Program: Speech Communication  
Division: Communications  
Chair/Dean: Susan Dittmer  
Five-year interval reviewed: 2010-2006  
Date submitted: September 30, 2011 updated 10/17/11

Please organize your review by the following topics.

I. Program

A) Mission of the Program

The Speech Communication Program supports Valley’s mission statement in that it provides students with the core communication skills necessary to succeed through examination of intrapersonal and interpersonal communication and the theories associated with that examination process.

B) Ways in which the Program Supports Valley’s Mission

The Speech Communication Program supports Valley’s mission statement in that it provides students with the core communication skills necessary to succeed through examination of intrapersonal and interpersonal communication and the theories associated with that examination process.

C) Goals of the Program

1) Assist the student enrolled in the Speech Communication Program to increase their professional skills and marketability in a related field by
   - Increasing student understanding on the use of the following communication theories (intrapersonal, interpersonal, public, nonverbal and group communication) evidenced through the Program Evaluation.
   - Placing 98% of our eligible graduates in jobs within 6 months of graduation

2) To grow our major by 10% to the program in five years by
   - Remarketing the major as “Communication Studies” and enlisting the assistance of the admissions office.

3) To enable students to participate in communication aspects of the college campus by
   - designing and conducting a communication event associated with a campus event during their capstone course in the program.

4) To extend our major by
   - Researching and implementing a pre-law program for Missouri Valley College.
• Offering a new social networking course to enable students to incorporate the social media aspect of communication into their business setting.

D) Ways in which the program contributes to General Education

SP 100: a core class for all students with the purpose of improving and implementing constructive speaking skills as well as the general theories and principles of effective communication.

Possibly offering SP325 Interviewing as a new general core course.

E) Curriculum

SPEECH MAJOR

SP 100. Public Speaking - 3 hours. A study of the basic principles, methods and techniques of effective oral communication. Emphasis on the role of the speaker, speech, situation, and audience in various speaking situations. Fall. Spring.

SP 104. The Speaking Voice - 3 hours. This course is designed to introduce the student to the basic elements of voice training. Techniques covered include an introduction to and application of the International Phonetic Alphabet, effective breathing patterns, placement and resonance of the voice, standard American speech, projection, and articulation. Spring.

SP 205. Oral Interpretation - 3 hours. This course focuses on the interpretation of prose, poetry, and drama through the use of oral reading. Students will learn how to analyze literature according to the genre and study techniques for developing a persona through voice and body movements. Spring odd years.

SP 220. Interpersonal Communication - 3 hours. Through lecture, discussion, and group work, this course introduces theories regarding self-concept, self-esteem, perception, attention, socialization, nonverbal communication, listening, and relational conflict. Students will develop an awareness of communication styles and skills that will enhance their interpersonal effectiveness in relationships. Fall even years.

(Course has been assumed under NP100: Personal Growth and Interpersonal Communication.)

SP 309. Argumentation and Debate - 3 hours. Principles and practice in methods of organizing, conducting, and evaluating debates and arguments. Students will learn skills in research, critical thinking, writing, and delivery. In addition, students will examine methods of coaching an educational debate program. Fall Odd.

SP 322. Nonverbal Communication - 3 hours. Designed as a study of theories regarding nonverbal communication, this course examines the effects of paralanguage, space, territory, chronemics, haptics, etc., in the communication process. Students will explore the impact of nonverbal communication in interpersonal, intercultural, and public forms of communication. Spring even years.
SP 325. Interviewing - 3 hours. This course examines the various theories and situations in interviewing. Students will plan and execute interviews in the role of the interviewer and interviewee, developing techniques in research, listening skills, asking and answering questions, and note taking. Students will prepare resumes and cover letters for the purpose of career placement. Spring.

SP 405. Persuasion - 3 hours. This course explores the theory and practice of human influence. The intent is to increase student awareness of persuasive messages in media and provide students with better consumer skills. The course will explore media motivation, theories such as the balance theory, inoculation theory, cognitive dissonance, congruity, source credibility, and message content. Prerequisite: SP100. Fall even years.

SP 415. Speech Writing and Criticism - 3 hours. This course is designed to examine and evaluate famous speech manuscripts for analysis of style, effectiveness, and function of speeches. Students will examine famous speeches by various influential speakers and incorporate specific writing techniques and devices into original speeches. Prerequisite: SP100. Spring odd even years.

