2015-16
Program Review

Name of Program: Speech
Name of Unit: Communications & Languages
Name of Area: Academic Affairs
Date Completed: 10/24/2014

Program's Mission Statement

The ability to speak effectively, like the ability to read and write well, transcends disciplines. Duane Fish, Professor of Speech Communication at Northwest College, identifies the importance of oral communication "Regardless of major, regardless of profession or occupation, regardless of experience or expertise, one is, literally, not worth two cents if one cannot express his or her ideas in a manner that can be clearly understood by others. Oral Communication is a critical skill for every educated individual."

Further oral communication (speaking, listening, and critical thinking) is vital for career and vocational development. According to a Carnegie Foundation survey, oral communication is the skill of college graduates that is most coveted by employers.

The Rio Hondo College Speech Department's mission is to provide quality education leading to transfer and future career success; this mission is visible in the department's emphasis on:

 (1) transferable speech courses: primarily in oral communication (i.e., CSU A1 & A3 areas, IGETC 1C area, and Rio Hondo AA degree 8B area)

 (2) a successful Forensics Speech and Debate program

 (3) a clear pathway to degree attainment through an AA-T (Associate of Arts for Transfer) degree in Communication Studies

 (4) opportunities to develop critical and community advocacy

The department's mission leads to the Rio Hondo College student succeeding in higher education through his/her attainment of effective communication knowledge and skills.

MISSION: to provide the Rio Hondo student with the highest quality oral communication knowledge and skills enabling the student to successfully progress through a pathway on route to Associate of Arts degrees, certificates, transfer, career and technical pathways, basic skills, and lifelong learning pursuits all of which are consistent with the Rio Hondo College Mission

emphasis of preparing students to adopt to the demands of a multicultural society.

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

The Benchmarks (80% satisfactory or above) have been achieved for the courses. For SPCH 100 Interpersonal Communication, a scenario/case study practice was instructionally effective, by Spring 2013 semester students were scoring between 88-94% excellent ratings. Moreover, a questionnaire addressing halo/horn effects and the SLO was implemented. This added integrity helped the SLO measurements reliability. For SPCH 101, the department's most widely offered course, SLO achievement has increased. In the Spring 2010 semester, 13% of student's had unsatisfactory SLO scores, by Spring 2013 semester only 8% were scoring unsatisfactory. SPCH 101 Honors was recently added to the Speech Department's course offerings, the development of learning outcomes will be needed for this course. SPCH 102 is not offered since the department faculty want to have the students devoted to the more comprehensive course (i.e., SPCH 100 and SPCH 101), further, not offering the SPCH 102 course has no negative impact on transfer. For SPCH 110, 111, and 112; these are the Forensics lab courses SLO benchmarks are consistently met. For SPCH 130 and SPCH 132, outcomes were met, but the need for more actual performances was identified several times as the way to achieve higher outcomes. SPCH 140 and SPCH 240 are debate and argumentation courses. For these two courses, students meet the outcome benchmarks, but outcome achievement would clearly improve with more appropriate facilities, such as adequate classroom lighting. Also recommended are portable recording devices and more opportunities to debate—such as debate tournament participation through an additional SPCH 111 (debate lab) course. Degree outcomes will soon be tracked and analyzed. Data for this endeavor does not appear to be available.

Theme one: Students score higher in the Spring compared to the Fall semesters.
Need: The department needs more technology. For instance, light dimmers, user-friendly recording devices, a printer and notebook computers for Forensics to help maintain high ratings.

Theme two: Students at Rio Hondo clearly achieve higher outcomes with more experiential learning, the Forensics labs would make for a great compliment to the speech courses.
Need: the department needs to receive more funding resources so students could have more staff assistance and tournament opportunities.

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

Frequent discussions among the faculty have helped uncover and disseminate various ways of improving outcomes so the instructor can modify instruction based on his/her needs. For example some faculty in past years saw that the benchmark in Speech 101 for the nonverbal component of the grade (Criteria 3) was not always being met. They set the goal of spending

more time focusing on speaker anxiety issues as well as having students perform more speeches (some for participation rather than a grade). These methods have been successful because their benchmarks are being met. Instructors can begin to incorporate more technology enhanced methods, but currently instructors do not have the appropriate facilities and equipment such as lighting to do computer projected speeches and cameras to allow the instructor to use speech recording methods.

Forensics instructors (SPCH 110, 111, and 112) can make more instructional adjustments by being able to focus on students on a one-on-one instructional way. Forensics has grown and continues to grow, the Forensics program should therefore be given more human resources, such as more assigned faculty, more assistant coaches and an instructional assistant in order to increase the faculty to student ratio for this area.

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

Requested Resources: The department needs more technology. For instance, light dimmers, user-friendly recording devices, a printer and notebook computers for Forensics to help maintain student learning outcomes. These resources have been requested for several years and have not been acquired. At one point the department was notified that the request was granted and that funding for SmartBoards, dimmers, and camcorders was available. But, to date, the department is still waiting for, and advocating for each. Recording "bloggies" were recently acquired.

Requested Resources: Particularly for the Forensics Speech and Debate Program: One additional Forensics faculty on a one year contract and an instructional assistant to support the Forensics program. This would allow for more student participation at tournaments and increase student success because of the much higher likelihood that the students would succeed given the increased faculty to student coaching ratio. Stipends for existing faculty (similar to an athletic sport coach). Notebook computers (6) and a printer in the squad room.

Program's SLO Information - Assessment Reports (2)

SPCH 132:Readers' Theatre is one course that we are presently offering that has two or fewer SLOs recorded. This course is currently only offered as a combined course along with SPCH 130, further SPCH 132 typically has low enrollment. The department uses the SPCH 130 assessment reports to draw conclusions about SPCH 132 since SPCH 132 often only has 1-4 students enrolled. SPCH 101H (Public Speaking Honors) is being offered for the first time, hence, there are no existing outcomes, it's very likely that the department will use the existing SPCH 101 outcomes to create SPCH 101 Honors course SLOs.

Program's SLO Information - Online Results (3)

N/A

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

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

Program's Characteristics, Performance and Trends

Updated Data for: 2015-2016 Program Year

Rio Hondo College Total Enrollment									
Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012
18,051	54,310	52,724	16,530	50,308	47,119	15,477	48,526	49,473	13,987

Speech Total Enrollment									
Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012
418	1,090	1,043	428	1,124	1,050	412	1,145	1,038	440

					Speech Enrollment By Course				
Course	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012
SPCH100		107	88		115	89		113	89
SPCH101	396	818	822	405	842	783	391	847	771
SPCH102		55	49		51	56		58	51
SPCH110		17	6		7	13		24	14
SPCH111		12	19		10	12		15	8
SPCH112		30	12		19	15		8	8
SPCH130			21		23	20		31	19
SPCH132						9			5
SPCH140	22	51	21	19	54	50	21	46	72
SPCH240			5	4	3	3		3	1

					Speech FTES				
Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012
46.1	121.6	118.9	47.4	129.0	118.8	44.2	133.0	121.3	44.8

Speech Success and Retention								
	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011
Program Success	81.6%	67.4%	67.1%	84.6%	70.8%	72.2%	87.9%	72.4%
Program Retention	89.7%	84.0%	82.2%	93.0%	86.9%	87.7%	93.2%	85.6%

Rio Hondo College								
	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011
College Success	73.8%	67.0%	69.3%	76.6%	65.9%	67.5%	75.6%	64.5%
College Retention	88.6%	85.3%	86.6%	88.7%	85.1%	86.1%	88.8%	83.4%

Success and Retentio
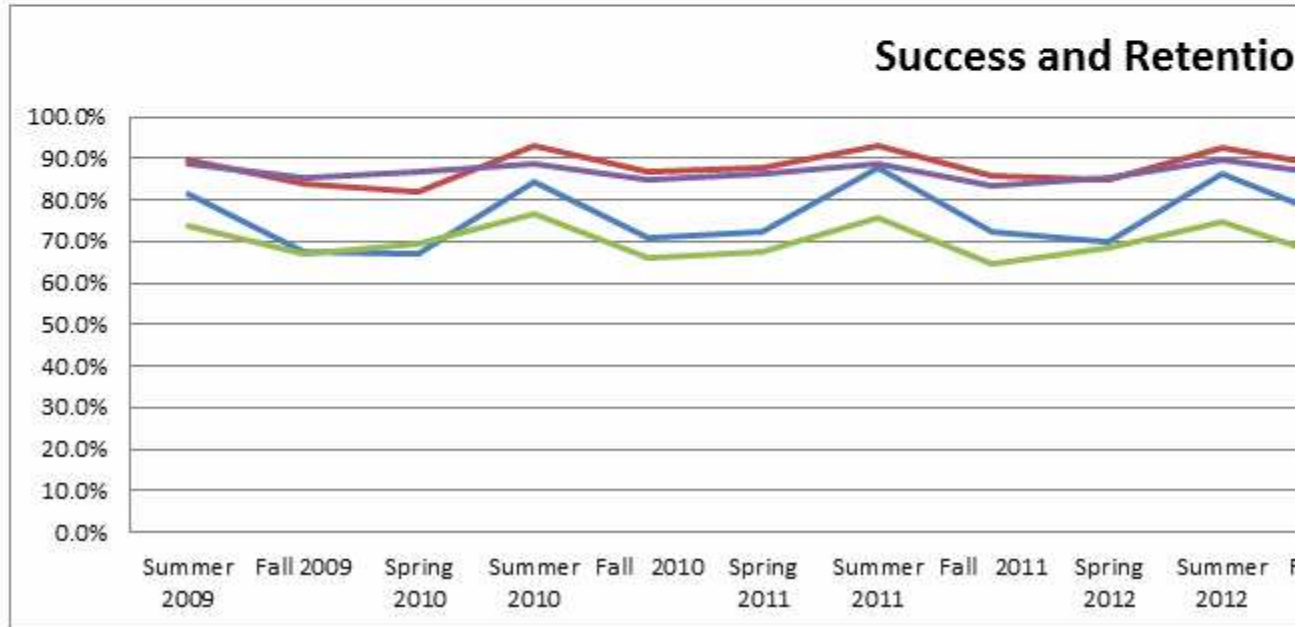
					Speech Grade Distribution				
Grade	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012
A	158	288	262	170	244	292	183	310	277
B	133	253	261	134	342	290	123	314	298
C	50	194	176	58	208	176	55	205	151
D	16	57	50	20	51	53	7	51	51
F	18	124	107	16	130	110	15	100	101
IC	0	0	1	0	0	0	0	0	0
IF	0	0	0	0	0	0	0	0	1
P	0	0	0	0	2	0	1	0	1
W	43	174	186	30	147	129	28	165	158
Grand Total	418	1,090	1,043	428	1,124	1,050	412	1,145	1,038

