collecting and assessing data since Fall 2009. We have a total of 64 course SLOs on record for our 10 active philosophy courses. We have near 100% compliance with regard to data collection, with discrepancies being primarily due to adjunct faculty failing to provide data early on in the process. We have created 36 assessment reports for those 10 courses. The overall trend is very good. Our lowest performing course is also our most popular: PHIL 101. Even as our lowest performer, students are performing above benchmark (at 75.6%). All other courses exhibit even higher proficiency (up to 95.3% for PHIL 101H). Our degree is new, as is degree assessment, so we have only three semesters' worth of data, but students exhibit 84.7% and 86.8% proficiency on two standards.

Program's SLO Information - Changes in Instruction (1b)

One glaring problem with SLOs is that it's effectively impossible to hold constant all of the factors that contribute to student success and/or failure. For example, students are much more "proficient" during summer sessions. It is unlikely that this is because our faculty are considerably better teachers in the summer. Instead, it's a different student population, which is unaccounted for with the typical SLO process.

Overall, performances have improved over the last few years. Is this because we have improved our teaching, or because our adjunct pool has shrunk due to budget cuts, and those few who remain are our best? We have noted, however, what amounts to common sense: students perform better when they attend class. To that end, we are more vocal in encouraging regular, on-time attendance, and some course policies reflect this expectation.

Program's SLO Information - Requested Resources (1c)

While not specifically pertaining to attendance issues, we have consistently requested an "Elmo" or document camera for room A208, every year, in every plan, for the past several years. Because this request has never been granted, or even acknowledged, there has been no positive effect on outcomes. However, it may be that negative effects have resulted in students being disconnected from difficult material due to the limitations of technology. Dixon has effectively used an Elmo at SWEC and students were more engaged during test review and the review of test results.

Program's SLO Information - Assessment Reports (2)

The data provided in this program review show two courses for which less than two assessments have been completed: PHIL 101H, and PHIL 150. PHIL 150 hasn't been offered in several years, has been removed from our degree, and will not be taught in the foreseeable future. With respect to PHIL 101H, the data provided is in error. We have assessed PHIL 101H numerous times, and the SLOolutions software shows reports for two different SLOs, one of which was assessed covering Fall 09 and Spring 10, and the other having been assessed over multiple cumulative terms (Spring 11 and Spring 12, Spring and Spring 13, and Spring 10 through Spring 13).

Program's SLO Information - Online Results (3)

None of our courses is taught exclusively online, though PHIL 120 is taught online (now) more often than on-ground. The online sections are somewhat more proficient, but this is likely due to a different student population (e.g., self-starters, concurrently enrolled at 4 year institutions, etc.), as well as our inability to restrict access to information during assessments (i.e., every assessment is effectively open book, open note, and open Internet).

Program's SLO Information - Degrees and Certificates (4)

We currently have an AA in PHIL, and our working on the paperwork for a transfer AA degree. We have presently linked a degree SLO to PHIL 101 and PHIL 101H, as the basic proficiency needed in that class is the one most essential for success in PHIL programs, in general.

Program's Characteristics, Performance and Trends

Updated Data for 2014-2015 Program Year

| Rio Hondo College Total Enrollment | | | | | | | | | |
|------------------------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|
| Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 |
| 21,573 | 52,560 | 59,943 | 17,891 | 54,301 | 52,162 | 16,515 | 50,296 | 47,114 | 15,476 |

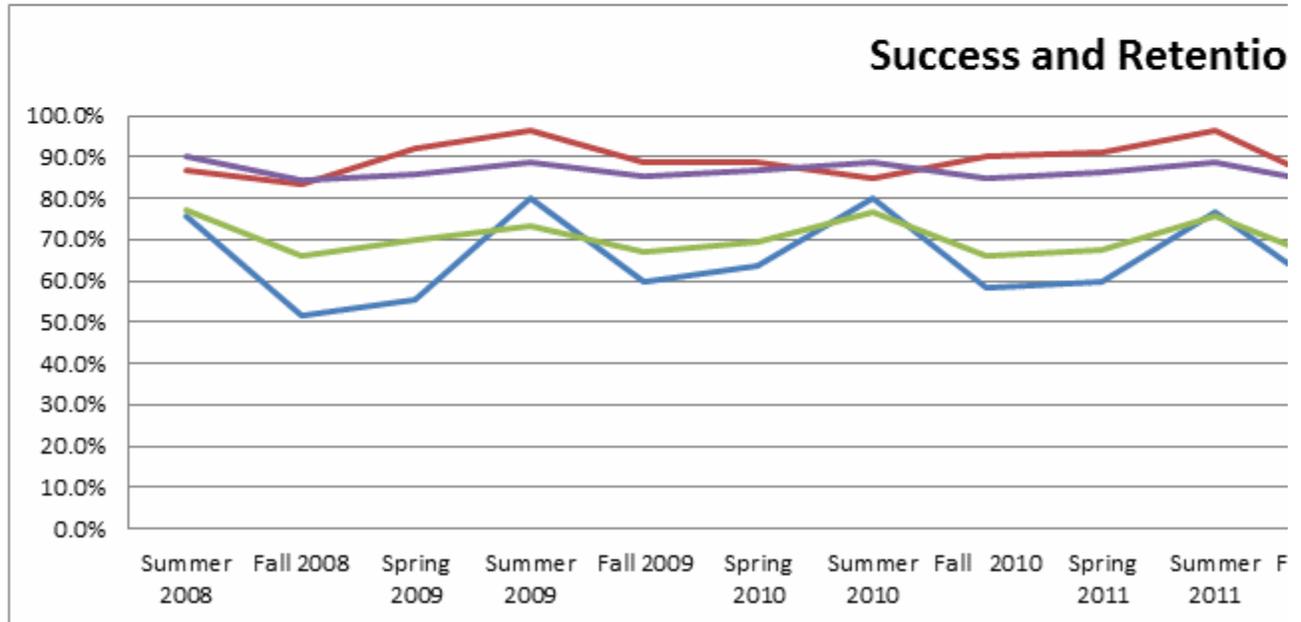
| Philosophy Total Enrollment | | | | | | | | | |
|-----------------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|
| Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 |
| 172 | 719 | 716 | 190 | 813 | 597 | 160 | 793 | 633 | 163 |

| Philosophy Enrollment By Course | | | | | | | | | |
|---------------------------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| Course | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 |
| PHIL101 | 172 | 511 | 455 | 149 | 490 | 359 | 122 | 524 | 289 |
| PHIL101H | | | 23 | | | 27 | | | 27 |
| PHIL110 | | 21 | 28 | | 39 | | | | 47 |
| PHIL112 | | 49 | 46 | | 91 | 85 | | 92 | 87 |
| PHIL120 | | 60 | 101 | 41 | 51 | 81 | 38 | 90 | 90 |
| PHIL124 | | 47 | | | | | | 43 | |
| PHIL126 | | | 20 | | | | | | 54 |
| PHIL128 | | | | | | 45 | | | |
| PHIL135 | | | 26 | | 43 | | | 44 | |
| PHIL140 | | | | | 48 | | | | 39 |
| PHIL150 | | 31 | 17 | | 51 | | | | |

| Philosophy FTES | | | | | | | | | |
|-----------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|
| Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 |
| 19.0 | 79.6 | 75.4 | 19.9 | 88.8 | 66.0 | 16.8 | 86.0 | 69.0 | 16.8 |

| Philosophy Success and Retention | | | | | | | | |
|----------------------------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 |
| Program Success | 75.6% | 51.7% | 55.4% | 80.0% | 59.8% | 63.8% | 80.0% | 58.5% |
| Program Retention | 86.6% | 83.4% | 92.3% | 96.3% | 88.6% | 88.6% | 85.0% | 90.2% |

| Rio Hondo College | | | | | | | | |
|--------------------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 |
| College Success | 77.2% | 66.3% | 69.7% | 73.5% | 67.0% | 69.3% | 76.6% | 65.9% |
| College Retention | 90.0% | 84.4% | 86.0% | 88.5% | 85.3% | 86.6% | 88.7% | 85.1% |



| Philosophy Grade Distribution | | | | | | | | | | |
|-------------------------------|-------------|------------|-------------|-------------|------------|-------------|-------------|------------|-------------|---|
| Grade | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | S |
| A | 59 | 160 | 131 | 87 | 196 | 166 | 94 | 202 | 147 | |
| B | 47 | 115 | 154 | 49 | 161 | 117 | 25 | 137 | 130 | |
| C | 22 | 97 | 112 | 16 | 129 | 98 | 9 | 125 | 100 | |
| CR | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| D | 3 | 45 | 54 | 4 | 56 | 44 | 3 | 54 | 48 | |
| F | 16 | 183 | 210 | 27 | 178 | 104 | 5 | 196 | 151 | |
| IF | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| NP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | |
| P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| W | 23 | 119 | 55 | 7 | 93 | 68 | 24 | 78 | 57 | |
| Grand Total | 172 | 719 | 716 | 190 | 813 | 597 | 160 | 793 | 633 | |