SP 149/249/349/449. Special Topics - 1-3 hours. Selected and current topics in the Speech field.

SP 420. Presentational Speaking - 3 hours. This course studies refinement in speech composition, forms of supports, style, research, and gestures necessary in performing business presentations. Students will study and perform various styles of presentations as they relate to persuasion in the business setting with specific development of visual aids using charts, graphs, and/or PowerPoint. Prerequisite: SP 100. Fall.

SP 376/476. Independent Study - 1-3 hours. Reading or research at a greater depth than in a normal class. Prerequisite: Permission of instructor, division dean, and Chief Academic Officer. Arranged.

SP 485. Senior Project - 3 hours. Performance or research projects in speech. Areas of emphasis may be in Oral Interpretation, Debate, Forensics, Speech Dynamics, Persuasion, Speech Analysis, or in other approved areas. Evaluation will be by department committee. Prerequisite: Permission of instructor. ARR.

Cross-Divisional Courses required:

BA 212. Principles of Management - 3 hours. The study of the role of managers and management in organizations, emphasizing the process of planning, organizing, staffing, directing and controlling. Included is a survey of techniques in goal setting and strategy, decision making, leadership, and motivation. $30.00 course fee. Prerequisite: EN 160. Fall. Spring.

BA 422. Organizational Behavior - 3 hours. Human behavior in business organization. Interdisciplinary analysis of relationships of individuals and groups within the context of the organization. Management leadership responsibilities. Prerequisites: BA 212. Fall.

SC 340. Gender Studies - 3 hours. This course examines gender stratification and social inequity. Topics include social definitions of gender roles, socialization, and social movements in this area. Prerequisite: SC 100 or PY 100 or permission of instructor. Spring even years.
F) Degree Requirements

Senior Assessment consists of Portfolio, Paper or Research Project.

*Major requirements:* SP 104, SP 205, BA 212, SP 220, HM 221, , SP 309, SP 322, SP 325, SC 340, SP 405, SP 420, BA 422, SP 485. (Total 42 hours)

*Minor requirements:* SP 104, SP 205, SP 220, SP 322, SP 325, SP 420, 3 hour SP elective. (Total 21 hours)

*Major assessment:* Senior Speech majors will evaluate and demonstrate knowledge of the program's objectives. They will either choose a communication project or a researched paper and submit a portfolio. The portfolios and project or paper will be prepared in conjunction with SP/TH 485, Senior Project.

G) Any Unique Aspects of the Program

Many cross-divisional courses (such as the Business and Social Science Divisions) are required for the Speech Communication major, making the program easy to offer as a major.

H) Brief Description of the Status of the Discipline (including emerging issues and trends)

Speech Communication: Because “the skills learned through …a B.S. in Communication can be applied across a broad range of fields” there are many concentrations which can be sought:

- Marketing Communications
- New Media
- Online Work and Communities
- Organizational Communication
- Public Relations
- Self-Designed.

Source:
(http://degrees.waldenu.edu/business.php?selection=bscomm&source_code=DTMKS tablespoonsource_campaign_id=635&affiliate_id=Google_communications%20degree&dart_code=p415725630&gclid=CP2o g5X_KoCFYvlKgodeVe91Q)

See additional information regarding actual positions in the following sites:

- "The Bureau of Labor and statistics gives some of the occupations available to communication majors: http://www.gonzagaonline.com/communication-degree-online.asp"

Additionally, if a pre-law degree is offered, the following information is from the Bureau of Labor and Statistics should a Pre-law degree would become a reality. Pre-law: “Although there is no recommended “prelaw” undergraduate major, prospective lawyers should develop proficiency in writing and speaking, reading, researching, analyzing, and thinking logically—skills needed to succeed both in law school and in the law. Regardless of major, a
multidisciplinary background is recommended. Courses in English, foreign languages, public speaking, government, philosophy, history, economics, mathematics, and computer science, among others, are useful. Students interested in a particular aspect of law may find related courses helpful. For example, prospective patent lawyers need a strong background in engineering or science, and future tax lawyers must have extensive knowledge of accounting.