					Speech % Grade of Distribution				
Grade	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012
A	37.8%	26.4%	25.1%	39.7%	21.7%	27.8%	44.4%	27.1%	26.7%
B	31.8%	23.2%	25.0%	31.3%	30.4%	27.6%	29.9%	27.4%	28.7%
C	12.0%	17.8%	16.9%	13.6%	18.5%	16.8%	13.3%	17.9%	14.5%
D	3.8%	5.2%	4.8%	4.7%	4.5%	5.0%	1.7%	4.5%	4.9%
F	4.3%	11.4%	10.3%	3.7%	11.6%	10.5%	3.6%	8.7%	9.7%
IC			0.1%						
IF									0.1%
P					0.2%		0.2%		0.1%
W	10.3%	16.0%	17.8%	7.0%	13.1%	12.3%	6.8%	14.4%	15.2%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

					Speech Section Delivery				
Time Taught	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Day	24	11	23	23	11	24	22	12	24
Evening	12	4	15	12	4	13	11	5	13
Weekend	1		1			2			2
Online			1	2		1	3		1
Other	2		2	2		2	2		2

| | | | | | | | Speech Success By Course | | |
Course	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
SPCH100		57.0%	53.4%		80.9%	73.0%		83.2%	79.8%
SPCH101	81.3%	69.8%	67.4%	85.2%	70.0%	70.4%	87.7%	70.8%	68.9%
SPCH102		49.1%	69.4%		56.9%	78.6%		69.0%	74.5%
SPCH110		47.1%	50.0%		71.4%	69.2%		62.5%	78.6%
SPCH111		66.7%	84.2%		70.0%	100.0%		66.7%	87.5%
SPCH112		76.7%	66.7%		84.2%	86.7%		100.0%	87.5%
SPCH130			76.2%		69.6%	60.0%		71.0%	68.4%
SPCH132						88.9%			80.0%
SPCH140	86.4%	72.5%	81.0%	68.4%	72.2%	82.0%	90.5%	80.4%	61.1%
SPCH240			100.0%	100.0%	66.7%	100.0%		100.0%	100.0%

Speech (Communication Studies) Degrees & Certificates					
	2009-10	2010-11	2011-12	2012-13	2013-14
Associate of Arts--Transfer	0	0	3	5	5

Speech Enrollment Management			
Indicator	Summer 2013	Fall 2013	Spring 2014
# Sections	12	36	31
Fill Rate	91%	90%	90%
# Students Over-/Under-Enrolled	-33	-110	-96
Section Cap (Average)	32.0	31.6	31.0
# Sections Over-/Under-Enrolled	-1.0	-3.5	-3.1
% FTEF Part-Time	N/A	51%	40%

 The Speech courses offered over the last 5 years have been: Interpersonal Communication (SPCH 100), Public Speaking (SPCH 101), Fundamentals of Oral Communication (SPCH 102), Forensics: Speech and Debate Team (SPCH 110), Forensics: Debate Research and Practice (SPCH 111), Forensics: Oral Interpretation Laboratory (SPCH 112), Oral Interpretation of Literature (SPCH 130), and Reader's Theater (SPCH 132) and Oral Communication (SPCH 102). Argumentation and Debate (SPCH 140), Argumentation and Discussion (SPCH 240). SPCH 101 is the course with the highest enrollment.

In the Fall 2014 semester, SPCH 101 consisted of 26 sections. Four of the SPCH 101 courses are offered at night, two are hybrid courses, one late start, and two off campus. Course offerings have significantly decreased from 2010 to 2013 by about 18 sections spread across Fall, Spring, and Summer sections.

The college's enrollment has declined by approximately 10% from the Fall 2009 & Fall 2010

semesters to the Fall 2012 and Fall 2013 semesters. During that same time span, speech enrollment has had a slight increase from the Fall 2009 to the Fall 2013 semester. For three main speech courses (SPCH 100,101, and 140), Speech Success from the Fall 2009 to Spring 2013 semester has been at approximately 77%. The speech program has a higher retention and student success rate than the overall college retention and success rate. Summer courses have the highest success and retention rates at approximately 85-88%. The student success rate from Fall 2010 to Fall 2013 increased from approximately 71% to 76%.

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

Speech program offers students an Associate of Arts for Transfer degree in Communication Studies.

The speech program at Rio Hondo College also includes an active Forensics Speech and Debate program. Among the 112 California Community Colleges, approximately 30 campuses have active Forensics Speech and debate programs. With 64.5% Hispanic students at Rio Hondo, the program is among the highest Hispanic serving institutions participating in this co-curricular activity. Forensics has a significant transfer impact, particularly to private universities and UC's. These institutions often use more "wholistic" admissions, and hence, a student who has successfully participated in Forensics can have that considered as part of his/her admission. At the conclusion of the Spring 2014 semester, several students transferred successfully, including Shawn Plascencia (Western Washington University), Steven Villescas (University of Texas, Austin), Madeline Kiphen (Azusa Pacific University), Michael Moran (Bowling Green State University, Ohio) and several more.

In addition to the Forensics program's participation in intercollegiate speech tournaments, this program also serves community and outreach efforts. For instance, the program hosted a live viewing and post discussion of the 2012 Presidential Debates. The Forensics showcase has brought in professional actors such as Marisa Ramirez (Blue Bloods), Drew Garrett (General Hospital), and Carolyn Hennesy (True Blood, Jessie, Cougar Town), and Directors/Writers/Producers such as Paul Weber (MGM) and Marilyn Atlas (Real Women Have Curves) to guest judge at the annual Rio Hondo Speech Tournament or speak at its annual Forensics Showcase. The program has even hosted debates on housing and finance for the U.S. Department of Housing and Urban Development. In terms of outreach, the Forensics program hosts a campus wide tournament that includes participants from area high schools, such as California High School in Whittier.

Trends: Along with the Communication Studies AA-T degree, the department has been focusing on improving student transfer success. For instance, a new Honors course has been added, and an Intercultural course is currently being discussed as a new course offering. Finally, the speech program analyzes transfer impacts based on delivery mode (hybrid online, fully online, and on ground), at this point UC and private universities such as USC accept hybrid online and on-ground SPCH 101 courses. Given the transfer implications for oral communication area courses, the department faculty will need to continue to discuss.

On a state wide level, Rio Hondo's degree/transfer overall completion level could be positively impacted by its Speech Program. As of Fall 2014, online data from the Chancellor's Office,

indicates the college as a whole has a degree completion rate of 37.9%, this figure is comparatively low when examined along side of similar single district colleges such as Cerritos College (41.3%), Southwestern College (43.5%), Mount San Antonio College (47.1%), and Long Beach City College (42.7%).

Rio Hondo's Speech program offers a pathway to transfer and degree completion through its Communication Studies AA-T degree path and its Forensics Speech and Debate program. The Forensics program may be a strong transfer connection to UC and private transfer success (See appendix J).

Program's Strengths

The Speech Program conducted a formal SWOT analysis in the September 2014 (See Appendix E). The Speech Program at Rio Hondo College has many strengths. The SWOT analysis's highest rated strength was the Program's "active and student inclusive Forensics speech and debate program."