| Philosophy % Grade of Distribution | | | | | | | | | | |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------|
| Grade | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | S |
| A | 34.3% | 22.3% | 18.3% | 45.8% | 24.1% | 27.8% | 58.8% | 25.5% | 23.2% | 4 |
| B | 27.3% | 16.0% | 21.5% | 25.8% | 19.8% | 19.6% | 15.6% | 17.3% | 20.5% | 2 |
| C | 12.8% | 13.5% | 15.6% | 8.4% | 15.9% | 16.4% | 5.6% | 15.8% | 15.8% | |
| CR | 1.2% | | | | | | | | | |
| D | 1.7% | 6.3% | 7.5% | 2.1% | 6.9% | 7.4% | 1.9% | 6.8% | 7.6% | |
| F | 9.3% | 25.5% | 29.3% | 14.2% | 21.9% | 17.4% | 3.1% | 24.7% | 23.9% | 1 |
| IF | | | | | | | | | | |
| NP | | | | | | | | 0.1% | | |
| P | | | | | | | | | | |
| W | 13.4% | 16.6% | 7.7% | 3.7% | 11.4% | 11.4% | 15.0% | 9.8% | 9.0% | |
| Grand Total | 100.0% | 1 |

| Philosophy Section Delivery | | | | | | | | | |
|------------------------------------|--------------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|--------------------|------------------|
| Time Taught | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 |
| Day | 10 | 1 | 11 | 12 | 1 | 11 | 10 | 2 | 11 |
| Evening | 2 | 1 | 3 | 1 | 1 | 3 | 1 | 0 | 2 |
| Weekend | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Online | 3 | 2 | 4 | 3 | 2 | 4 | 4 | 2 | 5 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Philosophy Success By Course | | | | | | | | | |
|-------------------------------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|
| Course | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 |
| PHIL101 | 75.6% | 50.3% | 53.8% | 77.9% | 58.0% | 63.0% | 80.3% | 56.3% | 55.4% |
| PHIL101H | | | 78.3% | | | 92.6% | | | 74.1% |
| PHIL110 | | 52.4% | 60.7% | | 59.0% | | | | 78.7% |
| PHIL112 | | 55.1% | 58.7% | | 51.6% | 58.8% | | 56.5% | 51.7% |
| PHIL120 | | 58.3% | 50.5% | 87.8% | 68.6% | 61.7% | 78.9% | 66.7% | 66.7% |
| PHIL124 | | 42.6% | | | | | | 60.5% | |
| PHIL126 | | | 40.0% | | | | | | 63.0% |
| PHIL128 | | | | | | 66.7% | | | |
| PHIL135 | | | 73.1% | | 67.4% | | | 70.5% | |
| PHIL140 | | | | | 62.5% | | | | 53.8% |
| PHIL150 | | 71.0% | 70.6% | | 74.5% | | | | |

| Philosophy Degrees & Certificates | | | | | |
|----------------------------------------------|----------------|----------------|----------------|----------------|-----------------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | *2012-13 |
| Associate of Arts | 0 | 0 | 5 | 3 | 3 |

*NOTE: Because Spring 2013 graduation records were not yet complete on the date these figures were tabulated (8/05/2013), the actual number of 2012-13 graduates might be higher than the figures reported here.

| Philosophy Enrollment Management | | | |
|-----------------------------------------|------------------------|----------------------|------------------------|
| Indicator | Summer 2012 | Fall 2012 | Spring 2013 |
| # Sections | 4 | 18 | 13 |
| Fill Rate | 93% | 102% | 98% |
| # Students Over-/Under-Enrolled | -12 | 16 | -14 |
| Section Cap (Average) | 45.0 | 42.4 | 45.0 |
| # Sections Over-/Under-Enrolled | -0.3 | 0.4 | -0.3 |
| % FTEF Part-Time | N/A | 28% | 8% |

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The PHIL program now offers as many as 10 different courses. Some are specialized courses (e.g., PHIL 124, PHIL 126, PHIL 128, PHIL 140) and are offered approximately once every 2-3 semesters. Others are “core” courses offered at least once per semester, or, in the case of PHIL 101, numerous times each semester.

We have two full-time faculty members (Preston, and Dixon) and (until recently) 2-4 adjunct faculty each semester. Due to severe budget cuts, we are down to one (regular) adjunct faculty member. We share support staff (1 administrative assistant, and 1 part-time assistant) with the entire Social Sciences division.

All of our courses fill to capacity each term, with numerous student petitioners seeking to add despite the sections being closed. Even our "specialty" courses fill each term, though it is likely that some of that demand is due to a general desperation for transferable units, rather than a pure interest in the specialized philosophical topics. Retention rates remain high, and are generally above the College retention rates each term.

Success rates for PHIL courses (excluding Summer sessions) are usually slightly lower than that of the College, in general. This is disappointing, but unsurprising. Since the retention rate of philosophy courses is slightly higher than the College average, it seems that more students “fail” philosophy courses by virtue of actually staying in the course, rather than dropping it. Moreover, the abstract thinking, analytical skills, and rigorous argumentation required by philosophy courses renders them notoriously “difficult” classes. Given that we have no prerequisites (for any of our courses except PHIL 101H and PHIL 110--both of which require passing ENGL 101 with a C or better), and allow students to enroll regardless of their background and preparation level, it is to be expected that many will find the courses more difficult than that to which they are accustomed. What is surprising is that, in spite of all this, our success rates have improved, and the gap between our own success rates and that of the College is as small as it is (e.g., a difference of 3.1% in Spring 2013). This is certainly a sign of improvement and success.

In summary, our success and retention rates roughly parallel the College trends, with marginally higher retention, and marginally lower success rates.

Program's Strengths

Subject matter: The subject matter of philosophy is intrinsically interesting, and inevitably generates student interest. This is a great strength of our program. So long as we provide the discipline with skilled and enthusiastic instructors, sufficient offerings, and adequate space and equipment, the students will come. Our recent course additions, and revitalized lecturer pool, served the program, and its students, well. The budget cuts threaten this, however (see "threats" below).

Instructors: The program is also strong in that it has two enthusiastic and resourceful full-time instructors. All of our courses are current, and we are expanding our ability to offer hybrid and online variants of our courses. When our previous President (Martinez) asked for new degrees, we immediately wrote our AA in PHIL. Now that the State is demanding AA-T degrees, we are writing one of those. Both FT instructors have received consistently excellent evaluations from both students and their immediate supervisor.

Program's Weaknesses

Reputation: Philosophy has a reputation for difficulty that inspires some students to avoid PHIL courses, especially when courses in other disciplines will satisfy the same requirements. Combined with the (misguided) reputation for being "useless," this can cause a suppression in enrollment compared to other disciplines. Additionally, the recent trend in this state to effectively revise our mission statement so as to promote remediation and transfer exclusively (at the expense of valuing "life-long learners") could create downward pressure on enrollment for courses, such as philosophy, often regarded as less practical.

Success Rate: As described under "Characteristics, Performance, and Trends," success rates for PHIL courses remain lower than that of the College, in general. As stated above, this is disappointing, but unsurprising. The retention rate of philosophy courses is slightly higher than the College average, suggesting that more students "fail" philosophy courses by virtue of actually staying in the course, rather than dropping it (as already discussed above). Moreover, the abstract thinking, analytical skills, and rigorous argumentation required by philosophy courses renders them notoriously "difficult" classes. Given that we have no prerequisites (for most of our courses), and allow students to enroll regardless of their background and preparation level, it is to be expected that many will find the courses more difficult than that to which they are accustomed. Nevertheless, as previously noted, this gap is shrinking, and our success rate is improving considerably.

Program's Opportunities

Explore the increasing applicability of technology in the classroom: Virtually all philosophy courses are directly aided by audio-visual modalities. We routinely use the Internet to show video clips available online, Powerpoint for clear presentations, and movies to demonstrate and explain particular themes. We plan to further integrate, where applicable, these

instruments, and others to foster a better learning experience for our students. The "Elmo" we have requested every year for the past several years would be of great value, especially for Critical Thinking and Logic courses. It is admittedly frustrating that this modest request has been ignored/declined each year for A208, while every single classroom at SWEC and EMEC comes already equipped with the same technology. It is even more frustrating to use this technology off the main campus, see that it enables further student understanding, yet the main campus cannot seem to find the resources.

Explore the ways various philosophy courses can be helpful and integral to other new degree programs: Sociology and Psychology both considered adopting PHIL110 (Critical Thinking) for inclusion in their respective majors. While Sociology did not (ultimately) incorporate any PHIL courses in their degree, Psychology included both PHIL 110 and PHIL 101/101H as options for their degree. Nearly all of our courses are included in the General Studies degree, including most of the "with emphasis in" variants. With new majors being actively desired by the college administration, we are at a unique time in the history of the institution, and the philosophy program intends to be included in as many relevant degree options as is appropriate.

