

Department Plan  
Long Beach City College  
Dept - Speech Communication

**Dept - Speech Communication**

**Mission:** Through experiential learning the Speech Communication Department teaches the lessons of human communication and is dedicated to ensuring that students enter the world better prepared to meet future communication challenges and opportunities.

**Description:** The Speech Communication department has high demands placed upon it, yet consistently provides students from a variety of majors with a high quality educational experience. Our full-time faculty is highly skilled in our discipline and has extensive communication expertise in training and community outreach. In addition, our part-time faculty is specifically selected because of their ability to uphold the same educational standards and for their extensive teaching and training experience. As one of the most in-demand disciplines, we offer a wide array of courses including public speaking, interpersonal communication, argumentation and debate, intercultural communication and small group communication. Additionally, the Speech Communication department offers several Sign Language courses, including courses in American Sign Language( beginning and intermediate) and Lip Reading. The demand for Sign Language has continued to rise and we have been able to staff these courses with impressive, experienced, knowledgeable instructors. While many of our students aspire to transfer to a four-year University, we are also proud to offer our courses for students who are finding their way socially as well as academically. In addition, we have a large percentage of working students benefiting from our discipline with their career advancement. We consistently maintain a high student retention rate in our department.

**Internal Conditions (see Help for list):** Due to the 50 percent decrease in our full time faculty it has become necessary to hire part-time faculty in order to fulfill the demand for classes. Therefore, the burden of increased work responsibilities has been placed upon the remaining full-time faculty.

**External Condition- Regulatory/Legislative Changes:** Due to the imposed decrease in course offerings, students are unable to enroll in courses which creates a student climate of discouragement and powerlessness.

**Faculty & Staff :** In Speech Communication we have 6 full-time faculty members and 20 adjunct faculty members as well as 5 adjunct faculty members who teach Sign Language courses. We do not have support staff.

**Names & Titles of Program** Samira Habash, Department Chair 562 938 4435-T2338

**Review Participants:** Professors: Analisa Ridenour, Betty Martin, Samira Habash, Linda Joesting, Lynne Misajon, and Melinda Manlowe.

**2009-2010** 1. The Speech Department met or exceeded the following requirements:

- Accomplishments:**
- a. Completed Course Reviews for 5 classes.
  - b. Completed Faculty Evaluations.
  - c. Created SLO's for all courses.
  - d. Developed Core Competencies for all courses.
  - e. Completed Outcomes Assessment Process.
  - f. SLO's assessed for Speech 10 and Speech 20.
  - g. Program Review completed and accepted.
2. Completed Departmental move to T-Building.
  3. Developed/produced and broadcast a Speech Communication/ Communicative Disorders course information and recruitment video.
  4. Created a formal, detailed interview process for adjunct hiring.
  5. Developed a new-faculty orientation and standards procedure.
  6. Conducted a classroom management workshop for full and part-time faculty.
  7. Adjunct-faculty led Oral Interpretation of Literature Night featuring Speech 50 students.
  8. Oral Interpretation performance by Speech 50 students for the L.B.C.C. Child Development Center.
  9. Joint project with Speech Department and ASB for Leadership Communication course.
  10. Comdi courses offered through Economic Development for community outreach.
  11. Speech Department adjunct faculty member and student featured at the ribbon-cutting ceremony for the new T Building.

12. Speech student received departmental scholarship.

**2010-2011** 1. The Speech Department met or exceeded the following requirements:

- Accomplishments:**
- a. Completed Course Reviews for 2 classes.
  - b. Completed Faculty Evaluations.
  - c. Completed SIO assessment for 4 courses.
  - d. Submitted Program Plan.
  - e. Submitted Program Review.
  - f. Initiated the Communication Studies AA-T degree.
  - g. Hired 1 Full-time faculty member.
  - h. Completed Program SIO assessments.
  - i. GEO assessments were initiated.

### **Goal: Department Restructuring**

Investigate the feasibility of restructuring the Department of Speech Communication/Communicative Disorders.

**Year:** 2010 - 2011

**Start Date:** 08/14/2009

**Goal Status:** In Progress

**Goal Priority:** Medium

**Rationale:** The Department consists of two programs; Speech Communication and Communicative Disorders. Several community colleges and universities in our area have changed the department name of Speech Communication to Communication Studies. It is possible the name change will alleviate any confusion regarding discipline-content and course titles. The Communicative Disorders title is misleading and non-compliant with the standard for Sign Language and Lip Reading. With this change it will now be social conscious. We will create a course of study that students will find user-friendly and ensure course viability.

**Strategies:** Strategies:

Step 1: Research and gather data regarding trends in Speech Communication/Communication Studies department structures.

Step 2: Determine the viability of re-naming the Department to include Speech Communication/Communication Studies and Communicative Disorders/Sign Language under one department name.

Step 3: Reorganize the course offering system for Speech, Sign Language and Lip Reading classes.

Step 4: Re-number the Sign Language classes.

**Responsible Parties:** All Full-time Faculty

**Campus supported by this** Both

**goal:**

**Specify if goal is for** Department/ Program

**department or sub-area:**

**Name of sub-area, if** Communicative Disorders

**applicable:**

**Level of Support Needed:** School or VP

### **Goal: Course Offerings**

We would like to offer more sections of our courses. In 2005, the Speech Communication department offered 85 sections, in 2009 the same department offered 76 sections, yet in 2010 only 62 sections of Speech Communication courses were offered. In sum, the Speech Communication department offers 23 less sections (27%) today than it did only 5 years ago. Yet, the same department consistency has high student demands for courses. The long wait lists for Speech Communication courses indicate a critical need to develop this area.