Rio Hondo's program is one out of approximately 30 California Community Colleges (among the 112 California Community Colleges) that has an active program. Rio Hondo has one of the highest percentages of Hispanic students among all active California Community College Forensics programs. The speech team facilitates engaging activities such as political debates, socially significant oral interpretation performances, influential guest speakers who inspire our students, alumni visits, etc. The Speech Program enables students to interact with several local, state, and national colleges through its Forensic Speech and Debate Program. Additionally, the program hosts an annual extramural tournament on campus each fall. The tournament includes participants from area high schools as well as Rio Hondo College students enrolled in speech courses at the time. In recent years the tournament has expanded to include more competition categories. Under the direction of the Forensics Coordinator, the

Forensics program has collaborated with other groups and clubs on campus, including the Pathway to Law School initiative and the Annual Writes of Spring event, sponsored by the Division of Communications and Languages. Students also performed oral interpretation of literature for events creating awareness for Sexual Assault, Domestic Violence and Cancer. The program also hosted its fourth Annual Forensics showcase. The showcase always features student performances and have also included participation from Alumni, Former Forensics Coaches such as Steve Rohr, and Hollywood's Elite including, Emmy Award Nominated Actress Carolyn Hennesy, Award-Winning Writer, Producer & Talent Manager Marilyn Atlas, and Casting Agent Paul Weber. The Forensics Team as well as Individual competitors have earned many accolades over the years. The highlight of the competition season each year is sending students to attend Phi Rho Pi, the Annual College National Forensics Tournament. In the last two years Rio Hondo was represented by 10 students (note: this was the highest participation amount in the past three decades). Phi Rho Pi winners were recognized by local Assembly members for their excellence in speaking. The Forensics Speech and Debate

Program leaders and participants were also acknowledged and honored for their hard work and tournament success at a Board of Trustees meeting.

Unlike some Forensics programs at other colleges and universities, our program is inclusive and open to all students and faculty. Those who wish to participate may participate and may participate in many different capacities. Some choose to compete, perform, research, coach, judge,and/or assist. Some compete in just one event, while others compete in several. Also, in contrast to more limited programs at other schools, we are able to help students explore multiple genres. Some schools focus only on one genre, such as oral interpretation (i.e., dramatic interpretation, prose, duo), platform events (i.e., informative and persuasive), limited preparation (extemporaneous or impromptu), or debate (parliamentary). Due to our diversely talented full and part-time faculty, we are willing to encourage and able to train students in any area listed above. The Forensics Coordinator also continues to foster student leadership, motivation, and dedication. Our Forensics Team Leadership program also continues each year, as we train students to lead their peers in successful Forensics competition. This leadership program has lead to job placement for these students in areas such as Public Relations, Event Management and Forensics Coaching positions.

In addition to the leadership of our Forensics Coordinator, our current Forensics Debate success has been achieved in large part due to our committed part-time coach, Grant Tovmasian. Recently we also collaborated with the accounting department to establish an ASO deposit/withdrawal account dedicated solely to the Forensics Speech and Debate for the purpose of accepting donations and contributions to the program. We look forward to a promising 2014-2015 academic year.

Some of the specific strengths of the Forensics speech and Debate program:
1) We have a very dedicated, competent and effective Forensics Coordinator and part-time coach who are leading students in successful participation at tournaments and assisting students in professional and academic growth.

2) The Forensics program continues to participate in off campus special performances as well as on campus events.

3) The Forensics program has experienced notable success at Forensics tournaments.

4) The Forensics Coordinator continues to foster student success by developing student leadership that serves the entire student population.

5) The Forensics Coordinator effectively collaborates with other college departments and colleagues to best serve the needs of our students.

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

The Speech Program offers a Communication Studies for Transfer degree (AA-T) that helps students embrace an academic area and transfer. We were among the first Community Colleges to offer this to our students. Similarly, we were the first department to create and implement the Associates of Arts Degree for Transfer in Communication Studies. We also offer courses that allow ample interaction with a diversity of student populations. The Speech Program's many General Education courses allow students to transfer successfully to 4-year colleges. We offer courses that are hybrid online, honors and off campus. Our hybrid online

Public Speaking course meets the needs of those students who are not able to meet as frequently on campus. Our off-campus
classes meet the needs of many in our community by offering meeting places such as the El Monte Educational Center and South Whittier Educational Center. Further, our courses are flexible as we offer classes Monday through Thursday beginning at 6:30 a.m. and continue to offer classes throughout the day with the last ending at 10:10 p.m. We offer a Friday class, a Saturday class, classes that meet just once a week, classes that meet twice a week, short term early start classes, and short-term late start classes. We offer summer classes as well. We have experienced some cuts due to budget constraints, but remain a department with a strong variety of courses, times, channels, and venues.

The following are some of the specific strengths of the Speech Program:

1. Speech faculty remain active on campus. Speech Professor Jeannette Duarte held a FLEX workshop last spring 2014 titled "Communicating Across the Curriculum" and is a mentor for the Puente Program. Speech Professor Lisette Acevedo will teach the SPCH 101 FAST-TRACK course during the Spring 2015 semester. Speech Professor Gil Puga created an Honors Public Speaking course. Forensics Coordinator Libby Curiel is successfully leading the Forensics Speech and Debate Program, is on the ASO Board, is a Government & Community Relations Unit Plan Team Member and last school year served on the Scholarship Committee.

2. Speech faculty are also involved in special programs including Learning Communities and FAST-TRACK. We have faculty members who are versed in Learning Communities. We have taught innovative courses for students that combine Auto Technology and Public Speaking, Drug Education and Prevention and Public Speaking, and Architecture and Public Speaking, and Architecture and Argumentation/Debate. Public Speaking is an ideal course to merge with any other course offered on campus to form Learning Communities. The course it is paired with, can offer the content on which the student will speak about. Learning Community research indicates many positive results from pairing courses such as what we have done with the FAST-TRACK program. However, Learning Communities may need to remain broad enough to allow students to have a public audience, as opposed to an audience solely consisting of one discipline major.

3. Speech faculty remain active in our field. Forensics Coordinator Libby Curiel will present empirical research findings at the National Communication Association's 100th Annual Convention, in Chicago, November 20-23, 2014. The title of her presentation is Transnational Communication in/and the U.S. Military: Negotiating and reforming across cultural and organizational borders. Forensics Coordinator Libby Curiel is also working on developing a survey of other Forensics Programs in California to assess the factors that contribute to Forensics program efficacy.

The speech program is dedicated to excellence in instruction and helps to develop the intellectual and personal competence of each student. Rio Hondo College is committed to preparing students to adapt to the demands of a multicultural society.

Program's Weaknesses

1. Forensics speech and debate staffing: The college needs to be more responsive and timely in ensuring there are enough qualified and dedicated coaches, faculty and staff to appropriately support its students. Note: comparable colleges have 3-7 full-time faculty team coaches. For example, Saddleback College has 4 full-time Forensics faculty and Orange Coast College has 6 full-time Forensics faculty, in addition to several part time faculty coaches. Rio Hondo has one full-time team coach and 1-2 part-time coaches. The division has interviewed and placed qualified applicants into the adjunct pool, but has not offered any courses to these potential new hires.

2. Forensics funding: The college leadership needs to help follow through with more effective funding mechanisms for the speech team. For instance, fund raising opportunities exist such as alumni events and an existing scholarship program.   In addition, we currently do not have a funding source to offer coaches and/or judges honorariums and/or stipends for coaching or judging. Other schools pay their judges stipends for judging at tournaments at a rate of $120-$150/day.

3. Courses are limited to one General Education area in IGETC (Area 1C): The program could add a speech course that fulfills a requirement in an area different from the existing area, an Interpersonal Communication course that fulfills a requirement in Area D7 is a possibility.

4. Inadequate classroom technology: With the exception of A220 and off campus classes, the classrooms in which the speech courses are given have neither appropriate lighting nor recording systems to enable students to adequately present their speeches.

5. College website does not have sufficient content and links to the speech program: In summer 2014 an upgrade to the website was completed. Still, this site does not have a clear path to Speech or Communication Studies. The speech area content is significantly underdeveloped.

6. The semester to semester speech course offerings are not streamlined: Students need to take courses to achieve their degree and transfer; currently the schedule limits this goal. For example, only one Speech 100, 130, and 132 is offered in each the Fall and Spring semesters. During Fall semesters, SPCH 130 and 132 are offered at the same time as SPCH 140/240 and SPCH 101 are offered (Thursday night). Ideally we should spread them out across different time slots to help students complete these courses in a single semester. Moreover, there are no Summer SPCH 100 courses and the winter session is not consistently offered. Additionally, a Fall semester Architecture/Debate course (Learning Community course) was scheduled at a time that overlapped with the general Debate course time slot. Also, more peak time and hybrid online courses should be offered every semester. Speech courses are in high demand and fill up to capacity every semester. Hybrid courses are offered at neighboring schools, such as Cerritos College which offers at least four Hybrid courses every semester.

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

Program's Opportunities

Based on the September 2014 SWOT analysis, the opportunity to add an "Instructional Assistant or Lab Technician for Forensics" had the highest agreement rating. Clearly, the program's growth is a positive, now we must to meet the growing program needs and ensure that Rio Hondo students can participate and succeed at competitive intercollegiate tournaments. This is due to outside agency judging requirements (See Appendix F).

There are several additional opportunities for the Speech Program:

1) Curricular Opportunities:
Boasting a robust curriculum at present, the department faculty sees opportunities in curriculum development. Although we presently offer courses that are: hybrid online, learning communities, weekend, off-campus, late start, fast-track, and honors; we are always looking for new curricular opportunities to help our students succeed and transfer.