Experiment with additional classroom space: Philosophy has just recently acquired the use of an additional classroom, allowing us to offer more sections of philosophy at high demand times. Thus far, the competition between sections has not diminished enrollment, but both competing sections fill to capacity. Indeed, our fill rates for Fall and Spring terms range from 98%-102%. This shows the high level of demand for philosophy courses, and warrants further experimentation with the additional space.

Develop additional online/hybrid course offerings (i.e., PHIL 110, 124, 126, 128, 140--see "goal #7): These additional means of offering our program courses give us greater flexibility and options so as to meet student needs in the midst of budget constraints.

Program's Threats

Budget cuts: our program was cut 24% for the Spring 2013 term. As a result, we taught a total of 11 sections that term. Should this last for more than a term or two, our program will certainly stagnate, if not decline. As of Fall 2013, we have been told to expect similar dismal offerings in Spring 2014. It is only because Dixon is now the chair of the curriculum committee, and therefore has significant reassigned time, that we are able to retain our lecturer pool at all. Even with that reassign "cushion," we have lost all but one lecturer for Spring terms, and his course offerings depend largely on the availability of additional sections from SWEM or EMEC. We were pleased to have finally found an excellent lecturer poised to take on regular adjunct responsibilities for our program, but we fear that we will lose him in the very near future solely as a result of our inability to offer him sections on a reliable basis. Our ability to offer a variety of courses in a variety of mediums and at a variety of times is thereby diminished. Given such drastic cuts, the total number of sections is diminished, but so too will be our ability to offer the specialty courses required for our AA degree(s). As a result, interest in and completion of our degree program will diminish.

Classroom space: Although we recently acquired an additional classroom, should we ever lose access to that room, our capacity for growth and our ability to satisfy student demand will be

stifled. We turn away scores of students every semester who wish to add our already-full sections. We have already begun experimenting with non-traditional time slots, and have met with success. It is an undeniable fact, however, that without additional classrooms, the program will never achieve its true potential

Technology replacement: It is important that our current equipment (desktop computers, laptops, classroom projectors, etc.) be replaced on a regular, continuing basis. The increased use of media resources (e.g., Internet video clips) requires fast computers with sufficient processing power. Without regular updates, technological failures or deficiencies will interfere with teaching, grading, SLO evaluation, etc.

Library resources: Access to the online resource JSTOR would allow numerous and varied primary resources to be used at will by students and instructors. The library has been generally effective at addressing our more urgent needs. We request only that this continues.

Support staff: This challenge is shared by all programs housed within the Social Sciences and Humanities Division. For all the sections our Division offers, we have only one full-time secretary to assist with record keeping, logistical tasks, faculty support, as well as student needs. To maintain efficiency and to continue to provide excellent service to students, we do not merely desire more support staff, we need it. The recent addition of part-time clerical support has helped, but it's essential that this position at least be maintained, if not upgraded to full-time.

Record-keeping: The task of preparing for courses, continually revising and improving course offerings, lecturing, mentoring, and grading, and participating in various clubs or committees all aimed at maintaining or improving the quality of education received at RHC is becoming considerably more difficult due to the exponentially increasing demands from SLOs, annual program plans, etc. In the last several years, instructors have been required to create, implement, record, and analyze course level SLOs and program level SLOs. Soon, institutional SLOs will be added to the mix. Program review has always been a significant task, but occurred only every few years. Now, program plans have been added as an annual task. These plans require data analysis from both SLOs as well as institutional information—all of which must be addressed in written reports. Simply put, instructors are being asked to do a lot more, and it is coming at the expense of classroom and program needs. The many hours spent preparing each report, assessing SLO reports, etc., are hours that could have been devoted to course preparation, timely grading, course revisions, club sponsorship, etc. It appears that the trend promises still more similar work in the future. The more that instructors are asked to do outside the classroom, the less time they have for the classroom. While recognizing the role of most of this for accreditation purposes, it would appear that either a reduced teaching load, or at least an increase in salary, is warranted.

Program's Accomplishments and Recommendations for Improvement

In brief, the PHIL program is strong. Because of its very rapid growth, it's difficult to ascertain any "typical" performance data, as what is "typical" is difficult to discern. We are still

experimenting with scheduling and course rotations, as well as with hybrid and online offerings. Nevertheless, we have two dedicated and skilled full-time instructors who are serious about growing and improving the program.

As mentioned above, retention rates for the program are high, and parallel the retention rates of the College. This demonstrates that we are keeping the students in our classes.

The overall quality of the program is visible by appealing to SLO assessment reports as well. Consider the following recently generated report summaries, in which all courses capable of assessment well exceed proficiency benchmarks:

PHIL 101:

SLO (1) assessed over 4 years = 75.6% proficient

SLO (2) assessed over 1 year = 86.4% (standard 1), 84.2% (standard 2)

PHIL 101H:

SLO (1) assessed over 2 sections = 92.3%

SLO (2) assessed over 7 sections = 95.3% proficiency on both standards

PHIL 110

SLO (1) assessed over 7 sections = 83.9% proficient

PHIL 112

SLO (1) assessed over 8 sections = 84% proficiency

PHIL 120

SLO (1) assessed over 15 sections = 77.2% proficiency

PHIL 124

SLO (1) assessed over 2 sections = 86.7%

PHIL 126

SLO (1) assessed once = 74.5% (standard 1), 87.2% (standard 2)

SLO (2) assessed once = 80.5% (standard 1), 78% (standard 2)

PHIL 128

SLO (1) assessed over 2 sections = 83.1% on both standards

PHIL 135

SLO (1) assessed over 3 sections = 84.3%

PHIL 140

SLO (1) assessed over 2 sections = 84.4% proficiency

Degree SLO (linked to PHIL 101 and PHIL 101H) assessed over 3 terms = 86.8% (standard 1) and 84.7% (standard two)

Observations: Overall, our outcomes are excellent, and exceed our benchmarks by a significant degree, in most cases. We had previously observed a slight downward trend in the average of our outcomes for our speciality courses, and thought it the result of increased student demand. In the past, students taking those courses did so primarily from an interest in the material, and in philosophy in general. With cuts at the CSU and UC system, RHC has many more students, fewer sections, and much greater demand for any section that will satisfy a humanities GE requirement. As such, we are seeing many more students taking these speciality courses who have no prior experience or preparation in philosophy, nor even any special interest. Not surprisingly, they tend to perform at a lower level than their more internally motivated peers. That downward trend has reversed, and though the cause is unclear at this moment, a related hypothesis offers itself: as a result of those CSU and UC cuts, more of those students are taking our classes. As a result, those students taking our speciality

courses are perhaps better prepared than previous pools. This remains only a hypothesis at this stage.

Program's Strategic Direction

Unfortunately, our strategic direction must (inevitably) be dictated by budget constraints. If our program is operating at our contractual minimum, we will have a different program than if we are in a season of growth, or even stability. Interest in our AA degree is consistent, and we anticipate that our AA-T degree will be even more popular. We would like to offer our speciality courses in such a way as to satisfy that demand, but if our offerings are so limited, we must consider that most of our students are not majors, but are rather taking our courses for GE credit. If we cater to that larger demographic, then our speciality (degree-serving) courses will be offered less often. We hope to continue to offer a variety of course types (i.e., online, hybrid, evening, etc.), but such decisions will also need to be made in the general context of our budget. Despite the increased interest in our courses, our lecturer pool has been all but eliminated, making growth out of the question--at least for now. So, ultimately our direction is one of survival until we can return to respectable levels of funding.

Program's Staff Development

We have usually had modest needs. Traditionally, our primary concern has been regular maintenance and upgrading of our classroom technologies (e.g., projectors, computers, etc.). The addition of a document camera ("Elmo") in at least one of our rooms would greatly enhance the teaching of certain courses (e.g., PHIL 112). The library has been helpful in acquiring books in our field for the past several years, and we hope that trend continues. Sufficient funds for the occasional purchase of subject-related DVDs is also necessary. Neither of our full-time faculty has had a sabbatical, and both of us have an interest. We are interested, of course, in the continuing possibility of sabbatical. The largest issue, of course, is the basic state of our budget. The loss of our lecturers, the loss of roughly 40% of all our sections over the last few years, and the possible loss of even the chance for overload (including summer courses) weighs heavily on the program, and impacts faculty morale.

Program Review - Additional Comments

Because of the overlap between Philosophy and Political Science due to PHIL 128/POLS 128 (Political Philosophy), Colin Young has been consulted during our review process. He helped to write the course, and has been active in its promotion amongst political science students.

Program Review - Executive Summary

Program Review - Response to the Executive Summary

| | | | |
|----------------|---------------------|-------------------------------------|---------------------|
| Goal #1 | Short term (1 year) | Corresponds with Institutional Goal | Status: in progress |
|----------------|---------------------|-------------------------------------|---------------------|

Description of Goal

Secure State approval of PHIL AA degree for transfer.

Evaluation of Goal

We are nearly finished with the paperwork for both the curriculum committee and State approval. Division approval for the degree has already been acquired.

| | |
|-----------------------|-----------------|
| Objective #1.1 | Status: on hold |
|-----------------------|-----------------|

Complete and submit State paperwork for the PHIL AA degree for transfer.