Acceptance by most law schools depends on the applicant's ability to demonstrate an aptitude for the study of law, usually through undergraduate grades, the Law School Admission Test (LSAT), the quality of the applicant's undergraduate school, any prior work experience, and sometimes, a personal interview. However, law schools vary in the weight they place on each of these and other factors.”

“About as fast as the average employment growth is projected, but job competition is expected to be keen.” [http://www.bls.gov/oco/ocos053.htm](http://www.bls.gov/oco/ocos053.htm)

II. Student/Faculty Information

A) Profile of Current Full-time Faculty and Teaching Loads
(Include an updated vita for each member.)

Note: Program faculty are those who taught at least one course in the program in the past year. The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

**FULL-TIME**

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees fall</th>
<th># of advisees spring</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Dittmer</td>
<td>Communication</td>
<td>18</td>
<td>14</td>
<td>14</td>
<td>30+</td>
<td>M.A.</td>
</tr>
<tr>
<td>Wendy Leslie</td>
<td>Lang/Hum</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
<td>M.A.</td>
</tr>
<tr>
<td>Harry Carrell*</td>
<td>Comm</td>
<td>3</td>
<td>14</td>
<td>14</td>
<td>51</td>
<td>M.A.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total credit hours: 33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Also supervised Internships

B) Profile of current adjunct faculty and teaching loads
Note: Program faculty are those who taught at least one course in the program in the past year. Include all adjunct faculty who taught in the program regardless of their division affiliation.

**ADJUNCT**
<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Carnes</td>
<td>Comm</td>
<td>21</td>
<td>0</td>
<td>10+</td>
<td>M.A.</td>
</tr>
<tr>
<td>Dr. Jessica Guire</td>
<td>Comm</td>
<td>3</td>
<td>0</td>
<td>5+</td>
<td>PhD</td>
</tr>
</tbody>
</table>

Total credit hours 24

% of credit hours taught by adjuncts 42%

% of credit hours taught by cross divisional faculty 26.5%

% of credit hours taught by full-time content faculty 31.5%

C) Course Offerings this Past Year

<table>
<thead>
<tr>
<th>Face-to-face sections</th>
<th>Fall 100-200 level</th>
<th>Fall 300-400 level</th>
<th>Spring 100-200 level</th>
<th>Spring 300-400 level</th>
<th>Inter-sessions fall/spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Studio sections*
Internships/practicums
Lab (face-to-face) sections
Online sections
Arranged classes
Classes total General education classes offered**

<table>
<thead>
<tr>
<th></th>
<th>Face-to-face sections</th>
<th>Studio sections*</th>
<th>Internships/practicums</th>
<th>Lab (face-to-face) sections</th>
<th>Online sections</th>
<th>Arranged classes</th>
<th>Classes total General education classes offered**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

* A studio class is defined as one that emphasizes skills and practical application, not lecture/discussion. Examples include studio art, performance theatre, and dance.
** Include all general education classes offered in your program area even if they are not part of the major requirements.

D) Faculty Professional Development Activities

Susan Dittmer
Professional Development
Member of the Speech and Theater Convention of Missouri.

Missouri Valley: serves as Chair of the Communications Division.

- Member of the Technology Committee
- Member of the General Education Assessment Committee
- Developing a new program for assisting students in selecting a major.
o Developing a new course regarding the Social Networking aspect of professional communication.

o Grant writer for woman’s organization in Marshall, Missouri.

Harry Carrell and Wendy Leslie
Professional Development
See Language and Humanities for Professional Development activities within their fields.

Other SP 100 Adjuncts in past 5 years:
Michael Carr (adjunct)
Katherine Wildt (cross-divisional faculty)
Adrianne Adderley (cross-divisional faculty)
Drew Hawkins (adjunct)

E) Student Information this Past Year

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Majors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Minors</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

F) Number of Graduates over Last Five Years

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<tr>
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</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

G) Available Relevant Information (such as job placement of graduates, student performance on licensure/certification exams, alumni and employer surveys, etc.):

All five graduates from the past years are gainfully employed.