The speech department has been offering the hybrid online course in public speaking for nearly fifteen years. As trailblazers in utilizing learning technology at that time, the department reaped the rewards of being one of the only local colleges to offer this course primarily online. Many students traveled from outside of our district in order to take these classes. We would like to stay on the forefront of technology by offering our students many more unique learning modes, such as hybrid online and fully online courses. Online communication is an important area of study in our field today and to remain competitive we must be willing to continue making efforts in this direction of online and online hybrid course development. We project that at least two more of our courses could fit easily into these modes of learning: Interpersonal Communication, and Argumentation and Debate. We have the opportunity to offer more online hybrid and possibly fully online classes.

We began offering Speech 101H: Public Speaking Honors in Fall 2014 and would like to

explore the possibility of adding honors courses in Speech 100: Interpersonal Communication as well as Speech 140: Argumentation and Debate. The department has the opportunity to modify its curricular offerings and should continue to periodically review the options. The department can add courses, such as Intercultural Communication and Small Group. These are both classes that are commonly offered at other local community colleges. Offering a three unit course such as Intercultural or Small Group, would streamline our degree requirement in the 6 unit area of the AA-T degree and add more student selection to the course offerings. Currently, students often take more than 6 units in this area because of the unit variation and the unit caps. The faculty have discussed the transfer benefits of an Intercultural Communication course and are planning to create that course in the forthcoming year.

The Speech Department has occasionally offered shortened classes such as late-start, summer courses and intercession courses. Currently, more condensed scheduling tends to lead to higher success rates. The department could look at persistence and success rates in those shortened classes and consider offering more.

Overall, our offerings are strong and varied. There are opportunities to be found in expanding our online offerings and adding some courses that students who are seeking a degree in Communication Studies or who are interested in human communication would be interested in taking.

2) Technology Resource Opportunities:
There are grand opportunities available for our students to learn public speaking skills from our professional and experienced faculty; yet with the proper technological resources we could offer them so much more. We have an opportunity to teach our future leaders how to deliver PowerPoint and Prezi presentations with precision and skill. If only we could show them how to manage light sources properly, speak at the right volume into a microphone, hook up a personal computing device to a projector, and navigate the room while remotely flipping through slides. When our department rooms become equipped with dimmer switches, microphones, cameras, recording devices, proper cords, and remote clickers, we will be able to train our students quite professionally. Additionally, students who are introduced to equipment such as SmartBoards and ELMO magnifying projectors will have a great advantage in the workforce.

Students will learn also from seeing their own performances. Convenient recording devices/systems are a necessity for a technologically fit speech department. Nowhere is this more apparent than with Forensics Speech and Debate Team. These students have endless opportunities to improve their performances by recording and playing back their speeches. We may see great improvements in our competitors who have easy access to recording devices as well as printers, notebooks-that double as tablets and computers for speech research preparation. The department has a great opportunity to improve the technology of the squad room. We have the opportunity to update our classroom technology and equipment to be a competitive training ground for our future leaders.

3) Facility Resource Opportunities:
Given speech classes require students to project their voices, acoustics are an important element of any speech classroom. We have an opportunity to teach our students about acoustics by evaluating the acoustics in the speech classrooms, and where applicable, ensuring the acoustic environment is adequate.

4) Communication Opportunities:
With the recent advent of establishing a dedicated account for Forensics, the program could facilitate easier donation mechanisms such as being ale to donate through our webpage.

The program also has the opportunity to communicate better by continually updating and adding to the content of the website. For instance, identifying student achievements, upcoming events, degree information, scholarships, etc.

5) Staffing Opportunities:
The department could have greater stability in staffing. Various opportunities can be pursued. The program would benefit from another one year, full time, contract faculty member to assist with coordinating, coaching and judging for the Forensics program. The program could also schedule courses for adjunct faculty based on ensuring that the adjunct teaching Forensics Labs are also assigned other courses depending on their areas. Currently, the scheduling is arbitrary and needs more departmental needs-based scheduling. The Division Dean might consult with human resources so the department can familiarize itself with its options.

The department could also look at the offering of stipends to alumni and others who help coach, judge, and facilitate Forensics events.

6) Student Support Opportunities:
The department could consider creating a Forensics student registration priority. Students actively involved in the Forensics team have intense weekend schedules and are best served by taking course on Tuesdays through Thursdays. Priority registration would enable them to take classes that would not cause them to miss due to tournament commitments and the associated travel time. The department could examine increased student participation in International and National tournaments. The department barrier is funding in those tournaments. Also in support of students, the department could examine Speech Communication conference participation for students and/or faculty. This may be particularly important given the new AA-T degree in Communication Studies.

7) Financial Resource Opportunities:
The department can look at tracking alumni and graduating students to compare success rates and even as a fund raising goal. This will provide an opportunity for the students served by the Rio Hondo speech department, to give back their time, talents, and treasure.

8) Campus Outreach Opportunities:
The department might engage in campus-wide speech related events such as symposiums on communication related subjects. This will give us the opportunity to make our program visible across the campus and help students experience the value of communication beyond the speech classroom.

Program's Threats

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

1)The need for greater Forensics program support creates a potential threat to the program.

Due to recent growth of the college's Forensics program and with more students participating, the forensics program needs to ensure that there are also more staff to coach and judge.

Additionally there are several administrative Forensics program issues such as the difficult process of efficiently accessing ASO funds. Such monetary challenges threaten the program by deterring the Forensics faculty having the team fully participate in tournaments. Reimbursement for expenses can be slow and tedious. A streamlined system and could remove the threat of stymied progress.

The department also feels that one threat to the Forensics program is the difficult process of using facilities on campus. We believe that hosting an Intercollegiate Speech event would be a boon to our thriving Forensics program. Our credibility as a competitive program is thwarted by our inability to invite other local Colleges and Universities to our campus for events such as any of the PSCFA sanctioned tournaments. Our program would be required to rent facilities, pay for custodial and security fees, as our budget will not allow for this; we are incapable of becoming the courteous hosts that we are due to serve as.

2) Our technological deficiencies pose another threat to the success of our department. The department needs institutional funding to ensure that the rooms are adequately supporting speech students. Speech classrooms currently have no dimmers for computer data projection speeches (e.g., Power Point speeches). Students need to gain the experience of incorporating new technologies for their speech making purposes. There are other technology-oriented areas that students need to experience. Staying familiar with these trends and acquiring the funding for these technologies is a challenge.

3) The difficulties our speech majors encounter in transferring speech credits to four-year institutions is threatening to our ability to promote our department including the AA-T in Communication Studies. Although the department has been active in trying to ensure articulation, we are also aware of the challenges regarding articulation and transfer. CSU's, private Universities, and UC's all have unique transfer requirements. The department is challenged by some of these unforeseen transfer patterns. Recently, the department faculty has recognized that many of our classes are not UC transferable; hence, we are considering creating a UC transferable course.

Program's Accomplishments and Recommendations for Improvement

2013-2014 ACCOMPLISHMENTS:

· Our faculty are members of several organizations for our discipline, including The Pacific Southwest Collegiate Forensics Association (PSCFA), The California Community College Forensics
Association (CCCFA), Phi Rho Pi, and The National Communication Association (NCA).

·   Our Speech faculty taught at the South Whittier Educational Center, a Learning Community and
         FAST-TRACK courses, all resulting in student success.
·   Our faculty hosted flex day sessions to disseminate information about the discipline.
·   Our faculty updated department equivalencies
·   A Public Speaking Honors course was created, and is currntly being offered for the first time.
·   One of our faculty members researched and wrote a book that discusses the role of public speaking
         across disciplines/campus.
·   Our Forensics Coordinator served on the Scholarship Committee, and Auxiliary Services Organization (ASO)
         Board, and is a member of the Government and Community Relations Unit Plan Team.
·   The Forensics Speech and Debate Coordinator continues to successfully lead the team to academic,
         competitive and transfer success (See Strengths section).
·   Our Forensics Coordinator and Forensics Coaches developed transfer opportunities that resulted in
         transfers to Bowling Green State University, Ohio; University of Texas at Austin; Azusa Pacific
         University; Western Washington; and the University of Utah.
·   Our Forensics Coordinator and our Forensics coaches attended the PSCFA Coaches Conference.
·   Our Forensics Coordinator has successfully recruited several judges for the program.
·   Our Forensics Coordinator and students prepared public performances to support events such as
         one for sexual assault awareness.
·   Our Forensics Coordinator, Debate Coach and students performed public debates on topics such as
         voting rights, as well as federal and presidential elections.
·   Our Forensics Coordinator and Debate Coach have volunteered their time to coach during the
         summer to prepare students for competition.
·   Our Forensics Coordinator hosted the 4th annual Forensics Showcase featuring performances by
         students and special guest speakers, including program alumni.
·   Our Forensics Coordinator and our students were invited to lecture on critical thinking, debate and
         Latino politics at Princeton University (NJ).
·   Our Coordinator and students toured Philadelphia, Historic New Jersey and New York City, as well
         as participated in an APDA Debate Tournament at Princeton University.
·   The Forensics Speech and Debate team continued high participation at the national level taking 10 students to the Phi Rho Pi National Forensics Championship Tournament in Denver, Colorado.

RECOMMENDATIONS:
These are some general recommendations by the Speech Program:
·   Offer more transferable courses, such as Intercultural Communications.