Existing Resources

Expertise and efforts of Preston and Dixon, with input from Managers.

| | | | |
|----------------|---------------------|---------------------------------------|------------------|
| Goal #2 | Short term (1 year) | Corresponds with Institutional Goal # | Status: complete |
|----------------|---------------------|---------------------------------------|------------------|

1

Description of Goal

Offer cross-listed political philosophy course.

Evaluation of Goal

This was planned for, and first executed, in Spring 2010. The course has been offered twice now, and is a stable feature of our program.

Objective #2.1

Status: in progress

Complete course preparation and offer in Spring 2010.

Existing Resources

Library materials.

Goal #3 Long term (2-5 years) Corresponds with Institutional
Goal # 1

Status: complete

Description of Goal

Secure an additional philosophy classroom.

Evaluation of Goal

We have limited use of room A208, as well as occasional offerings at SWEC and now EMEC. Our sense (fueled, no doubt, by ever-present budget anxiety), however, is that our access to all of those additional spaces (SWEC, EMEC, and A208) is tenuous.

Objective #3.1

Status: in progress

Consultation with, and cooperation from, Division Dean.

Existing Resources

Room A208. Rooms at SWEC and EMEC.

| | | | |
|----------------|-----------------------|-------------------------------------|--------------------|
| Goal #4 # 1 | Long term (2-5 years) | Corresponds with Institutional Goal | Status: on hold |
|----------------|-----------------------|-------------------------------------|--------------------|

Description of Goal

Evaluate our current PHIL 135 course and determine whether we should: a) revise it such that it's repeatable for credit. 2) Replace it with a new "special topics" course. 3) Leave it as is, and address student repetition concerns by clever scheduling.

Evaluation of Goal

Dixon is researching the curriculum issues at stake due to repeatable course designations. This exploration is on-going as he becomes more informed of the broader curriculum concerns. We are also considering the creation of some additional courses as an alternative way to address this concern. It is likely that additional courses will be the solution given repeatability issues. But for the time being this Goal is tabled due to budget cuts and the inability to offer topics courses to meet changing students needs.

+Due to recent repeatability guidelines from the State, 135 cannot have a repeatable designation. We, however, are exploring a reenrollment option.

| | |
|----------------|---------------------|
| Objective #4.1 | Status: in progress |
|----------------|---------------------|

Dixon will continue consultation with the curriculum committee.

| | | | |
|---------------------|-----------------------|--------------------------------|------------------------|
| Goal #5 Goal # 9 | Long term (2-5 years) | Corresponds with Institutional | Status: in progress |
|---------------------|-----------------------|--------------------------------|------------------------|

Description of Goal

Secure a campus library subscription to JSTOR.

Evaluation of Goal

We are researching costs and subscription options in preparation for making an official resource request. The request has been submitted in previous plans, but we have not received any indication of its feasibility.

Objective #5.1

Status: in progress

Request JSTOR subscription from library, and provide rationale.

Impact of Objective on Other Programs, Units, and/or Areas

Impact on the Area: Academic Affairs

JSTOR is an expansive online collection covering many disciplines, and of use to most programs on campus.

Resources Needed: Additional Budget

Requested Item: Subscription to JSTOR

Required for How Long: Ongoing

Requested Amount: \$8,000.00

Description:

This is an approximate amount. Licensing fees vary.

Supporting Rationale

A JSTOR subscription provides a popular online resource used at most universities. It will benefit campus research, and familiarize students with a research tool they will likely use after transfer.

Goal #6 Long term (2-5 years) Corresponds with Institutional
Goal # 9

Status: in
progress

Description of Goal

Secure a document camera for at least one of our philosophy classrooms so that Dixon may more effectively teach his logic and critical thinking courses.

Evaluation of Goal

This request has been made every year, in every annual plan, for the past several , and we are awaiting any response, let alone confirmation.

Objective #6.1

Status: in progress

Submit request in program plan.

Resources Needed: Additional Technology

Technology Classification: Technology Related to Facilities (e.g., Smart Classrooms, etc.)

Requested Amount: \$400.00

Description:

Document camera for classroom use.

Reason:

Enable projection of non-electronic resources onto screen for classroom viewing.

Location: A208

New or Replacement: New Installation

Services Required: Electricity, Software Support

| | | | |
|---------|---------------------|---------------------------------------|------------------|
| Goal #7 | Short term (1 year) | Corresponds with Institutional Goal # | Status: complete |
| 1 | | | |

Description of Goal

Secure division and campus approval for several additional classes: online/hybrid versions of PHIL 110, PHIL 124, PHIL 126, PHIL 128, and PHIL 140.

Evaluation of Goal

Division approval is secured, and we submitted all the necessary paperwork to the curriculum committee as of their first meeting (Fall 2013). The curriculum committee approved all of the

courses for DE at the 9-11-13 meeting.

Objective #7.1

Status: in progress

Secure division approval for those courses and complete the curriculum paperwork,

Existing Resources

Expertise and labor of Preston and Dixon.

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

- | Name | Role |
|-----------------|----------------|
| 1. Preston, Ted | Review Manager |
| 2. Dixon, Scott | Participant |
| 3. Young, Colin | Reviewer |

2014-15 Annual Program Plan

Name of Program: Speech
 Name of Unit: Communications & Languages
 Name of Area: Academic Affairs
 Date Completed: 10/18/2013

Program's Mission Statement

The Speech Department offers courses that teach students effective communication skills that meet transfer and vocational needs enabling students to: speak publicly, think and listen critically, and work well with others interpersonally. Our goal is to increase our students' communication knowledge and encourage civic engagement and advocacy.

Program's SLO Information - Assessment Results (1a)

We are pleased to report that all Benchmarks have been achieved for the past couple of years. In the past we had seen some areas that needed improvement and we have met those needs by making changes. There are no noted gaps in student learning and achievement. As always, we believe that with more advanced technology, we could make our students even more equipped for communication experiences beyond the classroom. Our students are learning the basic skills they need to become competitive communicators in their college and career endeavors, but if they are lacking in technological experience, they may fall behind. We do need to start tracking our AA-T degree outcomes. That will be a goal for the upcoming year.

There are three themes that have been identified through the assessment process. The first theme is in our Interpersonal Communication course. We assess this course with two outcome gauges. One SLO asks students to rate themselves and the other asks the instructor to rate the student. Historically, the students have rated themselves much lower than the instructor has rated them. The instructors have made changes to alleviate the inaccuracy of these self-assessments.

Both of the other themes are related to our Forensics courses. One theme is that students were not attending labs at the rate needed for success. The other theme is that the Forensics courses need more financial support in order to run a competitive Intercollegiate team. These financial

requests will be made throughout this document.

Program's SLO Information - Changes in Instruction (1b)

Faculty members in past years saw that the benchmark in Speech 101 for the nonverbal component of the grade (Criteria 3) was not always being met. We set a goal to spend more time focusing on speaker anxiety issues as well as having students perform more speeches (some for participation rather than a grade). These methods have been successful because all benchmarks are being met.

Interpersonal communication instructors have made some changes so that students are no longer judging themselves too critically regarding their interpersonal abilities in conflict situations. The goals included teaching visualization strategies to students, videotaping students while problem-solving in class scenarios, and showing videos of competent communicators in conflict situations. Since the resources have not been given to buy video cameras, the instructors' discussions with students about their competence has led to us meeting that benchmark for Speech 100.

Forensics instructors made a change to have students more accountable for attendance at in-class and out-of-class labs. This has made a difference in outcomes, as well. Each semester we were finding that a few students were completing the class with unsatisfactory marks. Now that these students are experiencing tournament speaking, they are gaining the skills they need in order to make the connections between theory and practice and to find success in their forensics courses.

Program's SLO Information - Requested Resources (1c)

Camcorders and dimmer lights in the classrooms are essential to our students' success. These resources have been requested for several years and have not been acquired. At one point we were told that our request was granted and that we had money for SmartBoards, dimmers, and camcorders but orders were never requested by Administration. The Forensics faculty have made several requests for resources that have not yet been granted. Previous Forensics requests include two full-time, one year coaches, two coach stipends, wifi improvements in the squad room, four laptop computers, and a new printer.

Program's SLO Information - Assessment Reports (2)

The only course that we are presently offering that has two or fewer SLOs recorded is Speech 132: Readers' Theatre. This course has not been offered often and has low enrollment when it is offered as a combined class with Speech 130 because it is a very specialized performance

course. This is also a class taught by our adjunct faculty and we hve had some difficulty getting some adjunct to consistently enter SLO data.

Program's SLO Information - Online Results (3)

N/A

Program's SLO Information - Degrees and Certificates (4)

The Speech program offers the Associate of Arts for Transfer in Communication Studies. SLOs were developed in Spring 2012; however, the outcomes have not been mapped to specific courses.

