



## **Instructional Program Review Summary 2004-05**

Instructional Area: **Transfer**

Department: **Communications**

Discipline: **Speech**

January 28, 2005

## Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

### **EXECUTIVE SUMMARY**

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

Competence in speech communication demands close attention to the distinct skills of speaking and listening. The purpose of speech courses is to provide students with sufficient oral competency skills allowing them to succeed academically, professionally, and personally.

Overview of how the program review was conducted.

The Department Chair selected the Chair for the Self Study Committee in the Spring of 2004. The Office of Institutional Effectiveness provided training for the Chair in August, 2004. The Chair then recruited members for the Committee. The Committee held a SWOT meeting on October 1, 2004. The Chair analyzed the data provided by OIE and completed a draft of the report during the Fall 2004 semester before submitting the final version.

Summary of findings:

Progress on previous program review recommendations.

The number one recommendation from the year 2000 program review was to hire more full-time faculty to offset the low full-time to total courses taught ratio. The Speech Department has since hired two full-time faculty members and one temporary full-time faculty member. The temporary position will become permanent with the coming 2005-2006 academic year.

The Department has created a departmental Web site that allows more speech faculty interaction and sharing of teaching techniques.

New courses such as Business & Professional Communication and Voice & Diction have been successfully integrated into the Department's regular offerings.

Inadequate classroom technology continues to slow the Department's ability to provide students with the maximum quality of instruction.

The Department still needs increased dedicated classroom space with appropriate technology and equipment to better cater to student needs. Although more full-time faculty have been hired, the full-time hiring plan recommended in 2000 has not been fully met.

#### Program strengths.

The speech discipline is fortunate to have a highly talented and qualified faculty. The level of competence among all faculty members is extremely high. Together the full-time and adjunct instructors comprise a faculty that is dedicated to teaching, and the instructors are concerned with the success of their students.

The Speech Department is a strong revenue generator for the College. Although we are considered a “mid-sized” department with a FY2003 enrollment of 4,735, Speech offered a marginal percentage surplus of 52% compared to 46.3% for the much larger English Department (with which Speech is administratively grouped). Most importantly, Speech courses routinely generate an average profit for the College of \$3815.00 per section, based on an average enrollment of 25.32. These data place the Speech Department within the top 21.9% of all revenue generating departments.

The Speech Department offers a diverse curriculum. Our course offerings now include every Speech course approved by the Texas Higher Education Coordinating Board. We offered 187 sections during FY2003 both on-campus and through distance learning. These sections provide students with a wide range of choices in times and locations when scheduling their courses.

#### Areas for improvement.

The Speech Department has an identity problem. We are combined administratively with the departments of English and Journalism under the title of “Communications.” This grouping is arbitrary and artificial. The result of this organizational structure is that Speech exists in a huge Department dominated by other disciplines, and the concerns of the full-time faculty members in Speech become minimized. The Speech Department does not feel that it has a voice in the college.

Another result of the current structure is that the current Department Chair oversees all three disciplines; there is no Department Chair for Speech. Although we have nothing but highest praise and admiration for the current Department Chair, Speech should be independently chaired by one of its own faculty members who is sensitive to the specific needs and concerns of a Speech Department.

Key planning issues.

- Increase:
- 1) Full-time hires at RVS, NRG, RGC, and PIN
  - 2) South Austin position
  - 3) Dedicated classroom space at all campuses
  - 4) Funding for technology in the classroom
  - 5) Increased Departmental authority

Review: Current course syllabi and update if necessary

Decrease: Arbitrary and ineffective administrative decisions by investing greater authority in the Speech Department

Conclusions: What are the major conclusions regarding the present state of the program?

The Speech Department has an exemplary faculty with outstanding qualifications who are experienced and committed to teaching. Speech faculty members receive consistently high evaluations. The Department offers a diverse range of courses, all of which will transfer to area universities through the Texas Common Course Numbering System. The Department empowers students with the communication skills they need to succeed in their personal and professional lives.

The Speech Department is a strong revenue generator for the College. Speech courses routinely generate an average profit for the College of \$3815.00 per section, based on an average enrollment of 25.32. These data place the Speech Department within the top 21.9% of all revenue generating departments.

Administrative and budgetary limitations continue to undermine the Department's efforts. The Department still has a demonstrated need for more full-time faculty. The continued dearth of technology in the classroom robs students of the benefits of a variety of resources while the persistent need for more dedicated classroom space limits the ability of the Department to satisfy the growing demand for its offerings. Finally, arbitrary and inefficient administrative organization threatens effective and efficient scheduling and staffing practices.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

Recommendation 1: Add at least three new full-time faculty positions in the Speech Department within the next three years at NRG, PIN, and RGC; create a full-time Speech faculty position at the new South Austin Campus.

#### Action Plan 1. Add Three Full-Time Faculty

The Speech Department strongly supports the authorization of at least three new full-time positions in the Speech Department within the next three years. A temporary full-time position was created at RVS for the 2004-2005 academic year, bringing the number of full-time faculty on that campus to two. Adding a full-time faculty member to NRG, PIN, and RGC would raise the total number of full-time faculty on these campuses to two as well. The first position should be authorized to commence in the Fall semester of 2006, the second position in Fall 2007, and the third position in Fall 2008. Our continued increasing enrollments and increased number of sections offered each year, detailed elsewhere in this report, justify these new positions.

#### Action Plan 2. Create a full-time position at the new South Austin Campus.

The Speech Department strongly supports the creation of a position for a full-time faculty member at the new South Austin campus. A temporary full-time position was ostensibly created for this campus in Fall 2004. However, since this campus has yet to materialize that faculty member was placed at RVS. This position will need an office, office furniture, and a computer, along with the necessary media equipment and materials.

Recommendation 2: Increase dedicated classroom space with media centers.

#### Action Plan 1. Dedicated Classroom Space.

The increasing demand for Speech instruction requires the establishment of more dedicated classroom space for the discipline – with appropriate technology. Additional classroom space will enhance the Department's ability to respond to community needs and consistently provide instruction in classroom that possess cutting edge technology necessary to meet the needs of students with a variety of learning styles and backgrounds. The lack of sufficient dedicated classroom space – fully equipped – has long forced faculty to perform in inconsistent and inadequate delivery environments (e.g., anatomy classrooms, geology labs, 250-seat lecture halls), and waste time wheeling around media carts and dashing from room to room rather than counseling students and attending to their needs.

#### Action Plan 2. Classroom Media Centers.

The Speech Department strongly supports the authorization of funds to provide fully equipped media centers in each classroom college-wide. ACC provides woefully inadequate and painfully outdated technology in the classroom. Many

classrooms do not have movable lecterns – a necessity for Speech instruction – and the lack of DVD players, computers, and quality monitors and projection media in the classroom dramatically limits the variety of tools that the Department could employ to provide greater access to students with a variety of learning styles. The lack of sufficient technology represents the greatest impediment to continuing quality instruction at ACC and stands in marked contrast to the facilities offered at local competitors, such as the University of Texas at Austin, St. Edwards University, and Texas State University.

### Recommendation 3: Increase Course Offerings.

During Spring 2004, the course in highest demand for the entire College was SPCH 1311 – Introduction to Speech Communication. A total of 576 students were turned away at registration, 80% of those students did not find a replacement course, and 14.8% of those students did not enroll at ACC as a result of their not getting in to this course, which represents a loss of \$10,376.80 to the College.

Similarly, SPCH 1315 – Fundamentals of Public Speaking – turned away 237 students, 14.5% of whom did not attend ACC at a loss of \$3815. SPCH 1318 – Interpersonal Communication – turned away 165 students, 17.5% of whom did not attend ACC at a loss of \$3662. The College lost a grand total of \$17,853.80.

### Action Plan 1. Increase Section Offerings on All Campuses.

The Speech Department strongly recommends increases in sections during all time slots at all campuses. Demographic movement within and among the communities served by the College has resulted in an increased population base. ACC employs an outmoded mechanism to limit the number of courses offered by the College as a whole. Consequently, the Department has not been able to meet this increased demand because of a cumbersome and inefficient centralized decision-making process. The Department therefore recommends that the Department Chair be given authority to add and subtract lecture sections as needed to reflect changing demand patterns.