·   Increase technology in the classrooms and Forensics squad room.
·   Increase the Forensics Speech and Debate program annual budget.
·   Increase Forensics Coordinator reassign time.
·   Hire a one-year contract full time Forensics Assistant Coordinator, maximize teaching load for
      Forensics coaches, and hire an Instructional Lab Assistant.
·   Develop a healthy Forensics judge pool by offering stipends.
·   Develop an online mechanism for accepting donations for the Forensics team.
·   Develop ASO deposit and withdrawal account guidelines, as they pertain to
      tournaments, tournament travel, events, fundraisers and coaches conferences.

Program's Strategic Direction

Preface: Over the next 3-5 years the Speech Program will be affected by the increased infusion of technology as a speaking delivery component. Further the program will be affected by the broader institution's ability to support its growing Forensics Speech and Debate program. In addition, the new research on communication trends and instructional trends has and will continue to evolve, thus creating the impetus for greater communication of these trends with both students and fellow faculty. These patterns and an internal SWOT analysis form the basis of the following three strategic directions.

Strategic Direction 1:In the next 3-5 years, the Speech Department would like its faculty and student participants to have a consistently high performing, intercollegiately competitive, and recognizable to the community Forensics Speech and Debate Program that can accommodate a large group of Rio Hondo student competitors.

Strategic Direction 2:In the next 3-5 years, the Speech Department faculty will have facilities that allow for instruction where those faculty will be able to significantly incorporate technology into their instruction, and introduce/train their students on how to effectively give presentations using presentation software (e.g., PowerPoint, Prezi, and so forth)

Strategic Direction 3:In the next 3-5 years, the Speech Department students will have a robust group of transferable Speech course offerings, along with clear and visible pathways toward success degree and transfer goals; and these courses will be taught by a cohesive group of both Full and Part time Speech faculty who are aware of the latest communication education research, transfer and vocational opportunities.

Program's Staff Development

For Speech faculty to achieve its strategic direction, there are several opportunities. The program has begun doing some of these, but outreach and innovative practical means of staff development would be a clear path toward achieving the Speech Department's strategic

direction. Here are the areas to address in order to meet the staff development needs:
(1) Website: The Rio Hondo College website needs to have a much more clear and developed Speech area section (see Appendix C), if the Speech Department had a Lab Instructional Assistant, development and updating the website content could be part of the job description.
(2) Blog or another easy to access means of intra-discplinary communication: There needs to be an easier means for communicating with faculty particularly our transient adjunct faculty.
(3) Communication Education Journal: This journal would be extremely helpful to the discipline and all faculty. It is an academic journal exploring instructional issues in communication (See Appendix D for a summary of some key articles).
(4) GIFTS: The program would benefit from hosting or attending at least one GIFTS (Great Ideas For Teaching Speech) session.
(5) Conference Membership: With a membership, publications are less expensive. Participation at the National Communication Association and the Western States Communication Association Conference should be encouraged.
(6) Presentation Software Training: There are new presentation software programs that interested faculty could be trained for (Prezi).
(7) PSCFA Coaches Conference: This is the regional Forensics association's annual conference where discussions about speech training and related issues are covered.
(8) Attending and judging at Forensics Speech and Debate Tournaments: To stay aware of trends, these tournaments help connect faculty to other faculty and witness trends in the Forensics Speech and Debate community.
(9) Communication with Pathway to Law: Continue collaborations with the Pathway to Law School Program Coordinator.
(10) Communication with related programs such as DSPS, Theater, and Political Science: There are many overlapping areas that we can connect with. For instance, a film actress and film casting director were on campus talking to the Forensics team. A connection to our Theater and Film students would benefit those students as well as our speech students.

Program Review - Additional Comments

Program Review - Executive Summary

Program Review - Response to the Executive Summary

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

Status: in progress

Description of Goal

Transfer and Degree Success: The Speech Program will increase degree attainment in Communication Studies for Transfer (AA-T) degree by at least four students each year for the next five years, commencing Spring 2015; and, increase transfer success by at least four students each year for the next five years, commencing in the Spring 2015 semester (see Appendix B for degree comparison).

Evaluation of Goal

The Speech Program Coordinator and/or proposed Lab Instructional Assistant will monitor Communication Studies for Transfer degree awardees, develop and evaluate a quantifiable spreadsheet, meet with articulation and/or transfer counselors, and subsequently develop an action plan to streamline and make more visible the degree and transfer success rates related to Speech.

Objective #1.1

Status: in progress

Offer semester-to-semester courses with an emphasis on degree completion, including more peak classes and hybrid courses. Breadth of course offerings should include the appropriate variety to prevent delays in graduation. An analysis should be conducted of the annual offerings of Rio Hondo speech courses to help emphasize student degree completion. For instance, during summer session, at least one SPCH 100 course should be offered.

Existing Resources

District resources required to offer courses.

Objective #1.2

Status: in progress

Analyze the curriculum and create new courses where applicable. Discussions of adding/revising curriculum have taken place in past department meetings. Some potential curricular changes to make the program more transfer friendly: Add Intercultural Communications course, add Honors course for Interpersonal, offer 100% Online where applicable, revise the three Forensics labs to embed all four required areas (Debate, Interp,

Limited Prep and Platform), a Small Group course, a Communication Theory, a Rhetoric course, have all been discussed. In the last program review: Intercultural Communication was a course that was agreed upon by the department.

Existing Resources

Division funding for offering courses

Objective #1.3   Status: in progress

More student recognition such as winners at speech tournaments, and speech awards such as nominated "student of the year." This will improve students chances of UC's and Private university transfer. This will also help students to get scholarships to help fund their education.

Existing Resources

Resources from donations through the Foundation, and the Division should be used for this objective.

Objective #1.4   Status: in progress

Clearer pathways to degree attainment and more visible information about 4year transfer universities should be made more accessible and user-friendly. For the later object of informing about 4 year universities, transferring to a 4 year university also requires that the student has selected a specialty area. Further, each 4 year has it's own emphasis on Forensics genres, therefore communicating that would also benefit. This objective can be easily completed through the existing Rio Hondo website.

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

Rio Hondo website/IT staff will need to make the time to communicate and coordinate this with the Speech Department.

Existing Resources

Rio Hondo website/IT staff.

Objective #1.5

Obtain a Forensics Lab Instructional Assistant, and in addition to coaching and judging for the Forensics Lab courses, the duty of tracking transfers and alumni; and assisting the Forensics coordinator in annual event for Forensics fundraising purposes.

Resources Needed: Additional Personnel

Position Classification: Classified Hourly

Required for How Long: Ongoing

Position Title: Speech Lab Instructional Assistant

Basic Position/Job Description:

The Speech Lab Instructional Assistant will coach, judge, assist the Forensics Coordinator in tournament projects and the Speech Coordinator in alumni tracking and fundraising endeavors.

Estimated Salary Excluding Benefits: $30,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Participation in Forensics Speech Tournaments is a strong catalist for transfer success. With the growth of the size of the team, the Forensics team needs more specialized coaching and the lab assistant for completing weekend lab hours through judging. Additionally, the college should commit to tracking transfer alumni and associated fundraising opportunities.

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

Status: in progress

Description of Goal

Forensics Speech and Debate: To ensure that Rio Hondo College has an excellent Forensics speech and debate program by strengthing the programs: staffing, outreach/recruitment, funding, curriculum, and improving the activiy procedure processes. This goal is particularly significant because of the program growth and nature of competition.

Evaluation of Goal

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

Objective #2.1

Status: in progress

Objectives 2.1 - 2.4 addresses the staffing component of the goal.

Hire a Full Time Forensics faculty on a one-year contract to help with Forensics objectives, outreach, fundraising, and to support the growth and scope of the program.

Resources Needed: Additional Personnel

Position Classification: Full Time Faculty

Required for How Long: Ongoing

Position Title: Assistant Forensics Instructor

Basic Position/Job Description:

This one year contract position, would be dedicated to coaching and judging forensics. Additionally, this position would help in the coordination, outreach, fundraising and all the Forensics program related duties.

Estimated Salary Excluding Benefits: $50,000.00

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

The reason for this position is to help prepare the growing amount of students competing in forensics. The position can also fulfill judge obligations, hence allowing more student participation. Further the Forensics program needs more assurance that the staff will continue throughout the year, rather than the semester to semester situation with adjunct coaches. Finally, the Forensics program has many facets that can be taken advantage of for the betterment of the institution: outreach with pathway to law, outreach to high schools, fundraising projects, and the helping in tracking transfer students.

Objective #2.2

Status: in progress

Obtain a Forensics Instructional Lab Assistant to help with Forensics activities including: judging, coaching, outreach, fundraising. The internal SWOT analysis among Full Time speech faculty indicate high agreement for this objective. Similar to other lab assistants.

Existing Resources

District funds should be allocated to meet these objectives.

Resources Needed: Additional Personnel

Position Classification: Classified

Required for How Long: Ongoing

Position Title: Forensics Instructional Lab Assistant

Basic Position/Job Description:

The assistant would judge and coach for Rio Hondo College Forensics program. Additionally the assistant would be involved in fundraising, outreach & recruitment endeavors. The assistant could also be used in broader speech goals like tutoring/mentoring.