Program's Characteristics, Performance and Trends

Updated Data for: 2014-2015 Program Year

| Rio Hondo College Total Enrollment | | | | | | | | |
|------------------------------------|--------------|----------------|----------------|--------------|----------------|----------------|--------------|----------------|
| Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 | Spring 2013 |
| 16,515 | 50,296 | 47,114 | 15,476 | 48,526 | 49,471 | 13,980 | 47,855 | 43,798 |

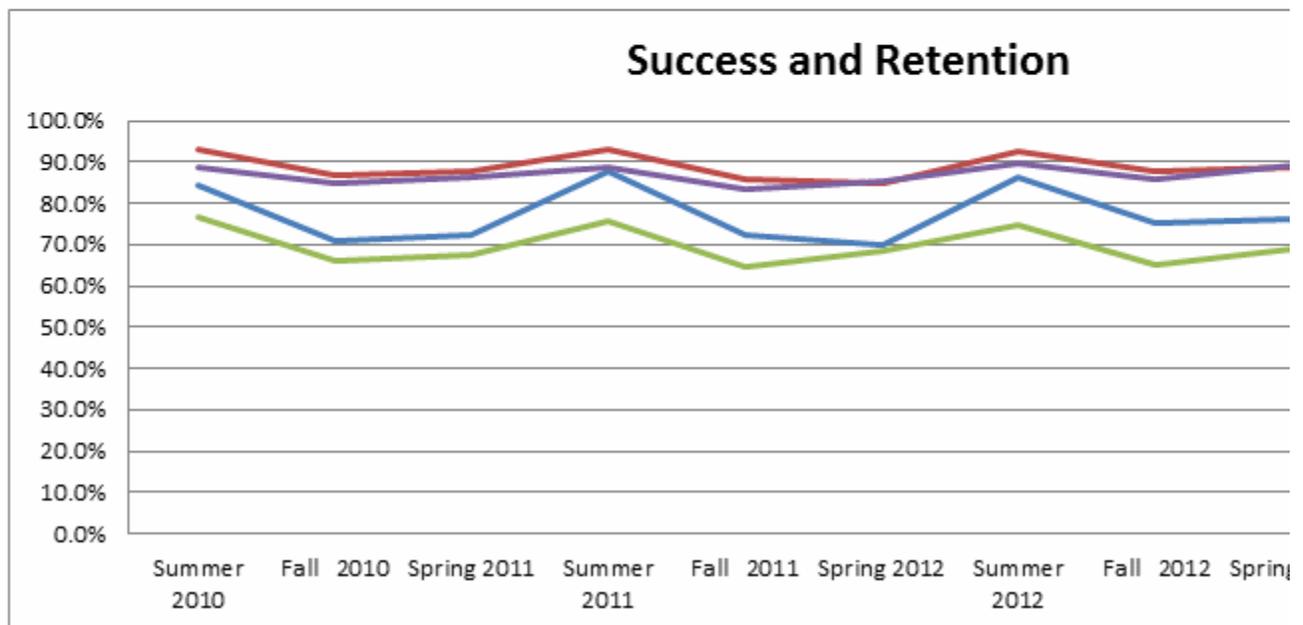
| Speech Total Enrollment | | | | | | | | |
|-------------------------|--------------|----------------|----------------|--------------|----------------|----------------|--------------|----------------|
| Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 | Spring 2013 |
| 428 | 1,124 | 1,050 | 412 | 1,145 | 1,038 | 440 | 1,191 | 853 |

| Speech Enrollment By Course | | | | | | | | |
|----------------------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|
| Course | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 |
| SPCH 100 | | 115 | 89 | | 113 | 89 | | 115 |
| SPCH 101 | 405 | 842 | 783 | 391 | 847 | 771 | 408 | 893 |
| SPCH 102 | | 51 | 56 | | 58 | 51 | | 29 |
| SPCH 110 | | 7 | 13 | | 24 | 14 | 5 | 25 |
| SPCH 111 | | 10 | 12 | | 15 | 8 | | 14 |
| SPCH 112 | | 19 | 15 | | 8 | 8 | | 15 |
| SPCH 130 | | 23 | 20 | | 31 | 19 | | 14 |
| SPCH 132 | | | 9 | | | 5 | | 14 |
| SPCH 140 | 19 | 54 | 50 | 21 | 46 | 72 | 27 | 69 |
| SPCH 240 | 4 | 3 | 3 | | 3 | 1 | | 3 |

| Speech FTES | | | | | | | | |
|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|
| Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 | Spring 2013 |
| 47.4 | 129.0 | 118.8 | 44.2 | 133.0 | 121.3 | 44.8 | 138.5 | 97.9 |

| Speech Success and Retention | | | | | | | |
|------------------------------|-------------|-----------|-------------|-------------|-----------|-------------|---|
| | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 | S |
| Program Success | 84.6% | 70.8% | 72.2% | 87.9% | 72.4% | 70.0% | |
| Program Retention | 93.0% | 86.9% | 87.7% | 93.2% | 85.6% | 84.8% | |

| Rio Hondo College | | | | | | | |
|--------------------------|-------------|-----------|-------------|-------------|-----------|-------------|---|
| | Summer 2010 | Fall 2010 | Spring 2011 | Summer 2011 | Fall 2011 | Spring 2012 | S |
| College Success | 76.6% | 65.9% | 67.5% | 75.6% | 64.5% | 68.3% | |
| College Retention | 88.7% | 85.1% | 86.1% | 88.8% | 83.4% | 85.3% | |



Characteristics and Performance:

During the Fall 2013 semester the program offered seven different courses: Interpersonal Communication (SPCH 100), Public Speaking (SPCH 101), Fundamentals of Oral Communication (SPCH 102), Argumentation and Debate (SPCH 140), and Argumentation and Discussion (SPCH 240), Oral Interpretation of Literature (SPCH 130), and Reader's Theater (SPCH 132) and Oral Communication (SPCH 102). Typically, SPCH 140 is combined with SPCH 240, and SPCH 130 is combined with SPCH 132. And the department has been moving in the direction of phasing out SPCH 102. SPCH 101 is the course with the highest enrollment. SPCH 101 has 23 sections: four of which are night courses, one is a hybrid course, one late start, and one off campus offering. Course offerings have significantly decreased from 2010 to 2013 by about 18 sections spread across Fall, Spring, and Summer sections.

The speech program has a higher retention and student success rate than the overall college retention and success rate. Summer courses have the highest success and retention rates at approximately 85%. The student success rate from Fall 2010 to Fall 2013 increased from approximately 71% to 76%.

In terms of enrollment trends: SPCH 101 enrollment have decreased over the past three years from Spring 2011 at 783 students to Spring 2013 at 628. Speech 140 enrollment has increased over the last three years. SPCH 110, 111, and 112 enrollment rates have increased from 36 during the Fall 2010 semester to 54 during the Fall 2013 semester.

Speech program offers students a Associate of Arts for Transfer in Communications Studies degree. There has been a focus on ensuring that students majoring in this Communication Studies, have the available courses to attain their degree and transfer either to CSU or UC campus.

The speech program at Rio Hondo College also includes an active Forensics Speech and Debate program. Among the 112 California Community Colleges, approximately 30 campuses have active Forensics Speech and debate programs. With 64.5% Hispanic students at Rio Hondo, the program is among the highest Hispanic serving institutions participating in this co-curricular activity. Further, there is growing evidence of the program's impact of student transfer and leadership success.

The Forensics program, along with its participation at several intercollegiate tournaments takes an active role in campus wide events. For instance, the program hosted a live viewing and post discussion of the 2012 Presidential debates. In the Spring the program hosted a showcase event involving a professional Hollywood actor and Writer/Producer as respondents, and a campus wide intramural speech contest including local area high schools. The program has even hosted debates on housing and finance for the U.S. Department of Housing and Urban Development.

Trends:

With the recent Student Success "Score Card" means that many programs are developing transfer degrees and certificates. Our department has an AA-T degree and may be adding a Speech AA degree in the future. With transfer as a focus, our program is evaluating our curriculum offerings by examining transfer opportunities for students. Given this focus, the department is trying to compliment its offering by adding Honors courses, an Intercultural Course, and possibly other courses.

The department has four full time Speech faculty and approximately 15 adjunct faculty members. The Forensics team growth in student participation is a great positive, however, it also presents the constraint of acquiring and retaining faculty. Hence, our department is looking at ways to incentivize and compensate existing and new faculty coaches.

The Speech Program is expected to remain strong. The Speech Program will become even stronger when we meet some of the goals that you will see outlined in this plan. With the proper resources we will also see increases in success and retention.

Program's Strengths

The strengths of the Speech Program at Rio Hondo College include several features. The Speech Program is dedicated to excellence in instruction and helps to develop the intellectual and personal competence of each student. Rio Hondo College is committed to preparing students to adapt to the demands of a multicultural society.