III. Program Assessment and Planning

A) Student Learning Outcomes of the Program

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Speech Communication Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Communication</td>
<td>An understanding of the ability to use roles and processes of communication.</td>
</tr>
<tr>
<td>Presentation</td>
<td>An understanding of an ability to research, present and write communicative messages.</td>
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<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oral Interpretation</td>
<td>An understanding of the ability to interpret orality.</td>
</tr>
<tr>
<td>Debate and Argumentation</td>
<td>An understanding of the ability to develop, present and debate argumentatively. An understanding of the, and special events. Students will use basic interpersonal skills as well as appropriate group dynamics for a variety of settings.</td>
</tr>
<tr>
<td>Interpersonal and Group Dynamics</td>
<td></td>
</tr>
</tbody>
</table>

**B) Course Map**

<table>
<thead>
<tr>
<th>Course</th>
<th>#1 Fund</th>
<th>#2 Pres</th>
<th>#3 OI</th>
<th>#4 Debate</th>
<th>#5 IPC</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 104</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SP 205</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP 200</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SP 220</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>HM 221</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>SP 309</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>SP 322</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>SP 325</td>
<td>X</td>
<td>X</td>
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<tr>
<td>SP 405</td>
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<td>SP 415</td>
<td>X</td>
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<td>SP 420</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SP 485</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
C) Means of Assessing Student Learning Outcomes

- **Knowledge Assessment Survey**
  This assessment is given during SP485. This assessment is designed to evaluate the depth of the students’ comprehensive knowledge and understanding of the designated learning outcomes.

- **Major Program Portfolio**
  In SP485 students are expected to complete a research paper or a campus communication project to demonstrate skills and knowledge gained from program. Students must submit an outline of the project including an introduction, survey of literature, research questions, results and discussion, and summary, along with a portfolio demonstrating the learning outcomes. Student will be graded by a panel of their instructors and an outside adjudicator (if available) using a rubric supplied for this project.

- **Student Course Evaluations**
  Many changes in courses are made as a result of student evaluations of the teacher and/or class structure. In my SP405 Persuasion course offered this last year, students indicated the need for further studies in social media, resulting in an experimental course in social networking to be added to the curriculum in the Fall 2012.

- **Career Evaluations**
  E-mail has provided information regarding employment with all five with jobs within their focus areas. However, we are creating a new a tracking system through social media to be in place by the end of this school year which will help assess future major as well as the course requirements.

- **Indirect Methods**
  By attending conferences within my field of study, opportunities exist to incorporate new ideas into the class setting. Directly linked to the Student Course Evaluations process regarding the need for social media, I attended a workshop regarding the change social networking is creating in an individual’s communication methods.

D) Evaluate Effectiveness of Assessment Methods Used

- **Knowledge Assessment Survey**
  - Overall Goal: To achieve a gain of 2.0 and above on the Knowledge Assessment Surveys
  - In 2010, three graduates completed the assessment survey with an average gain of 3.255 on a 10 point scale.
  - Area of most gain: Specific to Goal #2: Presentation--specific to the Rhetorical Strategies applied to message formation. Gain of a 5.3
  - Area of least gain: Specific to Goal #1: Fundamentals:--specific to the role of communication in creating meaning and influencing individuals and groups. Gain of a 1.7

- **Major Program Assessments**
  - Overall Goal: To achieve a successful portfolio deeming the merits of the senior’s committee consisting of an outside adjudicator (when available) within their specific field of study. Outside adjudicator will be supplied with a rubric.
- New assessment tool has not been used as there was no graduate last year.

  o **Course Evaluations**
  
  o 6) Overall Goal: Written course evaluations still tend to be an adequate form of assessing teaching methods and directions for courses.
    - Students respond to the written administrative evaluations (Spring 2011: ratio (30 responding-0 not responded). In addition the administration request written feedback online. Responding percentages through system, ratio 0 responded. Also faculty member encourages written responses to improvements, needs and changes for existing courses.

  o **Career Evaluations**
    - Overall Goal: 100% of graduating seniors will find placement within six months of graduation.
    - 100% of prior seniors have landed gainful employment within 6 months of graduation.
    - Using social media tools we will be able to develop a rubric which will assess not only the program, but the individual courses as well.

  o **Indirect Methods**
    - Attending the STAM conference, I was able to ascertain the possibility for developing a mock trial aspect to our program in conjunction with a pre-law major within my field of study; secondly, to create a new title for the major; thirdly, to incorporate in new course in social networking.

**E) Summarize Improvements Made (based on the results of the assessment).**

- The Knowledge Assessment Survey was created for the sole purpose of assessing student knowledge of key learning outcomes upon entering the program with the outcome of the same learning outcomes when finish the program.