Estimated Salary Excluding Benefits: $30,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

The internal SWOT analysis among Full Time speech faculty indicate high agreement for this objective. Similar to other lab assistants. In recent years the program plans have consecutively indicated a growing need for additional support for the Forensics Program.

Objective #2.3   Status: in progress

Coordinate scheduling for adjunct faculty to ensure Forensics instructor's loads are maximized. Increased Forensics program enrollment is a result of Forensics instructor's recruitment. These instructor's are also representing Rio Hondo and coaching students at tournaments on weekends (Friday-Sunday), hence these instructor's experience scheduling constraints.We should maintain a commitment of offering those active Forensics lab coaches a load goal 67% and a stipend (see objective 2.4) to cover the costs of the additional hours spent on Forensics coaching and judging. If they do not have sufficient compensation, they are far more constrained in the time they can dedicate to meeting the needs of the Forensics students, and the turnover is much higher.

Impact of Objective on Other Programs, Units,and/or Areas
Impact on the Communications & Languages Program: Speech

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

Objective #2.4
Status: in progress

Stipends for Rio Hondo judges at sanctioned tournaments.

Resources Needed: Additional Budget
Requested Item: Judging stipends
Required for How Long: Ongoing
Requested Amount: $18,000.00
Description:

$3,000 stipends, each semester, for each judge (approximately $150/day for judging). Currently we require 5-8 judges at each tournament.

Supporting Rationale

Due to the growth of participation, the program needs additional funding to ensure judging/coaching and tournament participation. Judges/coaches should receive stipends commensurate with athletics and other forensics programs. This amount is comparable to other programs. Most all other Forensics programs pay their tournament judges. This will create judge consistency and ensure judge competence.

Objective #2.5
Status: in progress

Supply Request: Mac Book Pro (1); 2in1 Notebooks (12); All in one Printer (1)

The Forensics program requires the appropriate up to date technology to facilitate program operation. The Mac Book Pro will enable us to fulfill this requirement.

squad room needs to be equipped with a fully functional research area complete with at least 12 portable 2in1 notebooks, which double as tablets and laptops; and a professional laser jet all in one printer/scanner/copier.

Notebooks will function as research tools both in and out of the classroom. The Mac book Pro lap top would also function as tool for developing Forensics program materials and information. Currently we pay outside vendors to professionally prepare brochures and media acquiring the Macbook pro would allow us the opportunity to fulfill that function ourselves

without the additional middleman or added repeated cost.

Resources Needed: Additional Technology

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

Requested Amount: $1,000.00
Description:

Laser Jet all in one printer with color, scan, and photo copy capabilities with extended warranty.

Reason:

Forensics coaching staff and Students need access to printing within the Forensics squad room. As printing resources on campus have shifted from "free" to a "pay for print", Forensics students are at a significant disadvantage in preparing for competition. The printer in our squad room currently does not function.

Location: A222
New or Replacement: Replace Existing
Services Required: Electricity

Technology Classification: Computer Hardware

Requested Amount: $8,400.00
Description:

12 2-in-1 notebooks, which double as tablets and laptops with extended warranties.

Reason:

As opposed to laptops, notebooks are more affordable and are a more compact option for tournament online access that is required for research and document access needed during competitive tournaments. Each debate team and extemporaneous speaker needs their own laptop/internet document access during competition. Access to information is imperative in closing the gap of the digital divide especially for our student population. Most other programs offer access to updated technology to their students. We had a lap top for competition but it stopped functioning over four years ago.

Location: A222E Storage Room
New or Replacement: New Installation
Services Required: Electricity, Internet Access

Technology Classification: Computer Hardware

Requested Amount: $2,800.00
Description:

A 15"-17" Mac Book Pro with charger and with an extended warranty.

Reason:

The lap top will be used by faculty and students prepare for the competitive season. The Mac book Pro would also function as tool for developing Forensics program materials, media and communication that cannot be accomplished with a PC or the department MAC desktop. . We are specifically requesting the purchase of a portable Mac book Pro for feasibility and accessibility to specific apple product (non PC) hardware and software that is most appropriate for creating media.

Location: A222E Storage Room
New or Replacement: Replace Existing
Services Required: Electricity, Internet Access

Objective #2.6

Status: in progress

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

To enable community members to contribute to the Forensics program.

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

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

Objective #2.7

Status: in progress

Priority registration for Forensics Speech students. Similar to athletics, Forensics students have   scheduling constraints due to practice and weekend tournaments.

Existing Resources

District resources.

Objective #2.8

Status: in progress

District funding of two on campus tournaments, this can be carried out by the District paying for or waving the facilities, security, custodial, and related fees for a 2-3 day (Friday-Sunday) weekend tournament.

Resources from Other Sources
Resources from Facilities, Security and Custodial

Required for How Long: Ongoing
Requested: $21,000.00
Received: $0.00
Reason for the difference between the amounts:

Facilities quoted us $3,500/day to host weekend tournaments. Two weekend tournaments would cost approximately 21,000 according to that calculation.

Objective #2.9

Status: in progress

Increase Forensics funding to ensure a minimum of 5-7 tournaments per semester.

Resources Needed: Additional Budget
Requested Item: Tournament Travel Costs
Required for How Long: Ongoing
Requested Amount: $20,000.00
Description:

Funds to cover the travel costs for the Forensics team to compete at tournaments that will both prepare them for the national tournament and expose them to transfer institutions that offer additional funding upon transfer.

Supporting Rationale

This works to facilitate transfer and funding for students seeking to transfer to schools with Forensics programs. For example last year we took Forensics Competitor, Steven Villescas to the "Hell Froze Over" tournament at the University of Texas, Austin in January. While he did not win at that tournament he did win the attention of the Director of Forensics, who invited him to apply and was also able to secure additional funding for him upon his acceptance. Steven is now a student at the University of Texas, Austin, competing for their Forensics program. The cost of sending Steven to that tournament along with a coach was approximately $2,800.

Objective #2.10

Status: in progress

Increase Forensics Coordinator's re-assigned time to 100% re-assigned similar to the MESA Coordinator re-assigned time (see RHCFA Appendix J p. 112).

Resources Needed: Additional Budget

Requested Item: Re-assigned time increase
Required for How Long: Ongoing
Requested Amount: $55,000.00
Description:

Re-assigned time to equate to 100% load, similar to the MESA Coordinator re-assigned time (see RHCFA Appendix J p. 112).

Supporting Rationale

Current release amount is not sufficient to support all of the Forensics goals and objectives with the growth and current scope of the program.

Objective #2.11

Status: abandon

Working with a Grant office liaison, to obtain grant funding for the forensics program.

Impact of Objective on Other Programs, Units,and/or Areas
Impact on the Unit: Grant Development and Management

Would require a Grant office liaison who could take the time to research and assist in Grant writing on behalf of the Forensics Team.

Objective #2.12

Status: in progress

Streamline Forensics related procedures and policies for accounting related areas by using a District Assigned Purchasing Credit Card, developing an online submittal process, and having a faculty/administration planning meaning to help ensure contingencies are managed.

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

Accounting, Finance, Administration, Division Dean, Speech Department will collaborate to accomplish these goals. The impact will be time spent on achieving these goals.

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

Status: in progress

Description of Goal

To help foster better oral communication outcomes through improved classroom facilities.

Evaluation of Goal

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

Objective #3.1

Status: in progress

Upgrade Speech classrooms to make the learning of oral communication more conducive to student learning. Speech classrooms (A222, A220, A218, A227, A211, A213, A214, A206, A215, South Whittier Educational Center room 105, El Monte Education Center room 103, and the speech classroom at the Applied Technology Center in Montebello) should be equipped with: (1) Appropriate lighting, and remote controls; (2) ensuring that the lecterns are not broken/missing parts, (3) ensuring there is recording devices to record speeches, (4) acoustic sound proofing. Further, an available portable amplifier and microphone should be available.

Impact of Objective on Other Programs, Units,and/or Areas
Impact on the Unit: Communications & Languages

Other programs would benefit from increasing the visibility if those students are having students participate in public speaking or if instructors are using computer data projectors for their lectures.

Resources Needed: Additional Technology

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

Requested Amount: $1,200.00
Description:

Professional video cameras (webcams or security cams might also work) installed right above

our projectors or high on the back wall of each classroom to accompany audio and recording devices.

Reason:

In order to capture student speeches and assist students with managing and developing appropriate nonverbal communication.

Location: All classrooms listed in Goal 3, Objective 1
New or Replacement: New Installation
Services Required: None

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

Requested Amount: $1,200.00
Description:

Professional microphones to accompany the recording devices for each speech room.

Reason:

We want to record student speeches. Speech videos require adequate sound recording in order to be effective learning tools.

Location: All classrooms listed in Goal 3, Objective 1
New or Replacement: New Installation
Services Required: None

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

Requested Amount: $5,000.00
Description:

irecord Pro + (PMR-202) $359.99 (For speech classes)
Purchasing Add-On firmware for irecord Pro may be required. The cost varies from $10 - $30 per unit.
irecord Company Representative: Tom Kahn
Purchase Price - http://www.irecord.com/store.aspx
How it works - http://www.irecord.com/howitworks.html
Product Specifications - http://www.irecord.com/specifications.html
USB Compatibility - http://www.irecord.com/compatibility.html
These devises would also require video recording devices along with microphones installed in each class.