The courses offered allow ample interaction with diverse students. The speech program's many General Education courses allow students to transfer successfully to 4-year colleges. We offer courses that are hybrid online, off campus and flexible. Our hybrid online public Speaking course is always popular and meets the needs of those students who are not able to meet as frequently on campus. Our off-campus classes meets the needs of many in our community by offering meeting places such as the El Monte Educational Center and South Whittier Educational Center. Further, our courses are flexible as we offer classes Monday through Thursday beginning at 6:30 a.m. and continue to offer classes throughout the day with the last ending at 10:10 p.m. We offer a Friday class, a Saturday class, classes that meet just once a week, classes that meet twice a week, short term early start classes and short-term late start classes. We offer summer as well. We have experienced cuts due to budget constraints. During the Spring and Summer 2013 semesters approximately 10 courses are being cut from the schedules, however we have still managed to be able to offer flexibility in course offerings.

We are also involved in special programs including Learning Communities and FAST-TRACK. We have faculty members who are versed in Learning Communities teaching and one adjunct member is currently teaching Public Speaking and Architecture this semester for the third year in a row. We have taught innovative courses for students that combine Auto Technology and Public Speaking, Drug Education and Prevention and Public Speaking, and Architecture and Public Speaking. We have plans to integrate Nursing and Public Speaking and Police academy and Public Speaking eventually. Public Speaking is an ideal course to merge with any other course offered on campus to form Learning Communities. The course it is paired with can offer the content on which the student will speak. Learning Community research indicates many positive results from pairing courses such as what we have done with the FAST-TRACK program. Our experience and adaptability in this area is a great strength of our department.

The Speech Program enables students to interact with several local, state, and national colleges through its Forensic Speech and Debate Program. Additionally, the program hosts an annual Intramural Tournament on campus each Fall. The tournament includes participants from area high schools as well as Rio Hondo College students enrolled in speech courses at the time. Last year the tournament was expanded to include more competition categories. Under direction of the Forensics Coordinator, the Forensics program has brought in guest speakers, held workshops, hosted campus debates on national issues, collaborated with other groups and clubs on campus, and participated in the annual Writes of Spring event, sponsored by the department of Communications and Languages. The program also hosted its third annual Spring Forensics showcase at the college. The showcase featured student performances and a live interview by Former Forensics Coach Steve Rohr with Hollywood's Emmy Award Nominated Actress CAROLYN HENNESY and Award-Winning Producer & Talent Manager MARILYN ATLAS. Individual competitors have earned many accolades over the year, as

highlighted on our website page

(<http://www.riohondo.edu/commlang/speech/competition.htm>) . The highlight of the competition season last year was when a team of ten students attend Phi Rho Pi, The Annual College National Forensics Tournament. This is the largest team to represent Rio Hondo College in recent memory. The team brought home three awards, two Bronze and the other Gold, earning Rio Hondo 11th place out of 34 schools in the Hindman division. This is the first Gold award earned by a student at Phi Rho Pi in recent memory. The two Phi Rho Pi winners were recognized by local Assembly members for their excellence in speaking. The Forensics Speech and Debate Program was also acknowledged and honored for their hard work at a Board of Trustees meeting at Rio Hondo during spring 2013.

During Fall 2012 students debated the importance of participating in the November 6th presidential and proposition election, held at Cafe Rio on two consecutive weeks. Among the many students in attendance, we were pleased to see Board of Trustee Member Gary Mendez in attendance. Additionally the Forensics club has been chartered once again and has a membership of 28 active student leaders. As advisor to the club, the Forensics Coordinator continues to foster student leadership, motivation and dedication. We look forward to a promising 2014-2015 academic year.

Unlike some Forensics programs at other colleges and universities, our program is open to all students and faculty. It is absolutely inclusive. Those who wish to participate may participate and may participate in many different capacities. Some choose to compete, perform, research, coach, judge and or assist. Some compete in just one event, while others compete in several. Also, in contrast to more limited programs at other schools, we are able to help students explore multiple genres. Some schools focus only on one genre, such as oral interpretation (i.e., dramatic interpretation, prose, duo), platform events (i.e., informative and persuasive), limited preparation (extemporaneous or impromptu) or debate (parliamentary). Due to our diversely talented full and part-time faculty, we are willing to encourage and able to train students in any area listed above.

The Speech Department has an active part-time faculty pool. This summer we were fortunate to hire a part time speech faculty who specializes in Oral Interpretation of Literature and has begun teaching the in Oral Interpretation of Literature lab. The newly hired part time faculty has contributed largely to the coaching of all competitors, judging at tournaments and will help execute the annual Intramural tournament. Our current success has been achieved in large part due to our two committed part-time coaches. Last Spring we also collaborated with the accounting department to establish an ASO deposit/withdrawal account dedicated solely to the Forensics Speech and Debate for the purpose of accepting donations and contributions to the program.

Below are some of the specific strengths of the Forensics speech and Debate program:

- 1) We have a very dedicated, competent and effective Forensics Coordinator and two part-time coaches whom are leading students in successful participation at tournaments and assisting students in professional and academic growth.
- 2) The Forensics program continues to participate in off campus special performances as well as on campus events.
- 3) The Forensics program has experienced notable recent success with the bronze and Gold awards at the National Championship tournament.
- 4) The Forensics Coordinator continues to foster student success by developing student leadership that serves the entire student population.
- 5) The Forensics Coordinator effectively collaborates with other college departments and

colleagues to best serve the needs of our students.

6) The Forensics program continues to grow both in quantity and quality.

Lastly, we think that our AA-T in Communication Studies is a strong point of the program. We were among the first Community Colleges to offer this to our students. The AA-T system is still new and adapting but we see great potential in this for our students wishing to transfer to Cal State Los Angeles. f

Program's Weaknesses

Along with these strengths, the Speech Program has identified certain weaknesses.

„X We do not offer an Honors Public Speaking.

„X We lack updated efficient classroom technology and equipment such as dimmers and a recording system.

„X We don't provide sufficient additional academic support to speech students struggling with basic skills.

„X Our Forensics coaching model is not sustainable therefore it is difficult to attract and maintain quality part-time Forensics coaches. As a result we lost two of our Forensics Coaches that had largely contributed to the success of our students at local tournaments, the national tournament and who played a role in assisting our Forensics students to transfer to UC Berkley, UCLA, Concordia, Azusa Pacific University (with Forensics Scholarship).

„X We currently do not have a funding source to offer coaches and or judges honorariums and or stipends.

„X Our current squad room needs to be equipped with a fully functioning research area, including equipment such as printers and computers.

„X Our Forensics students do not have priority registration despite all the scheduling constraints they face.

„X Our Forensics Program is not equipped to provide multiple travel tournament opportunities.

„X Currently we only offer Forensics labs that focus on two of the four event genres we compete in.

„X We do not have any concrete data on our Forensics and or Speech students graduating and or transferring.

„X The speech/architecture learning community does not have restricted registration.

Program's Opportunities

Opportunities:

1) Curriculum: The department can expand the Speech curriculum particularly to offer Honors courses, such as Public Speaking Honors. Honors courses have been found to increase transfer. For instance, at Rio Hondo, Honors students are at a 74% UCLA acceptance rate compared to 25% for non-honors students. The program could explore creating Honors courses for other sections such as Interpersonal Communication and Argumentation and Debate. In addition, to strengthening the program's transfer paths, Honors courses would compliment the programs existing Forensics Program. And

ensure that Rio Hondo incentivizes High School transfers to the Speech Program

- 2) Curriculum: The department has the opportunity to modify its curricular offerings and should continue to periodically review the options. The department can add courses such as Intercultural, Hybrid online courses, Small Group, and so forth. A three unit additional course, would streamline our degree requirement in the 6 unit area of the AA-T degree. Currently, students often take more than 6 units in this area because of the unit variation and the unit caps.
- 3) Technology resources: The department via the division, should install equipment unique to the discipline into it's classrooms, for example, students in the department need to be adept at presenting with visual sophistication. Room A220 has light dimmers, other courses were student presentations take place needs to seize on the opportunity to ensure our students have the options to take advantage of including classroom technology into it's program. can We have the opportunity to update our classroom technology and equipment such as dimmers and a recording system.
- 4) Technology Resources: We should equip the Forensics squad room to meet the team's research and practice needs with computers, printers and speech recording devices.
- 5) Facility resources: Given speech classes require students to project their voices, the department should look at the acoustics in the speech classrooms, and where applicable ensure the acoustic environment is adequate.
- 6) Communication: With a recent advent of establishing a dedicated account for Forensics, the program should facilitate easier donation mechanisms such as being ale to donate through our webpage
- 7) Communication: The program has the opportunity to communicate better by continually updating and adding to the content of the website. For instance, identifying student achievements, upcoming events, degree information, scholarships, and so forth.
- 8) Staffing: The department needs to have greater stability in staffing. Various opportunities can be pursued. The program should schedule courses for adjunct based on ensuring that the adjunct teaching SPCH 110,111, and 112 are also assigned another course depending on their areas. Currently, the scheduling is arbitrary and needs more departmental needs-based scheduling. The Division dean might consult with human resources so the department can familiarize itself with its options.
- 9) Staffing: The department should look at the offering of Honorariums to alumni to help coach, judge, and facilitate Forensics events
- 9) Student support: The department could consider creating a Forensics student registration priority.
- 10) Student support: The department could examine increased student participation in International and National tournaments. The department barrier is funding in those tournaments.
- 11) Student support: the department could examine Speech Communication conference participation for students and/or faculty. This may be particularly important given the students new AA-T degree in Communication Studies.
- 12) Financial resources: The department can look at tracking alumni and graduating students to compare success rates and even as a fundraising goal.
- 13) The department could look at the architecture learning community more closely examining the strengths and weaknesses of these types of offerings.
- 14) The department could look at it's distant education/hybrid courses and evaluate those courses and see if more would be needed
- 15) The department has occasionally offered shortened classes such as FAST-TRACK courses and Winter courses. Currently, more condensed scheduling tends to lead to higher success

rates. The department should look at persistence and success rates in those shortened areas.
16) The department might engage in campus-wide speech related events such as symposiums on communication related subjects.