### Action Plan 2. Under-Utilized Distance Learning.

Conflicting administrative guidelines and confused overlapping authority have meant arbitrary scheduling restrictions dramatically limit the number of seats the Department could fill utilizing the distance learning format. The Department annually must turn away hundreds of students for these courses, and uncounted scores of others leave frustrated by the inability of the Department to respond to this demonstrated community need. The administration's solution to this problem is to simply overload existing sections, thereby placing an undue burden on the instructors.

Recommendation 4: Offer a departmental orientation workshop for adjunct faculty teaching a course for the first time.

Action Plan 1. Conduct Needs Analysis of Current Adjunct Faculty.

There is a lack of communication between full-time and adjunct faculty in the speech discipline. Once adjuncts are hired, they have little contact with any of the instructors. This creates an awkward position for the full-time instructors who must evaluate the adjuncts without any real knowledge of the adjuncts' abilities or teaching skills. Similarly, adjuncts often feel disconnected with the workings of the Department or that there is no one for them to approach with their questions and concerns. As a result, many adjuncts may feel that they have nothing to contribute to the Department so they do not participate in decisions made at the Department level.

Action Plan 2. Create Orientation Workshop for New Adjunct Hires.

New adjunct hires are given minimal information regarding teaching at ACC. Frequently, new adjuncts are hired one day prior, or even the morning of, the start of the semester. Although these adjuncts feel confident about their knowledge of the subject matter and their ability to teach it, they are utterly unprepared for what is required of them as an ACC employee.

In order to provide that information, full-time faculty should create and deliver an orientation workshop that will be required of all new adjunct faculty hires prior to the start of the semester. This orientation will provide information regarding the administrative requirements for teaching in the Speech Department at ACC. This workshop will have the added benefit of allowing full-time faculty to meet and get to know the adjunct instructors.

Recommendation 5: Increase Departmental Authority.

The Speech Department strongly recommends that the College reorient more decision making on such issues as hiring, staffing, and scheduling into the hands of those individuals – the Speech faculty – best able to ascertain and respond to the changing needs of the students in their department. The Speech Department cannot satisfactorily meet its obligations without minimal control of its operations such as scheduling and budgeting for travel and technology.

Action Plan: Allow Speech to Operate as an Autonomous Department.

The Speech faculty members are unanimous in their belief that they work under the most outstanding Department Chair in the entire college. From an administrative standpoint, however, it does not make sense for one department to be chaired by a faculty member from another department.

Our needs and concerns are different from those of the English Department. The Speech Faculty support more autonomy within the Communications Division. This autonomy would include a Department Chair from within the Speech faculty who would have scheduling and budget authority. The requirements for this position must include: a title, staff support, a stipend, a teaching load reduction, and scheduling and budget authority.

Recommendation 6: Increase departmental budget to allow for more classroom instructional aids, computer technology, audio/visual equipment, and travel funds.

Action Plan 1. Increased Budget for Faculty Computers and Technology. An up-to-date computer and printer are essential for all faculty members. However, many full-time faculty members are working on computers that are seven years old, and one full-time faculty member does not have a working computer. Replacement computers are allotted to faculty by the Instructional Technology Committee on a “trickle down” basis according to the age of the computer, not based on faculty need. These computers are three years old by the time they reach faculty, having been used in student learning labs prior to that. Full-time faculty should be provided with brand new replacement computers every three years.

Action Plan 2. Increased Professional Travel Funds.

The Speech Department needs adequate funds for travel and, in addition, funds for dues to professional organizations.

### SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name Jeff Stringer             ACC Faculty             Industry Representative   
Student

Name Russ Wittrup             ACC Faculty             Industry Representative   
Student

Name Cassandra Knobloch             ACC Faculty             Industry  
Representative             Student

Name Lyn Colangelo             ACC Faculty             Industry Representative  
 Student

Name Tasha Davis             ACC Faculty             Industry Representative   
Student

Name Mark Butland             ACC Faculty             Industry Representative   
Student

Name Kelly Petkus             ACC Faculty             Industry Representative   
Student

Name Gretchen Harries             ACC Faculty             Industry Representative  
 Student

Name Mark Knapp             ACC Faculty             Industry Representative   
Student

### PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The purpose of speech courses is to provide students with sufficient oral competency skills. These skills are measured by the following objectives. Students completing core course work in speech at Austin Community College should:

- understand the responsibilities, opportunities, and methods of speaking
- have the ability to take on any speaking invitation with confidence and effectively approach the preparation for the actual speaking event
- understand the significance and difference in the roles of speaker and listener

- understand the functions of the communication process as they pertain to improving oral communication in various communication contexts
- understand the differences between verbal and nonverbal communication and use both effectively in order to enhance oral interactions
- speak and listen more effectively in interpersonal, group, and public interactions
- learn how to identify, analyze, and remove barriers to effective communication
- develop an understanding of research and organizational skills related to creating and delivering oral and written presentations

The core speech courses provide degree-seeking students who are transferring on to baccalaureate programs with a solid foundation in communication competence. The core courses will also prepare students in two-year degree programs by providing them with a general education in speech communication.

As a faculty, we are committed to delivering oral competency skills, critical thinking, and diversity in our speech course content in all sections. These Core Curriculum requirements are central to all of our courses. We value putting students into the community whenever possible. Such service learning opportunities enhance the student, the college, and the community as a whole.

We believe the speech faculty offer much to the leadership of the College, and we hope to increase the visibility of our program through tireless service to the greater college through committee service. Our full-time faculty members serve on multiple college-wide committees.

Finally, we look forward to an even higher percentage of students successfully completing our courses and transferring to four-year institutions and/or the private sector.

### **STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)**

List the names of people who participated in the SWOT and their association with your program.

Name Jeff Stringer                     ACC Faculty                     Industry Representative  
 Student

Name Russ Wittrup                     ACC Faculty                     Industry Representative  
 Student

Name Cassandra Knobloch                     ACC Faculty                     Industry  
 Representative                     Student

Name Lyn Colangelo  ACC Faculty  Industry Representative  
 Student

Name Tasha Davis  ACC Faculty  Industry Representative  
 Student

Name Mark Butland  ACC Faculty  Industry Representative  
 Student

Name Kelly Petkus, Gretchen Harries  ACC Faculty  Industry  
Representative  Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

**Strengths:** In what does your program excel?

Faculty:

The speech discipline is fortunate to have a highly talented and qualified faculty. The level of competence among all faculty members is extremely high. Together the full-time and adjunct instructors comprise a faculty that is dedicated to teaching, and the instructors are concerned with the success of their students.

Curriculum:

The creativity on the part of the faculty has resulted in a diverse curriculum. In FY2003 Speech offered 187 sections, both on-campus and through distance learning. These sections provide students with a wide range of choices in times and locations when scheduling their courses. We currently offer all Speech courses approved by the Texas Higher Education Coordinating Board.

Student Success:

Strong speech communication skills are invaluable to both academic success and a career. The speech faculty is dedicated to helping students achieve that success. The strengths in faculty, creativity, and curriculum listed above contribute to the overall success of each student.

Distance Learning:

Distance Learning offerings have greatly expanded over the past four years in response to student demands. The Distance Learning courses offered by the Speech Department greatly expand community access to the program and represent an even greater cost-effective generator.

**Weaknesses:** What are the aspects of your program, which, if not addressed, will impede the area's future?

#### Few Speech Majors:

Since Speech is a transfer program, very few of the students who take Speech courses are actually Speech Majors. The vast majority of our students take Speech to fulfill the oral competency component of the Core Curriculum rather than to complete a degree in Speech. The Speech Department graduated 10 majors between FY 2000 and FY2004. Although this total is comparable to the number of other majors in the Communications Division, we would like this number to be higher as we encourage more students to consider majoring in Speech.

#### Faculty Ratio:

Although we have increased the number of full-time faculty over the past four years, the ratio of full-time to adjuncts has actually widened. The FY2004 ratio was 14% full-time to 86% adjunct. These numbers are unacceptable, and new full-time faculty must be hired to bring the ratio to at least 30% full-time to 70% adjunct. This high ratio of adjuncts is a leading reason why adjuncts feel disconnected from the full-time faculty and from the college as a whole.

#### Departmental Control:

The Speech Department is administratively combined with English and Journalism to form the Communications Division. The result of this organizational structure is that the needs and concerns of the Speech Department become minimized compared to the much larger discipline in the Division. Input from the Speech faculty may go unheeded by the administration, or administration may override any input with which it does not agree.