Reason:

This device is the quickest most efficient way to record student speeches without all the down

processing time required with other technologies.

Location: All classrooms listed in Goal 3, Objective 1
New or Replacement: New Installation
Services Required: None

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

Requested Amount: $5,000.00
Description:

Light Dimmers or appropriate classroom lighting

Reason:

Speech classes require students to do speeches, often incorporating technology (i.e., PowerPoint speeches). Instructors need to see their students, and students need to see their notes when speaking. To do this appropriate lighting is needed. Dimmers would be best, but there are less expensive alternatives.

Location: All classrooms listed in Goal 3, Objective 1
New or Replacement: New Installation
Services Required: None

Objective #3.2
Status: in progress

Improve the WiFi and online access for Speech related classes, particularly A222.

Resources Needed: Additional Technology

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

Requested Amount: $500.00
Description:

Check to see if speech classrooms are WiFi capable and internet is working efficiently. If not, install more WiFi accessibility.

Reason:

Enable research ability for students.

Location: A222

New or Replacement: New Installation
Services Required: Internet Access

Goal #4 Long term (2-5 years)   Corresponds with Institutional Goal # 1

Status: in progress

Description of Goal

To ensure faculty growth and professional development.

Evaluation of Goal

We will determine if this goal has been met by informally surveying faculty to gather data about professional development participation.

Objective #4.1

Status: in progress

On and Intra-disciplinary level: More exchanges with speech faculty to discuss developments in the field, and instructional strategies. For instance, (1) a end of semester Fall GIFTS (Great Ideas For Teaching Speech) meeting, (2) an online blog where there can be more intra-disciplinary discussion and research posting, speech symposiums/presentations on speech related area. For instance, Part Time Faculty can attend a presentation on "Effective Speaking for getting a FT job in Speech" or leadership academy can have a visit and talk about research in leadership from a Communication professor.

Existing Resources

Minimal funding required. Funding for light food snacks from the Communications and Languages Division, Grants, or General Fund Reserves.

Objective #4.2

Status: in progress

Campus-wide awareness of speech related topics, such as (1) More visible suggestions for dealing with student public speaking anxiety in the non-speech classroom and the DSPS suggestions for appropriate accommodations.

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

We will need to collaborate with DSPS to explore how we can make accommodations for students requiring them.

Objective #4.3

Status: in progress

Development of effective mentoring and tutoring services for speech related issues (i.e., outlining, performance practices).

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

Would require the suport from IT

Objective #4.4

Status: in progress

Monitor Learning Community/Fast Track courses and create "best practices" in ensuring that these are effectively meeting student needs.

Objective #4.5

Status: in progress

Ensure the college website has an appropriate speech area in the existing website (Appendix C).

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

Work with IT to implement the department recommendations for the website.

Objective #4.6

Status: in progress

Obtain department based membership in speech associations such as International

Communication Association (ICA), National Communication Association (NCA), Western States Communication Association (WSCA). Note that these associations enable the discipline faculty to access research, stay current in the field, and develop transfer opportunities for our students.

Resources Needed: Additional Budget

Requested Item: Department Memberships
Required for How Long: Ongoing
Requested Amount: $500.00
Description:

Obtain department based membership in speech associations such as International Communication Association (ICA), National Communication Association (NCA), Western States Communication Association (WSCA).

Supporting Rationale

Being a member of these associations enable the discipline faculty to access research, stay current in the field, and develop transfer opportunities for our students.

Appendix A

FORENSIC CURRICULUM AT ORANGE COAST COLLEGE

Units	Meeting Time	CAP	ACT
1	Tues 2:20pm-3:25pm	50	40
2	Tues 2:20-3:25 + 2.5hrs lab	50	6
3	Tues 2:20-3:25 + 5.88 hrs lab	50	6
4	Tues 2:20-3:25 + 9.25 hrs lab	50	5

Appendix B

Based on California Community Colleges Chancellor's Office Data Mart, here are the past three years of Communication Studies for Transfer (AA-T) degree awards:

	2011/12	2012/13	2013/14	TOTALS
Mount San Antonio	7	19	30	66
Cerritos College........................	9	25	22	56
Citrus..	5	17	26	48
Cypress.....................................	0	12	20	32
Fullerton..................................	0	12	19	31
Santiago Canyon......................	2	4	10	16
Rio Hondo...............................	3	5	5	13
East Los Angeles College.........	0	0	5	5

Appendix C

SPEECH AREA PROPOSED WEB LINKS ON RIO HONDO WEBSITE:
I. Speech Department [include three student quotations, include Forensics team picture].
    A. History of Rio Hondo College Speech Department
    B. Speech Department meetings
II. Open Speech Courses
III. News and Events
IV. Forensics (Speech and Debate Team):
    A. About Forensics,
    B. Sign up for the Team and Coach Contacts,
    C. Tournaments,
    D. Donate
V. Faculty
    A. FT & PT faculty names and emails,
    B. Speech department meeting notes
VI. Degrees and Degree Requirements
VII. Transfer and Alumni
VIII. Scholarships
IX. Career options and career center link
X. Campus resources
XI. Off Campus resources: ICA, NCA, WSCA, PSCFA, Phi Rho Pi, AFA, NPDA
XII. Sample speeches
XIII. Interesting research
XIV. Learning Outcomes and Student Success
XV. Contacts including assigned Counselor

Appendix D

Sample articles in the Journal: Communication Education:

Volume 63, Issue 4, 2014. Consistency and Change: The (R)Evolution of the Basic Communication Course by Joseph M. Valenzano III*, Samuel P. Wallace & Sherwyn P. Morreale. pages 355-365.

Volume 63, Issue 2, 2014. Assessing Success: The Impacts of a Fundamentals of Speech Course on Decreasing Public Speaking Anxiety by Karla M. Hunter, Joshua N. Westwick & Laurie L. Haleta. pages 124-135.

Appendix E

Speech Program SWOT analysis results: September 2014
Ratings based on scale of -2 (- -) strongly disagree, -1 (-) disagree, 0 (0) neutral, +1 (+) agree, +2 (++) strongly agree.

Program Strengths:
1)   +2,+1, -1, -1 = +1 We offer Communication AA-T degree
2)   +2, +1, 0, +2 = +5 Active and student inclusive Forensics Speech and Debate program:
3)   -1, 0, +1, = +0 Curricular offerings such as Honors course, Hybrid courses, Off Campus courses, Second level Debate courses (SPCH 240)
4)   +2, 0, 0 = +2 College Community awareness of success in Forensics Speech and Debate program.

Program Weaknesses:
1)   +2, +2, +2, +2 = +8 Not enough staff (judges and coaches) for Forensics Speech and Debate
2)   +2, +2, +1, +2 = +7 Forensics Funding is too limited
3)   +1, +1, +1, +2 = +5 Courses limited to one General Education area in IGETC (Area 1C)
4)   +1, +2, + 1, +2 = +6 Inadequate Class technology (dimmers, Lack of WiFi)
5)   +1, +2, +1, +2 = +6 College website does not have sufficient content and links to the Speech Program
6)   +1, +1, +2, +1 = +5 The semester to semester speech course offerings are not streamlined

Opportunities:
1)   +2, +2, +2, +2 = +8 Instructional Assistant or Lab Technician for Forensics
2)   +1, +1, +1 = +3 Coordinated and Strategic course assignments for Adjunct Faculty teaching speech:
3)   +2, +2, 0, +1 = +5 General AA degree
4)   +2, +1, +1, = +4 Coordinated and Strategic funding for Forensics and Speech related Scholarships
5)   +2, 0, +1, = +3 Increase connections with Academic Pathway to Law School
6)   +2, +1, +1, -2 = +2 Speech tutoring and/or mentorship needed for students [Estimated]

Threats:
1)   -2, +1, +2, +2 = +3 The program is impacted by the loss of quality adjuncts
2)   +2, +2, +1, +2 = +7 The forensics program has to compete with other colleges with far greater staff and funding resources
3)   -2, 0, +1, 0 = -1 Community perception of the college's speech program
4)   +1, 0, +1, -1 = +1 Inadequate UC transferable courses:
5)   +2, +2, +2, +2 = +8 Lack of Institutional support for hosting of weekend events

Adjunct Faculty SWOT analysis input (from Department meeting: Wed 5-6:30pm): Comments were: The appreciation of academic freedom to teach. The concern about the pressures of not getting two courses regularly. Concern about retirees teaching. Expressed need for more Forensics staff for judging. More training for PTers on getting FT speech job, Guest speakers is good, "Career Rookie" linked to website, More faculty communication (i.e., blog), web and wifi needs improving, Camera systems need to be easier to use ("I record" uses USB): suggest having RHC tech dept tasked with this). Because counseling problems/inadequacy—the dept should help with clarity in transfer.