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cce

Program's Threats

Threats:

Most the department's threats are external, such as budget cuts decreasing courses. However, there are some unique threats to our area.

Forensics program support: Recent growth of the college's Forensics program support: With more students participating, the forensics program needs to ensure that there are also more staff coaching and judging. From 2012 to 2013, the forensics program lost two adjunct coaches to other colleges. The department and division should coordinate to try innovative ways of staffing.

Technology is needed in speech. The department needs institutional funding to ensure that the rooms are adequately supporting speech students. With the exception of one class (A220), speech classrooms currently have no dimmers for computer data projection speeches (e.g., Power Point speeches). Students need to gain the experience of incorporating new technologies for their speech making purposes. There are other technology-oriented areas that students need to experience. Staying familiar with these trends and acquiring the funding for these technologies is a challenge.

Transfer challenges: Although the department has been active in trying to ensure articulation, we also become of the challenges regarding articulation and transfer. CSU's, private universities, and UC's all have unique transfer requirements. The department is challenged by some of these unforeseen transfer patterns. Recently, the department has recognized that many of these classes are not UC transferable, hence, we are considering creating a UC transferable course.

Program's Accomplishments and Recommendations for Improvement

ACCOMPLISHMENTS:

„X The Forensics Speech and Debate Coordinator continues to successfully lead the team to academic and competitive success (See strengths section).

„X We welcomed one new part-time Forensics coach Elisabeth Erin Crossman.

„X Our Speech Faculty taught at the South Whittier Educational Center, a Learning Community and FAST-TRACK courses, all resulting in student success.

„X Our faculty members have also been busy in the last few years achieving various goals that increase their educational experience.

„X Faculty continue to serve as Department Coordinators.

„X One of our faculty members is currently working on a book that will cover public speaking across campus.

„X Our Forensics Coordinator serves on the ASO Board.

RECOMMENDATIONS:

These are some general recommendations by the Speech Program:

„X Offer more transferable courses.

„X Increase technology in the classrooms and squad room.

„X Create a space that may double as a team squad room and space where students who are not necessarily involved in forensics can go to record their speeches to practice and improve.

„X Request district resources to pay for honorarium/stipends for coaches/judges and assistants for the Forensics Speech and Debate Program.

„X Develop an online mechanism for accepting donations to the Forensics team.

„X Seek clarification on ASO deposit and withdrawal account guidelines, as they pertain to tournaments, events, fundraisers and coaches conferences.

„X Begin looking for space for a permanent squad room as the existing space is limited in size and is acoustically challenged.

„X Assign specialized counselors who can help ensure that Speech and Forensics students are transferring to universities and that the Forensics students are taking courses to meet tournament qualification requirements.

„X Provide priority registration to Forensics students.

„X Increase competitive travel opportunities for Forensics students.

„X Track Forensics student success and transfer rates.

„X Implement an annual GIFTS (Great Ideas For Teaching Speech) for all speech faculty.

„X In addition host a symposium on various communication related subjects (i.e., Interpersonal Communication Challenges).

Program's Strategic Direction

Strategic Direction:

Over the next 3-5 years the Speech Program at Rio Hondo College plans to head in the following direction in order to accomplishing our goals:

1. Collaborate with Speech faculty to create and develop course offerings that help students transfer to universities such as Intercultural Communication.
2. Advance our goals related to resources for the department as well as for Forensics.
3. As a department we need greater part-time instructor participation in Forensics coaching

and judging to assist the Forensics program.

In the next 3-5 years we foresee a program that is: an effective program that serves the students of Rio Hondo and the community. It will be a program where students can major in Speech and we will have more to offer them. It will be a program that shows we are technologically savvy in preparing our students for communicating in a tech savvy world. It will be a program with a competitive Forensics Speech and Debate component that will attract competitors from various majors to our college over other colleges in the area. These students will have the much needed coaching and resources, and their ability to compete will not be hindered by space, lack of coaching, judging funding, resources and technology limitations, enabling them to successfully transfer to major universities and even earn Forensics Scholarships. Essentially, we plan to do what we have been doing but better with a full faculty consisting of four full-time members, two temporary part-time Forensics coaches and twelve to fifteen part-time faculty members.fe

Program's Staff Development

Staff Development

Essentially our faculty members stay abreast of our changing field through professional development activities of their choice, and by reading the journals and other research in our field.

Faculty members in Speech will need some technology training if our resource requests are granted. Both adjunct and full-time faculty members must be included in the training.

Full and part-time faculty should be afforded the opportunity to attend state and national discipline specific conferences.

| | | | |
|-----------------|---------------------|-------------------------------------|---------------------|
| Goal # 1 | Short term (1 year) | Corresponds with Institutional Goal | Status: in progress |
| # 1 | | | |

Description of Goal

The Speech Department will create new transferable courses such as Intercultural Communication.

Evaluation of Goal

We will examine statistics regarding student enrollment and transfer. Comparative statistics will help us to see if more students are enrolling in these courses and transferring to four-year schools.

Objective #1.1

Status: in progress

Speech faculty will conduct course curriculum research and examine trends used to teach Intercultural Communication at other institutions. In addition they will consult with the articulation officer to determine what curriculum is needed in order for the course to transfer to four-year institutions.

Impact of Objective on Other Programs, Units, and/or Areas

Impact on the Unit: Honors Transfer Program

Creating an Intercultural Communication course may impact the A-TT degree. This will be investigated further by Speech faculty.

Objective #1.2

Status: in progress

Speech faculty will create the course curriculum and work with the curriculum committee.

There are no other resources needed to carry out this objective.

Goal #2 Short term (1 year) Corresponds with Institutional Goal
1

Status: in
progress

Description of Goal

GOAL 2:

To continue strengthening the Forensics Speech and Debate program by increasing the program's sustainability and acquiring needed resources.

Evaluation of Goal

We will determine if this goal has been met by examining Forensics staff retention, student program enrollment and transfer statistics.

Objective #2.891904

Status: in progress

Develop a sustainable coaching model:

We need to establish an effective teacher: student ratio. A sustainable ratio should be 1 coach/judge for every 2.3 students. As the team grows, so should the number of coaches/judges. During competition, we are required to provide one coach/judge for every two parli debate teams or five individual speech events. Each student can have up to five speech events. For example with a team of 18 students we should have at least 6 active coaches/judges.

Existing Resources

Current and future adjunct speech faculty should be encouraged to judge at tournaments to help meet the judging requirements.

Objective #2.891905

Status: in progress

Supply Request: Desk Top (1) Lap Top (2); Mac Pro Book (1); IPAD (2); All in one Printer(1); Full HD Digital SLR Camera with full HD video recording capability(1):

The Forensics squad room needs to be equipped with a fully functional research area complete with at least three portable laptops, two desktops and a laser jet printer/scanner/copier. We would like to request the use of an iPad that can also double as research tools at tournaments. Both the laptops and the iPad will function as research tools both in and out of the classroom. The Mac book lap top would also function as tool for developing Forensics program materials and information. Currently we pay outside vendors to professionally record events and student performances. The Full HD Digital SLR would allow us the opportunity to fulfill that function ourselves without the additional middleman or added cost.

Resources Needed: Additional Technology

Technology Classification: Non-computer Equipment (e.g., copier, etc.)

Requested Amount: \$2,000.00

Description:

Full HD Digital SLR Camera (The Cannon D70 is a good option) with extended warranty.

Reason:

Currently we pay outside vendors to professionally record events and student performances. The Full HD Digital SLR would allow us the opportunity to fulfill that function ourselves without the additional middleman.

Location: A222E Storage Room

New or Replacement: New Installation

Services Required: None

Technology Classification: Non-computer Equipment (e.g., copier, etc.)

Requested Amount: \$800.00

Description:

LaserJet printer that has color, scan, and photo copy capabilities with extended warranty.

Reason:

Students need access to printing within the Forensics squad room. As printing resources on campus shift from "free" to a "pay for print" system, Forensics student will be at a significant disadvantage in preparing for competition. The printer in our squad room does not function.

Location: A222

New or Replacement: Replace Existing

Services Required: Electricity

Technology Classification: Computer Hardware

Requested Amount: \$2,000.00

Description:

two Apple IPADS with extended warranties.

Reason:

As opposed to laptops, Ipads are a more affordable and more compact option for tournament online access that is required for research and document access needed during competitive tournaments.