#### Outmoded Technology:

ACC provides woefully inadequate and painfully outdated technology in the classroom, e.g., antiquated transparency projectors, fuzzy video monitors with intermittent volume control, and inconsistently operating VCRs (with no counters). Technology is extremely important in a Speech classroom, and students need to learn and be comfortable using presentational technologies if they are to be competitive in today's job market.

The media centers at each campus have mobile media carts that offer a projection unit for media presentations, but faculty must first obtain a key from the media center (in one building), retrieve the media cart from a secured storage facility (in a different building), and then set up and test the units. This must be done during the brief time between classes. Any technical difficulties cannot, because of time constraints, be resolved until after the class meeting. Given the high propensity for unit malfunction, their use often becomes problematic.

#### Dedicated Classroom Space:

Every semester many speech classes are scheduled in classrooms that do not contain any type of lectern or speaking stand, which is essential for any speech course, or the layout of the room is inappropriate. Speech classes have been

scheduled in science labs, for example. Room assignments do not take into account the size of the room, so classrooms are frequently too large or too small. It is not practical for a class of 28 students to be scheduled in an auditorium that seats 250. This puts a great disadvantage on students who must present speech in such an environment and does little to alleviate the students' natural fear of public speaking.

When speech classes are scheduled in such inappropriate classrooms, instructors' requests to change classrooms are either ignored, or they are told that there is absolutely no other space available.

This remains a problem originally noted in the year 2000 Program Review.

**Opportunities:** What factors does your program need to take advantage of in order to enhance the quality of the area?

Increase Full-Time Faculty:

The wide ratio between full-time to adjunct faculty must be decreased. The Speech Department now has an excellent opportunity to increase the number of full-time faculty.

Departmental Growth:

Course offerings in Speech have increased 60% between FY1999 and FY2003. With a total of 978 students turned away from Speech courses in FY2003, there is clearly a need for an even greater number of Speech sections. This growth further justifies the need for additional full-time faculty as noted above.

Departmental Control:

The opportunity for the Speech Department to have more direct departmental control would give authority to a Department Chair from our faculty who knows the subject and the Department's requirements.

Technology:

The delivery of Speech instruction could be greatly enhanced by providing instructors with the necessary audio-visual equipment, e.g., DVD players and computers, necessary for first-rate classroom presentations.

Distance Learning:

The Speech Department offers expanded distance learning opportunities. Distance Learning courses in Speech are currently offered in the PCM, IVC, and ITV formats, thereby providing students with the benefit of taking speech courses without having to meet in a traditional classroom setting on a weekly basis. Distance Learning courses are in high demand, and represent an additional way to bring revenue to the college.

As the enrollment for the Distance Learning courses continues to grow, more of our faculty members are being trained in how to teach using this new technology. The instructors who currently teach the distance learning courses are constantly looking for ways to make the distance learning experience more effective. There are also opportunities for including more area high schools in the IVC program. This would encourage those high school students taking IVC courses to enroll at ACC to continue their college education. Currently, IVC courses at remote locations are only open to high school students. An additional opportunity for the IVC courses would be to allow college students to enroll in these courses as well.

**Threats:** What are the external factors that could negatively impact your program's future?

Full-time Hiring Process:

Administrative delays and arbitrary interference hinder the hiring of quality faculty, as illustrated by the following. . .

In order to increase the number of full-time faculty, the Speech Department requested a new position for the 2004-2005 academic year. This request was rejected by administration. Then an announcement was made in May 2004 that the College was funding 64 temporary full-time positions for FY2005, and Speech would receive one of those positions. The Department was given six weeks to form a committee, review applications, interview candidates and select finalists before the end of the first summer term. Even though this schedule was unrealistic, the Speech faculty completed the task in a thorough and timely manner, despite the continued hurdles put forth by the administration.

The temporary position was made into a permanent position to begin Fall 2005. The Department must now go through the entire hiring process all over again having just done so six months prior. These arbitrary decisions of going from no new positions to a temporary position to a permanent position have come at a great cost of time and energy for the Speech faculty.

The hiring problems are further compounded by administrative interference with the selection process. The college should allow the Selection Committee, which has examined resumes, interviewed the candidates, and observed and evaluated teaching demonstrations, to ascertain which candidates deserve consideration. Instead, the Selection Committee must advance three names – regardless of the relative merits of each – for final consideration as though all three were equivalent in skill and viability. Then, persons who have not participated in the interview process determine who is chosen.

Outcome of SACS Reviews:

The SACS review in 2003–2004 caused great stress and anxiety for the entire College and cut deeply into the morale of the faculty as a whole. The Speech Department was fortunate in having a relatively small number of faculty members

whose credentials were noncompliant with SACS regulations. Still, many faculty members were placed under extreme hardship to update their credentials by specified deadlines. In the end, the Speech Department lost two long time adjunct instructors with excellent teaching records. Many faculty members believe the entire fiasco was a direct result of the deplorable record-keeping of the Office of Human Resources.

**Adjunct Staffing (E-Staffing):**

The lotto E-Staffing system currently employed by the College for scheduling adjunct faculty a) penalizes deserving long-time adjunct faculty; b) creates chaotic and untenable scheduling conflicts; and c) impedes the Department's ability to adequately staff course offerings with quality instruction. Adjunct faculty provide the majority of instruction for the Department. The E-Staffing system effectively dismisses the welfare of these adjunct faculty and in turn has greatly elevated their dissatisfaction.

**Uncertain Economy/Budget:**

At the root of many items that appear in this report is the College's budget, which is directly related to the economy as a whole. Although voters approved a tax increase for in May 2003 and Del Valle joined the district in 2004, there is little direct evidence at the Departmental level of increased revenue. The Speech faculty understands that items such as new full-time positions, increases in faculty salaries, and funds for updated technologies require money. However, the Department and the College would be better served through better budgetary planning and foresight from the administration and the Board.

Discuss changes from the program's previous SWOT analysis.

The Speech Department continues to offer quality instruction and serve the needs of its students. The Department continues to experience growth; however, this growth is not sufficient to keep up with demand. More full-time faculty must be hired and more sections are needed. Administrative impediments, insufficient space, and inadequate technology and resources for instruction continue to hamper the Department's ability to maximize its potential.

## **ANALYSIS**

### **[a] Relevance of the program to College mission and desired ends**

**Mission:**

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

**Desired Ends (Board Policy A-2. Intended Outcomes)**

How well does the program support the intended outcomes of the college by providing “service-area adults with the postsecondary and higher education they need and can use for productive useful lives?”

Speech Department enrollment continues to grow every year. The Speech Department has the eighth highest enrollment of all departments in the College, with a FY2003 enrollment of 4,735 students. Moreover, Speech offers a marginal percentage surplus in revenue of 52%, which is higher than larger departments such as English (at 46.3%) or Mathematics (at 43.2%).

Students in the Speech Department not only attend a variety of four-year institutions such as St. Edwards, Texas State University, and The University of Texas at Austin but also successfully compete in the private sector.

In what ways does the program demonstrate an open, responsible exchange of ideas?

The Speech Department maintains a departmental Web page titled “GIFTS: Great Ideas for Teaching Speech” through which faculty members exchange ideas on assignments and activities. Speech instructors are encouraged to post their assignments and activities on the Web page and to download other assignments freely.

In addition, Speech faculty members have created and presented numerous discipline-specific workshops which are offered on ACC Faculty Development Days. These workshops allow faculty members to share teaching ideas in a professional setting.

In what ways does the program provide an open door to educational potential?

A study conducted by Austin-based Temple-Inland Inc. for The University of Texas at Austin found that colleges should provide deeper training for undergraduates “in such areas as writing, speaking, ethics, leadership, other cultures, and history” (Haurwitz, 2004). Among other points, the panel specifically recommends that “every undergraduate student should:

- Learn to think and read critically, write cogently, speak persuasively, and work alone and in groups.