**Year:** 2011 - 2012

**Start Date:** 08/15/2011

**Goal Status:** In Progress

**Goal Priority:** High

**Rationale:** Our department has had four full-time faculty retirements over the past five years; with only one of which have been replaced. This is approximately a 50% decrease in full-time faculty that has severely burdened our department. As one of the highest demand disciplines at our college, the need for full-time and part-time faculty is paramount to our ability to support our instructional needs and meet student demand. Thus, we need more full-time faculty as well as adjunct faculty to meet our ever increasing demands and better serve our students.

**Strategies:** Step 1: Our intent is to secure 2 full-time faculty members and increase adjunct and substitute hires.

Step 2: We intend to widely publicize and recruit from the Communication Studies/Speech Communication community to secure the best instructors available that will reflect the diversity and needs of our student population.

Step 3: We want to have the availability to recruit early in the process in order to develop a quality pool through Human Resources and secure the top candidates.

**Responsible Parties:** All full-time faculty, HR  
**Campus supported by this goal:** Both  
**Specify if goal is for department/ Program department or sub-area:**  
**Level of Support Needed:** School or VP

### Related Resources Needed

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\* Resources Needed Name: course sections

**Resources Needed** Our department has been severely burdened with the loss of four full-time members over the several five years.

**Description:** Moreover, those full-time positions have not been replaced. As one of the highest demand departments we are in need of additional faculty, both full time- and part-time faculty to service our students.

**Inter-Level/ VP Level Group** NEW for Fiscal Yr 2011-2012

**Decision:**

**Fiscal Year:** 2011 - 2012

**Duration:** Both (i.e., initial & maintenance costs)

**Estimated Cost:** 10000.0000

**Type of Resource** Other

**Requested:**

**Justification for Resource** Our department has experienced a 50 percent decrease in full-time faculty instruction as the 2011 year comes to

**Request:** a close. We have had no replacements, and to continue to thrive as a department we need the long term commitment of full-time faculty members as well as a strong part-time faculty support system

**Department Code:** 150600 Speech & Comm Disorders

**Requested Funding Source:** General Fund

### Goal: Speech Communication Requirements for A.A. Degree

To investigate existing Speech Communication courses offered under Long Beach City College's Plan A degree requirements. Specifically, we will investigate the possibilities of: (1) placing Speech Communication 25 as a Social Science course option under Plan A and (2) long term goal: making a Speech Communication course a mandatory requirement for LBCC's Plan A.

**Year:** 2010 - 2011

2011 - 2012

**Start Date:** 08/14/2009

**Goal Status:** In Progress

**Goal Priority:** Medium

**Rationale:** Speech 25 Requirement: Speech 25 is currently offered as a requirement option under the Social Sciences Area for both Plan B and Plan C, but not Plan A. If students are given the option to enroll in Speech 25 in order to fulfill a Social Science requirement for Plans B and C, then they should equally be given the same opportunity to complete Speech 25 for Plan A.

Speech Requirement Under Plan A: While Plan B (Area A1) and Plan C (Area 1C) of Long Beach City College's General Education Plan both require students to complete a Speech course, Plan A of LBCC's General Education Plan does not. If students are required to complete a Speech course in order to fulfill the course requirements on Plan B and Plan C, then students should also be required to complete a Speech course in order to adequately complete requirements of Plan A.

**Strategies:** Step 1: Conduct an online search of local California Community Colleges in order to investigate whether or not such colleges: (1)offer Speech 25 as a Social Science course option for the A.A./A.S. degree. (2) have a mandatory Speech course requirement for the completion of an A.A./A.S. degree.

Step 2: Contact representative members of Long Beach City College's curriculum committee in order to understand the rationale as to why: (1) Speech is not a mandatory requirement, and (2) Speech 25 is not a Social Science course offering under Plan A.

Step 3: Review and discuss findings with Speech Communication department.

**Responsible Parties:** All Full-time Faculty  
**Campus supported by this goal:** Both  
**Specify if goal is for Department/ Program department or sub-area:**  
**Level of Support Needed:** School or VP

**Goal: Mentoring**

To develop a formalized mentoring program between full-time and part-time faculty.

**Year:** 2009 - 2010

2010 - 2011

2011 - 2012

**Start Date:** 08/14/2009

**Goal Status:** In Progress

**Goal Priority:** Medium

**Rationale:** By creating a stronger relationship amongst faculty we can collectively focus on departmental goals related to student success and professional development. Moreover, we are practicing the theory of what we teach in terms of fostering interpersonal relationships amongst colleagues. Engaging in an active mentoring program allows the full-time faculty to ensure that our newer as well as seasoned adjunct faculty are complying with departmental policies and student learning outcomes. Likewise, the full-time faculty can benefit from our adjunct's knowledge and resources that they bring from other campuses that may, in turn, strengthen our department to its fullest potential.

**Strategies:** Step 1: Initially, in the spring 2011 semester, the full-time faculty will devise a systematic process to initiate and build on the mentoring program which would involve partner pairing, orientation with newly hired faculty, providing workshops, and devising methods of communication and assessment of the mentoring program.  
Step 2: Initial mentoring may begin with informal communication both face -to-face and electronically.  
Step 3: The following academic year our department can creat workshops that focus on course specific classes to engage in teaching methodologies and student outcomes.  
Step 4: Furthermore, we can better prepare our adjunct for full-time community college positions by hosting interview workshops to help strengthen their potential.  
Step 4: Lastly, we can continue on-going improvements by engaging in exit interviews with our adjunct as well as internally assess our productivity through regularly scheduled meetings amongst our full-time faculty.

**Responsible Parties:** All Full-time and Part-time Faculty

**Campus supported by this** Both

**goal:**

**Specify if goal is for** Department/ Program

**department or sub-area:**

**Level of Support Needed:** Department