Appendix F

Judge requirements at Phi Rho Pi Tournament (National Tournament)
1 judge per 4 students
(http://www.phirhopi.org/judging-information.html)

Judge requirements at a Pacific Southern California Forensics Association (PSCFA) sanctioned Tournaments:
1 judge per 2 Debate teams (2-4 students)
1 judge per 5 Individual Event slots (1-5 students)
(http://www.forensicstournament.net/tournamentdocs/1138-Fall%202013%20Invite.pdf)

Example: Judging Rules for the PSCFA Fall 2013 Championship
"JUDGING: Judges must check in with Judging Table upon arrival at the tournament. Debate Commitment: All schools must provide one judge for every two (2) team or LD debate entries or fraction thereof. Schools must also provide one judge for each readers theater team entered. Penalty fees will be accepted at the discretion of the Tournament Director (If there is a sufficient pool of Hired Judges). Individual Events Commitment: All schools must provide one judge for every five individual event slots per conflict pattern or fraction thereof.
Judges for all events must meet qualifications outlined in the PSCFA Handbook. And must complete the PSCFA Judge Certification BEFORE being able to judge.
Coaches shall insure the competency of all judges covering your commitment
• A school may not utilize novice and junior only judges in a greater proportion than its novice and/or junior entry warrants.
• Failure of a judge to appear for a ballot in the debate and theater events will result in the forced withdrawal of those entries covered by that judge.
Any school not meeting their judging commitment will be assessed the following fees:
• NFA-LD/Parli-LD Debate Judges - $ 25.00 per entry (if allowed – contact the TD for approval) • Team Debate Judges - $ 75.00 per team (if allowed – contact the TD for approval)
• IE Slots Uncovered - $ 14.00 per slot"

Appendix G

Rio Hondo College Speech Department Planning Meeting
July 9, 2014
Attendance: Robert Holcomb (Division Dean), Libby Curiel (Forensics Coordinator), Gil Puga (Speech Program Coordinator)

Discussion started with an overview of the value of Forensics speech and debate for a College with 67.2% Latino students, this is the highest percentage in the region. Highlights about the incredible amount of Forensics transfer success were also highlighted, even some of the family support challenges.

Meeting notes:
1) Forensics Family Day: The idea of hosting a family Forensics day was discussed.

2) Honorarium: The idea of having an honorarium was discussed to help provide Forensics judging, coaching, and fundraising. Honorariums have been included in the past program reviews. Honorariums would help because of specialized forensics skills needed. The funding would be difficult to attain.

3) Grants: It was suggested that the Forensics program contact the grant office to inquire about potential grants. Some concerns about the short term nature were brought up, but a follow up with the Grant office to explore was discussed.

4) Speech faculty need to support Forensics: Concerns about Speech faculty attending speech related forensics events expressed.

5) Future events/activities discussed: A tournament visit to Yale was mentioned, this would involve a visit with Yale law professor and former Forensics student Christina Rodriguez or invite her to be a guest speaker at Rio Hondo.

6) Pathway to law school initiative: The new pathway to law school initiative was discussed. It was mentioned that a tournament on legal cases: i.e., Vergara v California could be done and may be linked.

7) Hosting tournaments: Concerns expressed about the hosting of tournaments, namely the challenges of facilities services/security/tech and room reservations and so forth were discussed. We would like to host a PSCFA tournament given the logistical constraints previously mentions as well as financial constraints we are currently unable. There was a commitment to host PSCFA in 2015 if we can acquire the needed resources for the specific dates and times.

8) Accounting support: Discussion ensued about the need for more flexibility and discretion in spending needed to support participating students, faculty and volunteers at Forensics related events and tournaments (both on and off campus).

9) Judging capacity: A strong expectation that adjunct will judge to fulfill Rio Hondo's judging commitments at least two days of tournaments/per semester.

10) Early-in-semester fundraising event: Discussion ensued about the need to capitalize on fundraising. An early fundraiser would be ideal.

11) Forensics loads for SPCH 110, 111, 112: Concern about the low loads regarding SPCH 110, 111 and 112. Each course moved from 1 unit to 2, doubling the commitment yet the course loads did not double. Speech 110 should be moved from its original 1 unit=16% Load to 2 units=32% load, instead of the current 20%. And Speech 111 and 112 should be moved from their original 1 unit=19% Load to 2 units=38% load instead of the current 28%. This change makes the course loads comparable with the unit changes (from 1 to 2 units). Speech 111 and 112 have more urgency.

12) Staffing: Concerns expressed about the need to hire and/or assign more adjuncts experienced with Forensics was expressed. Adjuncts who are assigned to Forensics should be fully committed and prioritize their Forensics commitments' for example judging at every tournament was also expressed. There is agreement that this can be done for the Spring 2015 semester. Discussion on how an honorarium stipend would help complement this was discussed.

Appendix H

SPEECH TRANSFER AND DEGREE
Attendance: Gil Puga (Speech Coordinator), Dianne Holcomb (Transfer Counselor), Song Graham (Articulation Officer), John Parra (Counselor working with Communications and Languages Division).

MEETING NOTES:
General ideas: major and concentration are important. The student needs to have the correct "concentration" or the degree benefits will not work. The Degree is mostly for the 60 units only stipulation and that the student gets into "the CSU system" (note: not necessarily a school of their choice). CSUF and CSULB are impacted campus wide: RHC students need 3.5 GPA to be considered.

1. Does the Com Studies (AA-T) degree guarantee transfer to only one CSU (CSULA)? Answer: it gives students a bump in GPA at least for some CSU's: depending on school's impaction/locality. It's really a guarantee into the CSU system. And the degree guarantee is primarily focused on the guarantee to no require the student to have to take more than 60 units at the 2yr community college level, and 60 units at the 4 yr level.

2. Is the Com Studies (AA-T) degree beneficial for getting into any CSU, or UC, or Private (i.e., USC, Azusa Pacific Univ.)? Answer: Yes, but depends on CSU. It gives students a bump in GPA based on schools locality and impaction level. Honors courses recommended here because it give students "priority admission" review. Forensics recommended because it can lead to transfer under "comprehensive review"

3. Would you recommend that our speech department explore developing a general AA degree in Speech? Answer: Not particularly, since developing one would trigger the requirement to meet the RHC requirements (i.e., the additional PE units and such)

4. Do grades matter in the core transfer communication courses for Communication's majors transferring? (In other words, do Universities look at GPA in those courses more closely or is it just overall GPA.) Answer: probably not, but perhaps for UC's.

5. For a RHC student trying to transfer to UC or Private University, is there transfer benefits for them to participate in Forensics Speech and Debate? If so, are there sections in the application form where it's most appropriate for them to document that they participated (i.e., some applications have "activities" section)? Answer: Yes, because of essay components and comprehensive review.

6. Are there 4yr transfer schools (i.e. USC, UCLA, CSULB) that may scrutinize delivery modes (online, hybrid, on ground) of courses? Answer: USC will dismiss the course if it was fully online. Narrative about the college dismissing a student when the school became aware of the enrolled student's online courses ensued. UC's have expectation of "an audience." Hybrids should be fine. For CSU's I think 100% online may be fine. Some discussion about visibility of

online status—possibly this is visible. They both sounded cautionary though.

7. Any suggestions that we (Speech department) should consider doing to increase our ability to help students successfully transfer to CSU's, UC's, Privates? Answer: Dianne Holcomb can set up a meeting with students specifically in Speech. Or arrange trip to university if requested.

8. New Question: Can a repeatable class be taken twice by the same student in the same semester. For instance, SPCH 111 is repeatable for 3 times. If we offered a SPCH 111 on MW, and a SPCH 111 on TTH; can the student take both courses during the same semester? Answer: no, this is not possible, but we can have short term section (i.e., 8 week), then when the course concludes have another short term session (8week)

Appendix I

Speech Classroom Facility Analysis

Room (Fall 2014 Speech sections):

A220 (17): This is the primary classroom. Lighting is good. User friendly recording technology should be included, such as IRecord or through portable video camera.

A218 (6): No method of class lighting system, but access to natural light. Lighting dimmers are needed.

A227 (5): No method of class lighting system, but access to natural light. Lighting dimmers are needed.

A222 (3): Forensics Squad room: No method of class lighting system, but access to natural light. Lighting dimmers are needed. Printer and more advance research methods are needed (i.e., student Notebook computers). WiFi does not work well; need to upgrade.

A215 (3): No method of class lighting system, and NO access to natural light. Lighting dimmers are particularly needed.

A213 (2): No method of class lighting system, and NO access to natural light. Lighting dimmers are particularly needed.

A214 (1): No method of class lighting system, but access to natural light. Lighting dimmers are needed.

A200 (1) Hyrbid Online. No method of class lighting system, but access to natural light. Lighting dimmers are needed.

Appendix J

UC transfer and Phi Rho Pi membership colleges

Table 3
University of California
Enrollments from California Community Colleges
2012-13 (Full Year), CA residents

School Name Cumulative%	Enrollment #	Enrollment%	Forensics Program
1. Santa Monica College	783	5.6%	Yes
2. De Anza College	511	3.7%	No
3. Pasadena City College	498	3.6%	Yes
4. Diablo Valley College	483	3.5%	Yes
5. Santa Barbara City College	464	3.3%	No
6. Orange Coast College	457	3.3%	Yes
7. City College San Francisco	354	2.5%	Yes
8. Mount San Antonio College	353	2.5%	Yes
9. Saddleback College	328	2.3%	Yes
10. Irvine Valley College	310	2.2%	Yes
53. Rio Hondo College	89	.6%	Yes

Note: the among the top 10 UC transferring California Community Colleges 80% have Forensics programs.

Individuals Who Participated in Developing this Plan

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

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