- Engage in research and problem-solving
- Examine ethics and leadership
- Acquire a sense of history, global community and respect for other cultures” (Haurwitz, 2004)

These recommendations are in line with the objectives of the Speech Department. Compare the panel’s recommendations with the course objectives for SPCH 1311 – Introduction to Speech Communication:

- Recognize the need to self-monitor personal communication competence
- Develop skill in selecting and using a variety of communication strategies and responses based on situational contexts, goals, and human needs
- To understand and demonstrate speaking processes through invention, organization, drafting, revision, editing, and presentation
- To develop the ability to research and give an oral presentation with appropriate documentation
- Contribute to effective group problem-solving and practice role flexibility
- To foster a better understanding of cultural and ethnic diversity
- To recognize the importance of becoming a responsible member of society

Clearly, the Speech Department at ACC helps students achieve their full potential by training students in these valuable and necessary skills.

In what ways does the program take targeted action to address internal needs within available resources?

Two committees operate within the Speech Department – the Curriculum and Assessment Committee and the Faculty Hiring and Evaluation Committee. The primary job of the Curriculum and Assessment Committee is to oversee the implementation of course syllabi and to revise and update as necessary. The Committee analyzes course syllabi and grading instruments to ascertain that they meet Department standards and objectives. The Curriculum and Assessment Committee also reviews and selects textbooks on an annual basis.

The Faculty Committee is responsible for the interviewing and hiring of new adjuncts as well as providing orientation material for new adjunct hires. The Faculty Committee is also responsible for conducting annual adjunct faculty evaluations and selecting adjuncts for MSTA positions.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

Students completing courses in the Speech Department gain a superior base for improving and refining their oral communication skills. The Speech

Department prides itself on the quality of instruction in its courses provided by both its adjunct and full-time faculty. In fact, the Speech faculty members believe that students completing our courses receive a higher level of instruction than they might receive at competing four-year institutions. Students use our courses to fulfill their degree requirements in a multitude of disciplines. In addition, many students report that they are taking a Speech course simply for self-improvement. These students are keenly aware of the importance of strong oral communication skills in their personal and professional lives. In summary, Speech courses provide ACC students with the skills they need to help them complete their educational and personal goals.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

The Speech Department demands intellectual rigor of students to assist in their development of essential critical thinking skills. The Speech faculty stays abreast of the latest technologies and methodologies for teaching Speech, and faculty are encouraged to participate in professional development workshops sponsored by the college. To that end, Speech faculty members have created and presented numerous discipline-specific workshops which are offered on ACC Faculty Development Days. These workshops allow faculty members to share teaching ideas in a professional setting.

**[b] Responsiveness to community needs and satisfaction of community demand**

In what ways does the program address a verifiable need for the student, community, and society?

The Speech faculty members agree that strong speaking and communication skills are extremely valuable in one's personal and professional life. Good communication skills are the key to personal advancement. The Speech Department's three primary courses – SPCH 1311, SPCH 1315, and SPCH 1318 – are all listed under the Oral Communication section of the Core Curriculum. As such, every student completing his or her Core Curriculum requirements must take one of these three courses. Putting these courses on the Core Curriculum validates the notion that every student with a college degree should possess strong speaking and communication skills.

Describe the results of the program's most recent assessment of community need.

The Speech Department is able to provide a more personalized level of education than many competing four-year institutions because of our class size,

which is limited to 28 students. This relatively small class size contrasts greatly with the large survey sections of several hundred at some universities in the area. Our faculty make themselves available to assist students in their learning needs, and our sections are consistently full.

Unfortunately, the Speech Department is unable to fulfill this need entirely due to the limited number of sections that we offer. During the Spring 2004 semester, SPCH 1311 – Introduction to Speech Communication – turned away the highest number of students who were unable to subsequently find another class at the College. SPCH 1315 and SPCH 1318 were also high on this list. This illustrates a high demand for Speech courses, but an inability to completely fill community need.

How do the program’s five-year enrollment trends compare with those of the College overall?

The Speech Department is a “mid-sized” department compared with the larger departments such as Mathematics, History, Government, and English. Our enrollment numbers are as high as they can be given the limited number of sections allotted to the Department. Our department could feasibly be as large as those named above if we were allowed to grow by adding more full-time faculty and increased section numbers.

Since the Fall 1999, the enrollment for Speech course offerings has grown by slightly less than 1% of the total College enrollment each Fall semester. (See table below)

Enrollment Trends, 1999 – 2003

	Speech	ACC
Fall 1999	1,068 (4.12%)	25,914
Fall 2000	1,247 (4.82%)	25,856
Fall 2001	1,553 (5.63%)	27,577
Fall 2002	1,791 (6.14%)	29,156
Fall 2003	2,040 (7.07%)	28,862

Enrollment patterns since Fall 1999 indicate variations by campus, time of day, and mode of instruction. Between Fall 1999 and Spring 2004, NRG has maintained the highest enrollment at 22.6%, followed by RGC at 19.3% and RVS at 16.9%. These numbers mirror the general enrollment trends of the College. Enrollments at PIN and CYP are nearly identical with 13.8% and 13.3%

respectively. The lowest numbers are at EVC, with an enrollment of 6.4%. Interestingly, enrollments for Distance Learning course are slightly higher at 7.7%, making Distance Learning the sixth largest "campus" in terms of enrollments.

**[c] Accessibility to students and identification of unnecessary barriers**

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

In response to growing demand, section numbers have increased at the NRG and RVS campuses. Between Fall 1999 and Spring 2004, NRG has offered the largest number of sections at 20.6%, followed by RGC at 17.1% and RVS at 15.0%. These numbers mirror the general section offerings of the College. Course offerings at PIN and CYP are 12.9% and 11.8% respectively. The Speech Department offers a number of sections at extension sites. These sections comprise 8.2% of the total sections. Distance Learning sections follow at 7.4%, and EVC maintains the lowest number with 6.8%.

Speech courses are offered at all time periods of the day and evening, including offerings for the Weekend College. Sections are spread evenly throughout the morning and afternoon time periods. Between Fall 1999 and Spring 2004, morning sections accounted for 34.6% of the total, and afternoon sections accounted for 35.0%. There were slightly fewer evening sections at 27.2%. Finally, the Weekend College comprises only 3.1% of the total. These sections are only offered during the Fall and Spring semesters at the NRG campus.

List the number of sections taught (by location).

The number of uncombined sections reflects the percentages described above. Between Fall 1999 and Spring 2004, NRG had the highest number of uncombined sections (163), followed by RGC (135) and RVS (118). Uncombined sections at PIN (102) are followed by CYP (93). Uncombined sections at extension sites totaled 65, followed by Distance Learning (58). Finally, uncombined sections at EVC totaled 55.

List the number of sections closed or canceled per course.

Fortunately, few Speech sections must be cancelled each semester. As previously noted, our enrollments remain high. A total of 236 sections (29.7%) ran at 100% capacity between Fall 1999 and Spring 2004, which would justify need for additional sections.

When a Speech section must be cancelled, it has usually been due to a lack of instructors available to teach that particular section. A total of 33 sections (4.2%) were cancelled between Fall 1999 and Spring 2004. Out of all Speech courses, 11 sections of SPCH 1311 were cancelled, along with 18 sections of SPCH

1315, two sections of SPCH 1318, one section of SPCH 1321, and one section of SPCH 2341.

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

Between Fall 1999 and Spring 2004, Speech enrollments averaged 58% female and 42% male. This ratio is slightly wider than the gender ratio of the College at 55% female and 45% male. (See table below)

Demographic Trends: Age, 1999 – 2004

	Female	Male
Speech	58%	42%
ACC	55%	45%

In terms of ethnicity, the demographic trends reflect the general trends of the college. Between Fall 1999 and Spring 2004, Speech enrollments averaged 63.4% White, 6.9% African American, 20.3% Hispanic, 5.5% Asian, 0.8% American Indian, and 1.8% International Students, along with 1.3 %in the category of Other. (See table below)

Demographic Trends: Ethnicity, 1999 – 2004

	Speech	ACC
White	63.4%	62.6%
African American	6.9%	6.6%
Hispanic	20.3%	21.0%
Asian	5.5%	5.8%
American Indian	0.8%	0.9%
International	1.8%	2.1%
Other	1.3%	1.1%

(This information was gathered from Table 8 – “Age, Ethnicity, and Gender of Students by Term and Course Fall 1999 – Spring 2004” in Austin Community

College, Office of Institutional Effectiveness, Instructional Program Review, Supplemental Data, Speech, and from “ACC Fact Book 2003–2004, College Credit Student Profile, Student Characteristics Headcount by Ethnicity Fall 1999–2003.”