- Due to problems in teaching overloads within this program, a new core for the major was developed allowing for other courses already offered in other disciplines to become requirements for the major: i.e: NP 221 Leadership and Group Dynamics substituting for SP 220 Interpersonal Communication; adding an aspect of family dynamics through the inclusion of SC 340 Gender Studies; and BA 422, Organizational Behavior for the organizational communication theory missing in the program.

- The Social Networking class is being developed to address social media communication with the PR students marketing the course.

- Assessment of major has resulted in remarketing the Speech Communication major under the new title of “Communication Studies” instead of “Speech Communication”. This should attract more majors. A proposal was sent to the curriculum committee to request the change in the name.

- Assessment of major has resulted in the research for creating a new major for pre-law. Dr. Acay and I have visited and set up a list of possible courses for the proposed major.
• Assessment of student success has resulted in the requirement for any Public Relations and/or the Speech Communication major to pass EN 130 and EN 160 with a “C” or better.

• The newly revised major in Speech Communication requires only 2 of the courses be taught to maintain the major’s program (SP:322 Nonverbal Communication and SP:485 Senior Project). All other courses listed in the catalog for Speech Communication are required for other majors by other divisions (General Core, Business, Education, Public Relations, and Theatre).

<table>
<thead>
<tr>
<th>Division/Area</th>
<th>Course #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Core</td>
<td>SP 100</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Theatre</td>
<td>SP 104</td>
<td>The Speaking Voice</td>
</tr>
<tr>
<td>Education (Speech/Theatre)</td>
<td>SP 205</td>
<td>The Speaking Voice</td>
</tr>
<tr>
<td></td>
<td>SP 309</td>
<td>Oral Interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Argumentation and Debate</td>
</tr>
<tr>
<td>Business</td>
<td>SP 325</td>
<td>Interviewing</td>
</tr>
<tr>
<td>Public Relations</td>
<td>SP 405</td>
<td>Persuasion</td>
</tr>
<tr>
<td></td>
<td>SP 415</td>
<td>Speech Writing and Criticism</td>
</tr>
</tbody>
</table>

Note: Should an Independent Study or Special Topics course be offered, it would be on an arranged basis.

F) If Applicable, Brief Analysis of Grade Patterns of Courses (with high failure rates and/or withdrawals and action plan for student improvement in these courses).

1. None

IV. Facilities and Resources

A) Address Adequacy of Resources and Support Services (for example, library, laboratories, equipment, space, personnel) for meeting program goals).

1. Lack of back files for debate competition and,
2. Research to update back files for debate tournaments is not a possibility
3. No pre-law program.
   i. Need to develop a mock trial setting with an area attorney to assist in the development of the program.
   ii. Need to develop a pre-law major
4. Continued need for technology
5. Lack of listening labs.

V. Strengths, Weaknesses, Opportunities, and Threats (SWOT)
<table>
<thead>
<tr>
<th><strong>INTERNAL Origin</strong></th>
<th><strong>POSITIVE/ HELPFUL</strong> to achieving the goal</th>
<th><strong>NEGATIVE/HARMFUL</strong> to achieving the goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>facts/ factors of the major</td>
<td><strong>Strengths</strong></td>
<td><strong>Weaknesses</strong></td>
</tr>
<tr>
<td></td>
<td>--Smaller classes=more personalized education for students</td>
<td>--Limited number of faculty limits availability of courses and varying communication perspectives for teaching students</td>
</tr>
<tr>
<td></td>
<td>--Adjusted major - Curriculum was recently revised to accommodate low numbers in program as well as number of courses for existing full-time faculty to teach for program.</td>
<td>--No Debate Program</td>
</tr>
<tr>
<td></td>
<td>--Flexible/Diverse Program for students</td>
<td>--Missing debate back files</td>
</tr>
<tr>
<td></td>
<td>--Smaller classes=quicker intra and interpersonal comfort for students</td>
<td>--Student perception of the meaning of “Speech Communication”</td>
</tr>
<tr>
<td></td>
<td>--Cross-divisional course offerings</td>
<td>--Very few majors</td>
</tr>
<tr>
<td></td>
<td>--91% of courses are used to support other programs.</td>
<td>--Difficult to recruit to existing program</td>
</tr>
<tr>
<td></td>
<td>--Few additional courses needed to offer the major.</td>
<td>--Storage space of student materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EXTERNAL Origin</strong></th>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>facts/ factors of the environment in which the major operates</td>
<td>--Growing field in Pre-Law</td>
<td>--Number of colleges offer majors that include debate</td>
</tr>
<tr>
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<td>--Alumni connections for developing a</td>
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pre-law program and a Mock Trial Program.