Location: A222E Storage Room

New or Replacement: New Installation

Services Required: Electricity, Internet Access

Technology Classification: Computer Hardware

Requested Amount: \$3,500.00

Description:

two 13" Mac Books with chargers with extended warranties.

Reason:

Each lap top will be used by students to research and prepare academically for tournament competition. Each debate team and extemporaneous speaker needs their own laptop during competition. Access to information is imperative in closing the gap of the digital divide especially for our student population. Most other programs offer access to updated technology to their students. We had a lap top for competition but it no longer functions. We are specifically requesting the purchase of a portable Mac book pro for feasibility and accessibility to specific apple product (non PC) hardware and software.

Location: A222E Storage Room

New or Replacement: Replace Existing

Services Required: Electricity, Internet Access

Technology Classification: Computer Hardware

Requested Amount: \$2,500.00

Description:

13" Mac Book Pro with charger and extended warranty.

Reason:

The Mac Book Pro lap top will be used by students to research and prepare academically for tournament competition. In addition, the Coordinator will utilize this laptop to prepare Forensics materials, documents and media that cannot be accomplished with a PC or the department MAC desktop.

Access to information is imperative in closing the gap of the digital divide especially for our student population. Most other programs offer access to updated technology to their students. We had a lap top for competition but it no longer functions. We are specifically requesting the purchase of a portable Mac book pro for feasibility and accessibility to specific apple product (non PC) hardware and software.

Location: A222

New or Replacement: Replace Existing

Services Required: Electricity, Internet Access, College Network Access

Objective #2.891906

Status: in progress

Increase institutional commitment for recruiting and retaining quality staff:

Scheduling priority should be given to active part time faculty involved in forensics over inactive inactive part time faculty. We should maintain a commitment of offering those active Forensics lab coaches a load goal 67% if possible or an honorarium to cover the costs of the additional hours spent on Forensics coaching and judging. Part Time faculty who are actively coaching/judging for the team are required to work on weekends and many more hours than a non forensics faculty member. If they do not have sufficient compensation they are far more constrained in the time they can dedicate to meeting the need of the Forensics students.

Impact of Objective on Other Programs, Units, and/or Areas

Impact on the Communications & Languages Program: Speech

The right of assignment is perview of the C&L Division Dean. The Dean could make staffing decisions with this request in mind.

Resources Needed: Additional Budget

Requested Item: Forensics Assistant

Required for How Long: 2 years

Requested Amount: \$1,000.00

Description:

District funded honorarium stipends for non-certificated students or alumni of \$1000 per semester will cover the cost of additional time required to successfully administer team operations.

Supporting Rationale

Successful programs administration requires additional administrative support.

Requested Item: Coach/Judge Honorarium Stipends

Required for How Long: Ongoing

Requested Amount: \$7,500.00

Description:

District funded honorarium stipends for certificated part time faculty of \$2500 per semester will cover the cost of additional time required by part time faculty to successfully coach the team.

Supporting Rationale

In order to maintain a successful and competitive program coaches often work far more hours than they are currently compensated for.

Objective #2.891907

Status: in progress

Establish an online mechanism for accepting in kind and financial donations:

To enable community members to contribute to the forensics program.

Impact of Objective on Other Programs, Units, and/or Areas**Impact on the Accounting Program: General Accounting**

To create an online vehicle to accept donations to the program's deposit ASO account.

Objective #2.891908

Status: in progress

Continue to clarify the guidelines and procedures that govern the ASO Board.

Impact of Objective on Other Programs, Units, and/or Areas**Impact on the Unit: Accounting**

The accounting department will provide ASO guidelines and procedures.

Goal #3 Short term (1 year) Corresponds with Institutional Goal
1

Status: in progress

Description of Goal

To continue strengthening the Forensics Speech and Debate Program by increasing student success rates.

Evaluation of Goal

We will determine if this goal has been met by examining student development and transfer statistics.

Objective #3.1

Status: in progress

Ensure priority registration for Forensics team members:

Forensics students have urgent scheduling constraints. Not having priority registration puts them at a significant disadvantage. Forensics students don't have the luxury of taking Friday or Saturday courses because these courses would conflict with their competition schedule. They also have to arrange their course schedule to take the Forensics labs, which limits them to taking all other courses in certain specific days and time windows. Forensics students also have minimum unit requirements for Regional, State, and National Championships. Participation at championship tournaments helps students transfer to four-year institutions and may even make them eligible to earn Forensics scholarships from these institutions.

Impact of Objective on Other Programs, Units, and/or Areas
Impact on the Admissions & Records Program: Admissions & Records

Need to establish a priority registration with Admissions & Records.

Objective #3.2

Status: in progress

Appoint a counselor assigned to Forensics team members:

Similar to student athletes, Forensics students need a counselor who understands their schedule constraints and who can help them plan their course schedules accordingly. This counselor should also advise Forensics students on admissions as it applies to transfer institutions that have active Forensics programs.

Impact of Objective on Other Programs, Units, and/or Areas
Impact on the Counseling and Student Success Program: Counseling

Collaborate with Counseling to see which counselor would best understand and serve the needs of the Forensics students.

Objective #3.3

Status: in progress

Research & Planning:

We propose a survey of 2 years, and 4 years, and 6 years after competing in at least 2 tournaments. The survey could ask students if taking Forensics helped them in their academic and professional life. Rio Hondo Department of Institutional Research and Planning should track students enrolled in Forensics labs to document their demographics, grade point averages, unit loads and graduation and transfer rates.

Impact of Objective on Other Programs, Units, and/or Areas

Impact on the Institutional Research & Planning Program: Research & Planning

IRP can help collect and organize concrete data which will inform our future program planning.

Objective #3.4

Status: in progress

Develop a Speech 113 for Platform Speaking and a Speech 114 for Limited Preparation.

Currently we offer students two event specific Forensics labs (Debate and Oral Interpretation of literature). This means we are able to hire knowledge specific coaches and train students in those areas. However the team competes in four different competitive areas, (debate, oral interpretation of literature, limited preparation and platform speaking). We need to develop another course specific to platform speaking to hire a knowledge specific instructor to train students in this area.

Objective #3.5

Status: in progress

Provide more competitive travel tournament opportunities, including but not limited to various National Forensics Competitions (NFA, AFA, NPDA, etc.):

An annual district commitment to fund students and staff at these tournaments is imperative. Specifically national and international tournament participation, travel and all related expenses should be district funded in aside form the annual ASO program budget that is primarily used to fund supplies, tournaments and events throughout the academic year. Giving opportunity to students and monitoring their performance at prestigious collegiate national tournaments will facilitate long term strategic program development. Focusing on transfer rates and student retention would be significantly easier with assured budget allocated towards higher caliber of competition. Such a step would make the Rio Hondo Forensics program more attractive and thereby more likely to retain students and assist with student persistence.

Resources Needed: Additional Budget

Requested Item: Travel Tournament Opportunities

Required for How Long: Ongoing

Requested Amount: \$35,000.00

Description:

When students have better tournament travel opportunities their transferability also increases. Students who compete at National and International tournaments become more attractive transfer students to four-year institutions and may even become eligible to earn

scholarships at these transfer institutions.

Supporting Rationale

When students have better tournament travel opportunities their transferability also increases. Students who compete at National and International tournaments become more attractive transfer students to four-year institutions.

| | | | |
|----------------|---------------------|-------------------------------------|---------------------|
| Goal #4 | Short term (1 year) | Corresponds with Institutional Goal | Status: in progress |
| # 9 | | | |

Description of Goal

Increase technology in the speech classrooms and squad room.

Evaluation of Goal

Acquire updated classroom technology and equipment such as dimmers and a speech recording system. Also significantly increase the wifi connectivity in the Forensics squad room (A222).

| | |
|-----------------------|---------------------|
| Objective #4.1 | Status: in progress |
|-----------------------|---------------------|

Research affordable and quality dimmers. The Speech department faculty will research what other divisions use as dimmers in their classrooms and make recommendations as to which dimmers are necessary for classrooms where speech is typically taught.

| | |
|-----------------------|---------------------|
| Objective #4.2 | Status: in progress |
|-----------------------|---------------------|

Research affordable and quality digital recording systems. The Speech department faculty will research digital recording systems such as iRecord and make recommendations as to which devices will be effective in the classroom and squad room.

| | |
|-----------------------|---------------------|
| Objective #4.3 | Status: in progress |
|-----------------------|---------------------|

Technology can assist by significantly increasing the wifi connectivity in the Forensics squad room (A222).

Impact of Objective on Other Programs, Units, and/or Areas
**Impact on the Information & Technology Services Program:
Network/Infrastructure Support**

Would require the support from IT

Appendix A

Appendix B

Appendix C

Appendix D

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

| Name | Role |
|----------------------|-----------------|
| 1. Acevedo, Lisette | Program Manager |
| 2. Puga, Gil | Participant |
| 3. Holcomb, Robert | Participant |
| 4. Duarte, Jennette | Participant |
| 5. Curiel, Libby Lee | Participant |