There is wide variation among the ages of Speech students. While many students are traditional first- and second-year college students, a large share of students are “non-traditional” in terms of age. Many of these students are returning to college after having worked in the private sector for many years or have taken time away from college to raise families. Between Fall 1999 and Spring 2004, with very little variation, the mean age group for Speech courses was 24.3. This is slightly higher than the mean age group for the College in general, due in part to the high rate of “non-traditional” enrollments. The largest mean age group for the College is the 18–21 age group, which represents 39.8% of the total enrollment, whereas the mean age for Speech students falls in the 22–24 age group, which only represents 16.6% for the entire College.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

The biggest barrier to students is the limited number of section numbers the Speech Department is allowed to offer each semester. As has been previously noted in this report, Speech courses remain among the highest demanded courses in the College. A total of 2879 students attempted to enroll in classes that were full during Summer and Fall 2003 and Spring 2004, and 12.2% of those students did not attend ACC as a result of not finding an available Speech course. These numbers warrant a rise in the number of sections offered each semester to better meet community need.

#### **[d] Student outcomes including participation and successful-completion rates**

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

Non-mastery rates (grades of D-F-W) in the Speech Department have remained steady. In Fall 2001, non-mastery rates for the Department stood at 23.2%. In Spring 2004, non-mastery rates stood at 22.6%, which is well below the College rate of 31.2%.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Since Speech is a transfer program, very few of the students who take Speech courses are actually Speech majors. Of those students who declare Speech as their major, a sizable percentage (data unavailable) transfer to four-year

institutions prior to graduation. The Speech Department graduated 10 majors between FY 2000 and FY2004.

The vast majority of students take Speech to fulfill the oral competency component of the Core Curriculum rather than to complete a degree in Speech. Moreover, the majority of degree programs at ACC require an Oral Communication component, including Associate of Arts, Health Sciences, and Workforce programs such as Automotive and Electronics.

How do withdrawal rates for courses compare to College norms?

Withdrawal rates for the Department have dropped slightly from 18% in FY 2001 to 15% in FY 2004. The departmental rate continues to be below the College mean of 22.5%.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The Speech Department's annual outcomes indicate a high degree of success in keeping instruction consistent with the common course guidelines. All course syllabi are reviewed annually as an integral part of the faculty evaluation process. Each standard syllabus states the learning outcomes for that course. The Speech Department determined that 80% passage (with a grade of A-B-C) of each of the common course objectives for SPCH 1311, SPCH 1315, and SPCH 1318 would constitute proper success. Passage rates have at a consistent 80% between FY 2001 and FY 2004. (See table below)

Mean Passage Rates of Common Course Objectives, Fall 2000 – Spring 2004

FY 2001 – 80.3%

FY 2002 – 80.0%

FY 2003 – 80.7%

FY 2004 – 78.5%\*

\*The lower passage rates for FY 2004 do not include the summer terms which usually have a slightly higher passage rate than Fall and Spring.

### **[e] Measures of program quality and educational value added**

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

Two committees operate within the Speech Department – the Curriculum and Assessment Committee and the Faculty Hiring and Evaluation Committee. The Faculty Committee is responsible for the interviewing and hiring of new adjuncts as well as providing orientation material for new adjunct hires. The Faculty Committee is also responsible for conducting annual adjunct faculty evaluations and selecting adjuncts for MSTA positions. In this way, the Department can maintain the highest academic standards for its faculty.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

The primary job of the Curriculum and Assessment Committee is to oversee the implementation of course syllabi and to revise and update as necessary. The Speech faculty reviews all course syllabi annually to ensure that the syllabi contain learning objectives and course requirements for students to successfully complete the course. The Curriculum and Assessment Committee also reviews and selects textbooks on an annual basis.

Are learning outcomes defined for courses and the program?  Yes  No  
Are course texts up-to-date?.  Yes  No  
Are course and program listings in the ACC Catalog up-to-date?  Yes  No  
Do all courses have up-to-date syllabi on file?  Yes  No

Evaluate the use of instructional resources (including those in the library).

The ability to communicate effectively is dependent the ability to organize information clearly. In keeping with this notion, all Public Speaking assignments have a library research component. Students are required to use library resources when researching and developing their speech topics. The library maintains numerous databases covering many different subject areas that students are encouraged to utilize.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

Technology has had a tremendous impact on the Speech Department. We ask our students to prepare outlines on the computer, to research topics in the library and on the Internet, and to utilize electronic media such as PowerPoint in their presentations.

The most prominent way in which the Department has embraced technology is by offering a number of our courses through Distance Learning formats. At first,

teaching Speech through Distance Learning may seem counterintuitive, if not impossible. However, the Department has developed many new and innovative methods for doing so, resulting in a type of “hybrid” DL format. Students taking PCM classes, for example, complete written assignments and quizzes over the Internet. Then the students come to campus for lab meetings at various times during the semester in which they give their speeches and presentations in front of an audience of their peers. The Department offers Distance Learning courses in a variety of formats each semester. (See table below)

Number of Distance Learning Sections, Fall 1999 – Spring 2004

	PCM	ITV	IVC
SPCH 1311	10	11	
SPCH 1315	21		3
SPCH 1318	10		1

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

Problem-solving is one of the primary objectives in all Speech courses, especially for Introduction to Speech Communication and Small Group Communication. Entire units of these courses focus on problem-solving methods and strategies. Similarly, all Speech courses are “performance-based” courses. Students who take Speech courses do not gain the bulk of their knowledge from reading the textbook or listening to lectures. Speech students learn a set of skills through performance and practice and through instructor and peer evaluation. This is the very essence of active learning – “learning by doing.”

List below the current discipline-specific courses within the program and the date of the latest review.

Course SPCH 1311 Intro. Sp. Comm	Date of Last Review Spring 2004
Course SPCH 1315 Fund. Pub. Speaking	Date of Last Review Spring 2004
Course SPCH 1318 Interpersonal Comm.	Date of Last Review Spring 2004
Course SPCH 1321 Bus. & Prof. Comm.	Date of Last Review Spring 2004
Course SPCH 1342 Voice & Dict.	Date of Last Review Spring 2004
Course SPCH 2333 Sm. Grp. Comm.	Date of Last Review Spring 2004
Course SPCH 2341 Oral Interp.	Date of Last Review Spring 2002

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes  No (if no, please explain)

What is the ethnic diversity of the faculty?

Full-Time

White: 83.3%

African American: 16.7%

Female: 33.3%

Male: 66.7%

Adjunct

White: 64.9%

African American: 8.1%

Hispanic: 8.1%

Asian: 2.7%

Other: 2.7%

Female: 77.8%

Male: 22.2%

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

As per ACC policy, the Chair of the Communications Division reviews the portfolios of one-third of the full-time faculty who have more than three years of experience at ACC. The Faculty Committee for the Speech Department reviews the portfolios of the adjunct faculty. Portfolios for faculty with less than three years teaching experience at the College are reviewed annually. The portfolio consists of the learning objectives, corresponding test instruments, syllabi, and copies of handouts and assignments, plus a statement of teaching philosophy. The portfolio process allows faculty to describe new scholarship, methodology, and approaches to teaching.

What recognition has been given to faculty within the last year?

None, except for positive comments on teaching evaluations.

Describe professional development activities in which program faculty participate.

Faculty in the Speech Department engage in a variety of professional development activities on a regular basis. These include attending professional conferences, participating in ACC-sponsored Faculty Development workshops, and developing faculty training workshops specific to the Speech discipline.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

100%: N = 43

Describe the types of discipline-related professional development activities offered.

ACC hosts a Faculty Development Day prior to the beginning of each Fall and Spring semester. The Speech Department offers at least one discipline-specific workshop during these ACC-sponsored events. These workshops are developed and presented by various members of the Speech faculty. Examples of past workshops include “Great Interpersonal and Small Group Assignments in Speech” presented by Prof. Lyn Colangelo, “Giving and Receiving Feedback” presented by Prof. Mark Butland, “Taking the Fear Out of Public Speaking” presented by Prof. Lyn Colangelo, “Selection Interviews: The Right Questions = The Right Fit” presented by Prof. Russ Wittrup, “Evaluating Student Speeches: What’s Your Approach?” presented by Profs. Lyn Colangelo and Russ Wittrup.