--Some attorneys in Marshall are Valley graduates. Could recruit a few to assist in developing both programs.

--Possible cross-divisional courses for developing a major for pre-law.

--Rename “Speech Communication” major to “Communication Studies” to possibly attract more students.

tournament experience as well as interns who keep back-files updated.

--With adjunct and cross-divisional faculty teaching most of the SP100 (77 out of 83 courses in past 5 years) it is difficult to recruit to MVC freshman.

--Little control of course content with adjunct and cross-divisional faculty teaching theses courses,

--No specific speech major associated with Employment Opportunities outside of skills addressed.

--Other colleges with debate programs

VI. Conclusion and Vision

A) Status of Program (growing, static, or declining)

1) Slow growth
   In 2007 1 major
   2009: 2 majors
   2010: 3 majors

2) Specific to our graduates we have had a slow growth. Without a debate program, it is not a major in which high school graduates are aware of... becoming difficult to recruit students.
   i. In 2007 1 major
   ii. 2009: 2 majors
   iii. 2010: 3 majors

3) Other possible recruiting tools could come from home school programs, others in the arts program who are recruiting, the admissions department, Optimist club speaking programs, etc.

B) Major Strengths/Accomplishments (of the program over the last five years)

1. Realignment of course work for major.
2. 2011 -Faculty member, Susan Dittmer, continues to serve as Communications Chair and is active in many committees.
3. 2010 -Faculty member, Susan Dittmer, received the John McCallum Excellence in Teaching Award.
C) 5 Year Program Improvement Goals
   o To grow the major by 10 students by 2016
   o To improve the growth of the Knowledge Assessment Survey from a 1.7 in Knowledge to a 2.0.
   o Additional full-time professor. Risking content of general education courses by having one full-time trained faculty teaching only .07% of those courses. In addition, we used adjunct to teach 88 of 148 sections (i.e., 59% of upper-division speech courses were taught by adjunct.)
   o To increase awareness of the versatility of the major

4) Strategies and Resources (required for achieving the program vision)
   o To grow the major by 10 students by 2016.
     ▪ Program will accomplish this by:
       • Re-marketing the major resulting in increase of majors and increase of awareness.
       • With the implementation of a pre-law degree, revisit the possibilities of a Mock Trial Program.
       • Revisiting the possibilities of a Speech Pathology Program.
       • Creating awareness of the program by starting a campus debate night where students could argue current issues/topics.
   o To implement a pre-law major using cross-divisional courses.
     ▪ Program will accomplish this by:
       • Creating an investigation committee consisting of several of our professors and area lawyers.
   o To improve the growth of the Knowledge Assessment Survey from a 1.7 in Knowledge to a 2.0.
     ▪ Program will accomplish this by:
       • Through examining the SLO rubric and implementing more assignments specific to SLO#1. Since all courses except one are develop the knowledge of SLO#1, must examine why that area is weak.
   o Additional full-time professor with argumentation and debate emphasis. Risking content of general education courses by having one full-time trained faculty teaching only .07% of those courses. In addition, we used adjunct to teach 88 of 148 sections (i.e., 59% of upper-division speech courses were taught by adjunct.)
     ▪ Program will accomplish this by:
       • Staying on track with the academic chief officer’s plan of hiring a new faculty member by fall 2012.
       o New faculty member should have an emphasis in argumentation and debate for the assistance of developing pre-law program.
   o To increase awareness of the major on campus.
     ▪ Program will accomplish this by:
• Conduct a Fair for Majors for all undecided majors and well as new incoming freshman. Past majors have stated that more students would major in Speech Communication if they understood the application and diversity of this major.
• Post on line “What You Can Do With A Speech Communication Major”.
• Research the possibilities of programs such as: Collegiate Mock Trial and Speech Pathology programs.
• Research course work for Pre-law programs.

Updated 10/18/11