What percent of sections do full-time faculty teach?

The percentage of sections taught by full-time faculty has gradually increased between FY 1999 and FY 2003, with the largest increase coming in FY 2002. This increase was largely due to the addition of two new full-time faculty members that year. (See table below)

Percentage of Sections Taught by Full-Time and Adjunct Faculty

	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
F-T	35.0%	34.1%	32.9%	38.5%	40.1%
Adj.	65%	65.9%	67.1%	61.5%	59.9%

What percent of contact hours do full-time faculty teach?

The percentage of contact hours taught by full-time faculty closely mirrors the number of sections taught. (See table below)

Percentage of Contact Hours Taught by Full-Time and Adjunct Faculty

	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
F-T	36.2%	37.4%	34.0%	39.9%	40.6%
Adj.	63.8%	62.6%	66.0%	60.1%	59.4%

Are student evaluations of instruction within acceptable range?  Yes  No

To what extent are alternative modes of instruction incorporated into classes?

The Speech Department employs a variety of traditional and innovative methods to enhance instruction. In addition to diverse lecturing styles and methods, some faculty make use of group discussions and projects while many others utilize a host of multimedia presentations.

The Department has pioneered the use of Distance Learning as a mode of instruction for Speech courses. These include PCM courses, ITV courses, and IVC courses connected to remote sites off campus. All illustrate alternative modes of instruction used. Technology is routinely used by the faculty to the extent possible in primitively equipped classrooms.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes       No

**[f] Adequacy of program resources and efficiency of resource use**

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

The speech discipline is fortunate to have a highly talented and qualified faculty. The level of competence among all faculty members is extremely high. Together the full-time and adjunct instructors comprise a faculty that is dedicated to teaching, and the instructors are concerned with the success of their students.

The Speech Department is a strong revenue generator for the College. Speech courses routinely generate an average profit for the College of \$3815.00 per section, based on an average enrollment of 25.32. These data place the Speech Department within the top 21.9% of all revenue generating departments.

Outmoded Technology:

ACC provides woefully inadequate and painfully outdated technology in the classroom, e.g., antiquated transparency projectors, fuzzy video monitors with intermittent volume control, and inconsistently operating VCRs (with no counters). Technology is extremely important in a Speech classroom, and students need to learn and be comfortable using presentational technologies if they are to be competitive in today's job market.

The media centers at each campus have mobile media carts that offer a projection unit for media presentations, but faculty must first obtain a key from the media center (in one building), retrieve the media cart from a secured storage

facility (in a different building), and then set up and test the units. This must be done during the brief time between classes. Any technical difficulties cannot, because of time constraints, be resolved until after the class meeting. Given the high propensity for unit malfunction, their use often becomes problematic.

#### Dedicated Classroom Space:

Every semester many speech classes are scheduled in classrooms that do not contain any type of lectern or speaking stand, which is essential for any speech course, or the layout of the room is inappropriate. Speech classes have been scheduled in science labs, for example. Room assignments do not take into account the size of the room, so classrooms are frequently too large or too small. It is not practical for a class of 28 students to be scheduled in an auditorium that seats 250. This puts a great disadvantage on students who must present speech in such an environment and does little to alleviate the students' natural fear of public speaking.

When speech classes are scheduled in such inappropriate classrooms, instructors' requests to change classrooms are either ignored, or they are told that there is absolutely no other space available.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

Although we have increased the number of full-time faculty over the past four years, the ratio of full-time to adjuncts has actually widened. The FY2004 ratio for the Department was 14% full-time to 86% adjunct. These numbers are unacceptable, and new full-time faculty must be hired to bring the ratio to at least 30% full-time to 70% adjunct.

Adjunct faculty primarily teach the four Core Curriculum Speech courses – SPCH 1311, SPCH 1315, SPCH 1318, SPCH 1321 – at a ratio of 86% to 14%. Full-time faculty teach these four courses plus the more specialized courses such as Small Group Communication (SPCH 2333) and Voice & Diction (SPCH 1342).

How up-to-date is the equipment used by the program?

ACC provides woefully inadequate and painfully outdated technology in the classroom, e.g., antiquated transparency projectors, fuzzy video monitors with intermittent volume control, and inconsistently operating VCRs (with no counters). Technology is extremely important in a Speech classroom, and students need to learn and be comfortable using presentational technologies if they are to be competitive in today's job market.

The media centers at each campus have mobile media carts that offer a projection unit for media presentations, but faculty must first obtain a key from the media center (in one building), retrieve the media cart from a secured storage

facility (in a different building), and then set up and test the units. This must be done during the brief time between classes. Any technical difficulties cannot, because of time constraints, be resolved until after the class meeting. Given the high propensity for unit malfunction, their use often becomes problematic.

Identify possibilities for improving the efficiency of the program's use of resources.

The Speech Department currently makes remarkable use of the limited resources available. The woefully outdated technology in the classrooms, the limited classroom space, the lack of basic fundamental tools, i.e., movable lecterns, working VCR's, greatly impedes instructional delivery. Budgetary constraints have forced the Department to work in an atmosphere of sacrifice.

In addition to the budgetary constraints, the general organization of the Communications Division remains an obstacle to efficiency. The Division employs three administrative assistants, each of whom works on a separate campus and under separate supervisory authority. When faculty members need assistance, they are often not sure which administrative assistant to approach. A clear chain of command or direction regarding which administrative assistant handles which particular issue would reduce confusion and wasted time.

**[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers**

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

Austin Community College provides a low-cost alternative for the central Texas area. Out-of-state tuition costs and the fees for international students in particular are decidedly lower at ACC. As area universities continue to raise tuition levels, ACC remains a cost-effective means for students to achieve a superior education. (See table below)

Tuition and Fees for Full-Time Resident Students at Competing Area Institutions

ACC	1,432
UT Austin	5,735
Texas State	4,680
Texas A&M	5,948
St. Edward's	11,500

**[h] Direct and indirect program-related revenues and costs to the College**

Identify the major sources of revenue for the program, including grants, partnerships, etc.

The primary sources of revenue for the Department are tuition, state reimbursement, and local property taxes. In FY 2003, the Department received \$682,868 from tuition revenue and \$690,013 in state funding, for a total of \$1,372,881 in direct revenue.

Compare program costs to those of other ACC programs.

The Speech Department is a strong revenue generator for the College. Although we are considered a “mid-sized” department with a FY2003 enrollment of 4,735, Speech offered a marginal percentage surplus of 52% compared to 46.3% for the much larger English Department (with which Speech is administratively grouped). Most importantly, Speech courses routinely generate an average profit for the College of \$3815.00 per section, based on an average enrollment of 25.32. These data place the Speech Department within the top 21.9% of all revenue generating departments.

Compare the program’s actual expenditures to the approved program budget for the previous two years.

The Speech Department had an approved budget of \$620,269 in FY 2003 and an approved budget of \$663,095 in FY 2004. Actual operating expenses in FY 2003 totaled \$659,557 with the operating expense coming in \$39,288 over budget. This difference occurred in the categories of adjunct faculty salaries and operating expenses. Program expense data for FY 2004 was unavailable. (See table below)

Program Expenses: FY 2003

	Budget	Expenditures
Full-Time Fac. Salaries	333,899	333,899
Adjunct Fac. Salaries & Overloads	258,931	289,449
Operating Expenses	27,439	36,209
TOTAL	620,269	659,557

**TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION**  
**Only Workforce Programs complete the items below.**

Report/status from latest external accrediting agency visit

██████████

When was the most recent program revision?

██████████

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

██████████

Average number of semesters it takes for students to gain degree/credential.

██████████

Number of graduates within the last three years

██████████

Demographics of graduates

██████████

Percent of graduates who are employed within one year of graduation.

██████████

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

██████████

Percent of employers indicating satisfaction with graduates.

██████████

Discuss the most recent results of Focus Group or internal survey of employers.

██████████

Number of employers indicating need for more graduates

██████████

Provide evidence of SCANS competency integration into course syllabi and programs.

██████████

How often does the program's advisory committee meet to discuss curriculum issues?

██████████

When and where are advisory committee minutes maintained and posted?

Evidence of recent review of curriculum by external advisory committee.

Advisory committee validation of entry level skills

**Only Transfer Programs complete the items below.**

Number and percent of graduates who transfer within one year of graduation.

First, there is an important distinction to be drawn between Speech majors and Speech students. The Department serves in excess of 4500 students each year and should, therefore, be measured by completion rates, not by the performance of Speech majors. Speech, like all transfer programs, should be evaluated by the impact of the Department on the entire College. Only two Speech majors graduated in 2003. The Department does not maintain transfer records of these students.

Number of articulation agreements with universities and colleges

With the implementation of the Texas Common Course Numbering System, ACC students are guaranteed transfer of Speech courses to surrounding universities that offer equivalent corresponding courses. Most of our transfer students attend area universities including UT Austin, Texas State–San Marcos, and St. Edward's University. The underlying tenant of TCCNS is that equivalent courses will transfer not as electives but as meeting requirements per the degree plan at the university. A total of 110 colleges and universities in Texas participate in TCCNS.

Number of courses that transfer

All eight Speech Department courses in the College Catalog are listed in the TCCNS Academic Course Guide Manual and are guaranteed transfer to institutions that offer equivalent courses.

Number of student complaints about problems with course transfer

None

Discuss the results of the most recent Survey/focus group of transfer institutions.

The Department has not conducted a recent Survey/focus group of transfer institutions.

Discuss data from transfer institutions if available.

Unavailable

Number of students transferring successfully.

Unavailable

## **CONCLUSIONS**

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form.

The Speech Department has an exemplary faculty with outstanding qualifications who are experienced and committed to teaching. Speech faculty members receive consistently high evaluations. The Department offers a diverse range of courses, all of which will transfer to area universities through the Texas Common Course Numbering System. The Department empowers students with the communication skills they need to succeed in their personal and professional lives.

The Speech Department is a strong revenue generator for the College. Speech courses routinely generate an average profit for the College of \$3815.00 per section, based on an average enrollment of 25.32. These data place the Speech Department within the top 21.9% of all revenue generating departments.

Administrative and budgetary limitations continue to undermine the Department's efforts. The Department still has a demonstrated need for more full-time faculty. The continued dearth of technology in the classroom robs students of the benefits of a variety of resources while the persistent need for more dedicated classroom space limits the ability of the Department to satisfy the growing demand for its offerings. Finally, arbitrary and inefficient administrative organization threatens effective and efficient scheduling and staffing practices.

## **PROGRAM VISION STATEMENT**

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

The Speech Department at ACC Values creative and exciting teaching styles and innovation in the classroom.

We are committed to creating and offering speech courses in distance formats. We will continue to develop distance formats that serve the busy student without sacrificing the integrity of the content or skills development of these courses.

We recognize the value of full-time faculty. Specifically, having full-time faculty to distribute the administrative workload of the department is key to our success in better serving student and college needs. Given the shortage of full-timers, the Speech Department needs to hire more.

We value offering courses in adequately equipped classrooms. We would like our classrooms to contain a television monitor with VCR/DVD, Internet connection, an overhead projector, a lectern, a computer with projector, and audio (CD and tape) equipment. Ideally, one or two classrooms at each campus would be so outfitted and reserved for Speech Department use first, other courses second.

We would like to see continued growth of our section numbers.

We value increased professionalism in our full-time and adjunct faculty. We plan to create a structure for the sharing of information and teaching strategies among faculty. It is important to hold structured meetings in which the faculty shares ideas and teaching strategies to ensure that our students are getting the highest quality education possible.

We are committed to delivering oral competency skills, critical thinking, and diversity in our speech course content in all sections. These Core Curriculum requirements are central to all of our courses.

Finally, we look forward to an even higher percentage of students successfully completing our courses and transferring to four-year institutions and/or the private sector.

## **RECOMMENDATIONS**

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

Recommendation 1: Add at least three new full-time faculty positions in the Speech Department within the next three years at NRG, PIN, and RGC; create a full-time Speech faculty position at the new South Austin Campus.

Action Plan 1. Add Three Full-Time Faculty

The Speech Department strongly supports the authorization of at least three new full-time positions in the Speech Department within the next three years. A temporary full-time position was created at RVS for the 2004-2005 academic

year, bringing the number of full-time faculty on that campus to two. Adding a full-time faculty member to NRG, PIN, and RGC would raise the total number of full-time faculty on these campuses to two as well. The first position should be authorized to commence in the Fall semester of 2006, the second position in Fall 2007, and the third position in Fall 2008. Our continued increasing enrollments and increased number of sections offered each year, detailed elsewhere in this report, justify these new positions.

Action Plan 2. Create a full-time position at the new South Austin Campus.

The Speech Department strongly supports the creation of a position for a full-time faculty member at the new South Austin campus. A temporary full-time position was ostensibly created for this campus in Fall 2004. However, since this campus has yet to materialize that faculty member was placed at RVS. This position will need an office, office furniture, and a computer, along with the necessary media equipment and materials.

Recommendation 2: Increase dedicated classroom space with media centers.

Action Plan 1. Dedicated Classroom Space.

The increasing demand for Speech instruction requires the establishment of more dedicated classroom space for the discipline – with appropriate technology. Additional classroom space will enhance the Department's ability to respond to community needs and consistently provide instruction in classroom that possess cutting edge technology necessary to meet the needs of students with a variety of learning styles and backgrounds. The lack of sufficient dedicated classroom space – fully equipped – has long forced faculty to perform in inconsistent and inadequate delivery environments (e.g., anatomy classrooms, geology labs, 250-seat lecture halls), and waste time wheeling around media carts and dashing from room to room rather than counseling students and attending to their needs.

Action Plan 2. Classroom Media Centers.

The Speech Department strongly supports the authorization of funds to provide fully equipped media centers in each classroom college-wide. ACC provides woefully inadequate and painfully outdated technology in the classroom. Many classrooms do not have movable lecterns – a necessity for Speech instruction – and the lack of DVD players, computers, and quality monitors and projection media in the classroom dramatically limits the variety of tools that the Department could employ to provide greater access to students with a variety of learning styles. The lack of sufficient technology represents the greatest impediment to continuing quality instruction at ACC and stands in marked contrast to the facilities offered at local competitors, such as the University of Texas at Austin, St. Edwards University, and Texas State University.

### Recommendation 3: Increase Course Offerings.

During Spring 2004, the course in highest demand for the entire College was SPCH 1311 – Introduction to Speech Communication. A total of 576 students were turned away at registration, 80% of those students did not find a replacement course, and 14.8% of those students did not enroll at ACC as a result of their not getting in to this course, which represents a loss of \$10,376.80 to the College.

Similarly, SPCH 1315 – Fundamentals of Public Speaking – turned away 237 students, 14.5% of whom did not attend ACC at a loss of \$3815. SPCH 1318 – Interpersonal Communication – turned away 165 students, 17.5% of whom did not attend ACC at a loss of \$3662. The College lost a grand total of \$17,853.80.

#### Action Plan 1. Increase Section Offerings on All Campuses.

The Speech Department strongly recommends increases in sections during all time slots at all campuses. Demographic movement within and among the communities served by the College has resulted in an increased population base. ACC employs an outmoded mechanism to limit the number of courses offered by the College as a whole. Consequently, the Department has not been able to meet this increased demand because of a cumbersome and inefficient centralized decision-making process. The Department therefore recommends that the Department Chair be given authority to add and subtract lecture sections as needed to reflect changing demand patterns.

#### Action Plan 2. Under-Utilized Distance Learning.

Conflicting administrative guidelines and confused overlapping authority have meant arbitrary scheduling restrictions dramatically limit the number of seats the Department could fill utilizing the distance learning format. The Department annually must turn away hundreds of students for these courses, and uncounted scores of others leave frustrated by the inability of the Department to respond to this demonstrated community need. The administration's solution to this problem is to simply overload existing sections, thereby placing an undue burden on the instructors.

Recommendation 4: Offer a departmental orientation workshop for adjunct faculty teaching a course for the first time.

#### Action Plan 1. Conduct Needs Analysis of Current Adjunct Faculty.

There is a lack of communication between full-time and adjunct faculty in the speech discipline. Once adjuncts are hired, they have little contact with any of the instructors. This creates an awkward position for the full-time instructors who must evaluate the adjuncts without any real knowledge of the adjuncts' abilities

or teaching skills. Similarly, adjuncts often feel disconnected with the workings of the Department or that there is no one for them to approach with their questions and concerns. As a result, many adjuncts may feel that they have nothing to contribute to the Department so they do not participate in decisions made at the Department level.

Action Plan 2. Create Orientation Workshop for New Adjunct Hires.

New adjunct hires are given minimal information regarding teaching at ACC. Frequently, new adjuncts are hired one day prior, or even the morning of, the start of the semester. Although these adjuncts feel confident about their knowledge of the subject matter and their ability to teach it, they are utterly unprepared for what is required of them as an ACC employee.

In order to provide that information, full-time faculty should create and deliver an orientation workshop that will be required of all new adjunct faculty hires prior to the start of the semester. This orientation will provide information regarding the administrative requirements for teaching in the Speech Department at ACC. This workshop will have the added benefit of allowing full-time faculty to meet and get to know the adjunct instructors.

Recommendation 5: Increase Departmental Authority.

The Speech Department strongly recommends that the College reorient more decision making on such issues as hiring, staffing, and scheduling into the hands of those individuals – the Speech faculty – best able to ascertain and respond to the changing needs of the students in their department. The Speech Department cannot satisfactorily meet its obligations without minimal control of its operations such as scheduling and budgeting for travel and technology.

Action Plan: Allow Speech to Operate as an Autonomous Department.

The Speech faculty members are unanimous in their belief that they work under the most outstanding Department Chair in the entire college. From an administrative standpoint, however, it does not make sense for one department to be chaired by a faculty member from another department.

Our needs and concerns are different from those of the English Department. The Speech Faculty support more autonomy within the Communications Division. This autonomy would include a Department Chair from within the Speech faculty who would have scheduling and budget authority. The requirements for this position must include: a title, staff support, a stipend, a teaching load reduction, and scheduling and budget authority.

Recommendation 6: Increase departmental budget to allow for more classroom instructional aids, computer technology, audio/visual equipment, and travel funds.

Action Plan 1. Increased Budget for Faculty Computers and Technology. An up-to-date computer and printer are essential for all faculty members. However, many full-time faculty members are working on computers that are seven years old, and one full-time faculty member does not have a working computer. Replacement computers are allotted to faculty by the Instructional Technology Committee on a “trickle down” basis according to the age of the computer, not based on faculty need. These computers are three years old by the time they reach faculty, having been used in student learning labs prior to that. Full-time faculty should be provided with brand new replacement computers every three years.

Action Plan 2. Increased Professional Travel Funds.

The Speech Department needs adequate funds for travel and, in addition, funds for dues to professional organizations.

## **ADDITIONAL COMMENTS**



## **APPENDIX**

List all documents that you used in your report:

The statistical information supplied in this report was obtained from the material provided by the Office for Institutional Effectiveness at ACC. The financial information was obtained from the FY2003 Program Revenues vs. Expenses.

ACC Fact Book 2003–2004

SWOT meeting held on October 1, 2004.

Haurwitz, R.K.M. (2004, September 30). Panel: UT must revise core classes. Austin American-Statesman, pp. A1, A6.

Texas Higher Education Coordinating Board

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment ([rwall@austincc.edu](mailto:rwall@austincc.edu)) as an attachment.

## Quality Improvement Plan for Speech Program

**Date Completed:** January 14, 2005

<b>Recommendation #</b>	1
<b>Recommendation:</b>	Add at least three new full-time faculty positions in the Speech Department within the next three years at NRG, PIN, and RGC; create a full-time Speech faculty position at the new South Austin Campus.
<b>Planned Implementation date:</b>	FY 2006
<b>Estimated Completion date:</b>	FY 2008
<b>Action/Task</b>	Add Three Full-Time Faculty
<b>Measure of Success/ Desired Outcome</b>	Reduce disparity in full-time to adjunct ratio.
<b>Estimated Cost(s)</b>	\$150,000
<b>Consequence if not funded</b>	Continued disparity in full-time to adjunct ratio.
<b>Who is responsible?</b>	Dean, AVP, EVP

<b>Recommendation #</b>	2
<b>Recommendation:</b>	Increase dedicated classroom space.
<b>Planned Implementation date:</b>	FY 2006
<b>Estimated Completion date:</b>	FY 2008
<b>Action/Task</b>	Establishment of more dedicated classroom space for the discipline – with appropriate technology.
<b>Measure of Success/ Desired Outcome</b>	Additional classroom space will enhance the Department's ability to respond to community needs and consistently provide instruction in classroom that possess cutting edge technology necessary to meet the needs of students with a variety of learning styles and backgrounds.
<b>Estimated Cost(s)</b>	\$10,000
<b>Consequence if not funded</b>	The lack of sufficient dedicated classroom space – fully equipped – has long forced faculty to perform in inconsistent and inadequate delivery environments and waste time wheeling around media carts and dashing from room to room rather than counseling students and attending to their needs.
<b>Who is responsible?</b>	Dean, AVP, Campus Managers' Office

<b>Recommendation #</b>	3
<b>Recommendation:</b>	Increase Course Offerings
<b>Planned Implementation date:</b>	FY 2006
<b>Estimated Completion date:</b>	FY 2008
<b>Action/Task</b>	Increases in number of sections during all time slots at all campuses.
<b>Measure of Success/ Desired Outcome</b>	Increased student opportunity; increased revenue for the College; fulfillment of community need.
<b>Estimated Cost(s)</b>	\$40,000 – Each section carries a \$3,815 marginal surplus for the College.
<b>Consequence if not funded</b>	Decreased student opportunity; loss of revenue, unmet community need.
<b>Who is responsible?</b>	Dean, AVP

<b>Recommendation #</b>	4
<b>Recommendation:</b>	Offer a departmental orientation workshop for adjunct faculty teaching a course for the first time.
<b>Planned Implementation date:</b>	FY 2006
<b>Estimated Completion date:</b>	Ongoing
<b>Action/Task</b>	Create and deliver an orientation workshop that will be required of all new adjunct faculty hires prior to the start of the semester.
<b>Measure of Success/ Desired Outcome</b>	This orientation will provide information regarding the administrative requirements for teaching in the Speech Department at ACC. This workshop will have the added benefit of allowing full-time faculty to meet and develop camaraderie with the adjunct instructors.
<b>Estimated Cost(s)</b>	\$600 – duplication and materials.
<b>Consequence if not funded</b>	Disenfranchised adjunct faculty.
<b>Who is responsible?</b>	Faculty Committee Chair, Full-time Speech faculty

<b>Recommendation #</b>	5
<b>Recommendation:</b>	Increase Departmental Authority.
<b>Planned Implementation date:</b>	FY 2006
<b>Estimated Completion date:</b>	Ongoing
<b>Action/Task</b>	Allow Speech to operate as an autonomous department.
<b>Measure of Success/ Desired Outcome</b>	More a autonomy within the Communications Division. This autonomy would include a Department Chair from within the Speech faculty who would have scheduling and budget authority. The requirements for this position must include: a title, staff support, a stipend, a teaching load reduction, and scheduling and budget authority.
<b>Estimated Cost(s)</b>	This is not so much a cost issue as an organizational issue. It's difficult to determine the actual cost because many factors are involved.
<b>Consequence if not funded</b>	The Speech Department cannot satisfactorily meet its obligations without minimal control of its operations such as scheduling and budgeting.
<b>Who is responsible?</b>	Dean, AVP, EVP, College President

<b>Recommendation #</b>	6
<b>Recommendation:</b>	Increase departmental budget to allow for more classroom instructional aids, computer technology, audio/visual equipment, and travel funds.
<b>Planned Implementation date:</b>	FY 2006
<b>Estimated Completion date:</b>	Ongoing
<b>Action/Task</b>	The Speech Department needs adequate funds for technology, travel and, in addition, funds for dues to professional organizations.
<b>Measure of Success/ Desired Outcome</b>	Increased use of technology for both students and instructors in the classroom; increased professional development opportunities.
<b>Estimated Cost(s)</b>	\$10,000
<b>Consequence if not funded</b>	The lack of sufficient technology represents the greatest impediment to continuing quality instruction at ACC and stands in marked contrast to the facilities offered at local competitors.
<b>Who is responsible?</b>	Dean, AVP of Academic Programs, AVP of Instructional Resources and Technology