Proposal Title: District Forensics-Speech & Debate Program

Originator and Position: Ron Newman, Director of Forensics

Area Dean: Jeremy Brown

Campus: Menifee

Area Vice President: Rudy Besikof

Budget Account Code: 11-223-0000-0-1506-0000-4550 (or TBD for forensics program)

*Total Amount Requested: $10,000.00

*Please complete all applicable portions of “Section VI - Projected Expense File” now to determine the “Total Amount Requested” above.

Please check:

| One-Time Funding: ☐ | On-Going Funding: ☒ | Safety: ☐ |

1.) For what are you asking? 2.) Why is the request timely and important? 3.) Where was the need identified? Please answer these three questions in 250 words or less. See instructions for further explanation.

1) We are seeking ongoing funding for the MSJC district forensics-speech & debate program. This program includes students from the San Jacinto, Menifee, Temecula, and Banning campuses. Students develop, prepare, and practice oral presentations and use them to compete with other colleges and universities 2) This request is to support the newly formed team to cover the necessary expenses related to tournament participation. These costs include coaching, travel, lodging, tournament fees, and supplies. Without funding, the team would not be able to continue to operate. 3) Creation of the forensics program was identified as goal in the 2014-15 CPR as well as the 2015-16 APA.

Section I – Program Review and Learning Outcomes - 20 points possible

1.) Identify support from your 2014-15 Comprehensive Program Review (CPR) or 2015 – 16 Annual Program Assessment (APA) for this request (8 points). Link to Program Review

From the 2014-15 CPR, “The MVC faculty would like to add to this list of Visions: The creation of a forensics program. Forensics (Speech Competition) is common at many local universities and campuses and of tremendous advantage to students personally, academically and professionally. The time is right to bring this benefit to our students.”
From the 2016-17 APA, “Vision Five—Forensics, district-wide

• Short term: (establish a team; create a tournament schedule; create forensics curriculum; compete!)
  -This year we began! Ron Newman took an interim FT position and the extra job duty assignment of
    forensics. The team traveled to three tournaments in the fall and will do four in the spring. Rich Rowley
    submitted Comm 160, Forensics workshop through the curriculum process.
• Long term: For the 2016-17 academic year the team plans to attend five off-site tournaments per
  semester including one overnight event per semester. The team also needs enlist the services of 2
  assistant coaches (through stipend or extra job duty), one on each campus, to assist with forensics
  coaching and judging duties. Further out, perhaps for the 2018-19 academic year the team would like to
  incorporate competitive debate. This will require a more substantial budget for several reasons. Since
  debate and individual speaking events are conducted on separate days, every tournament will be an
  overnight event which will increase lodging costs. Debate events also have larger entry and judging fees.
  In addition, debate activities will require separate coaches and judges for the team to be competitive.
  The department could also consider dividing the forensics team between the two campuses with debate
  on one campus and individual events on the other.”

2.) How will this request help improve student learning in the course and/or program (12 points)?  

Link to Learning Outcomes

Communication Department Program Learning Outcomes

• Recognize and discuss the ways in which communication, both verbal and nonverbal, affects lives in
  various social contexts (e.g., intrapersonal, interpersonal, intercultural, group, organizational, mass, and
  mediated communication among others). Aside from particular speech topics that may relate to these
  areas, students not only recognize and discuss these areas of communication, they actively engage in
  them throughout their forensics activities.

• Locate, read, and critically evaluate research (traditional and electronic), comparing and contrasting
  research methodologies used in the discipline. Students must research, assess evidence, and present
  their finding in a competitive format.

• Construct and responsibly present different types of speeches both individually and group,
  demonstrating effective communication practices (e.g., active listening, self-presentation). Once again,
  these are core forensics activities.

• Explore, compare and evaluate the basic communication theories of small group, public, organizational
  and mass communication, the ways in which technology affects communication, as well as the rhetorical
  foundations of the field of Communication studies. Aside from individual speech topics that may involve
  these areas, students engage in experiential learning related to the foundations of the field of
  communication.

The forensics activities go well beyond department outcomes and addresses the MSJC Core
  Competencies
• Communication: The student will communicate effectively, expressing thoughts, goals and needs through use of appropriate modes and technologies. The primary function of forensics team is to communicate effectively and to spread thoughts, ideas, and influence in a competitive format.

• Critical Thinking: The student will reason and think critically. Forensics students are required to use critical thinking skills at all levels of preparation and competition. They must choose a topic that will be relevant to the given audience, research that topic using sources they deem credible, organize their presentations in a way that makes reasoning clear and understandable, and present what they have created in a way that audiences can follow while also responding to nonverbal feedback.

• Aesthetic Awareness: The student will possess aesthetic awareness. Beyond the creation and presentation of oral artifacts, students must also demonstrate an acute awareness of how their physical appearance influences their message. In other words they must “dress the part” for presentation and competition. In many cases they must also create visual aids that are informative or persuasive in order to enhance their message.

• Social Awareness: The student will demonstrate societal awareness. Forensics is, by its nature, a social activity. Every activity they engage in influences and is influenced by society. For their own speeches they choose topics, select appropriate supporting information, and present their speeches to a group of their peers and judges. As a competitor they also watch other speeches, assess them, and engage in social activities with students from colleges and universities across the Southwest.

• Responsibility: The student will display personal and civic responsibility. Aside from the dedication to critical thinking, aesthetic and social awareness, students take on many responsibilities as a member of the MSJC forensics team. They are personally responsible for their speech preparation and delivery, maintaining accurate and timely documentation, and their compliance with institutional rules regarding off campus trips.

• Scientific Awareness: The student will possess an awareness of the physical and biological principles related to science. While not a primary function, many times students are required have scientific awareness to research and deliver speeches or critique others’ presentations.

Section II – Alignment with Institutional Priorities via the Strategic Plan - 25 points possible

1.) How is your request aligned to the strategic goals below? Check all (typically 2 – 6 goals total) that apply. Click here for the 2016-17 Prioritization Allocation Rubric (PAR) for points-weighting during scoring.
2014-17 Strategic Plan Goals

☒ 1. Reduce time to completion of student educational goals and increase degree, transfer and certificate completion.
☒ 2. Drive institutional decision-making using internal and external data to inform planning and prioritize resources.
☒ 3. Refine staffing plan and process
☐ 4. Improve fiscal responsibility that is sustainable for the long term
☐ 5. Identify sustainability strategies to improve efficiencies in processes district-wide
☒ 6. Expand and improve student involvement in campus life
☒ 7. Promote quality of institution through enhanced communication within the community (internal/external)
☒ 8. Enhance the overall campus life experience
☐ 9. In an effort to serve students build bridges between instructional services, student services and administrative services
☒ 10. Increase the College’s visibility, value and recognition in the service area

2.) Please describe the connections between the goals you checked and your proposal (200 words maximum):

1-Studies show that students who engage in institutional activities are more likely to remain engaged in college and reach their goals (Karissa, S. R., & Scott, J. A. (2014). Promoting Hispanic student retention in two year Texas community colleges. Research in higher education journal, 25. 1-12).
3-This includes funds for dedicated/ongoing coaches that tutor students and judge at tournaments, reducing fees related to hiring judges.
6-As above, the forensics team engages students in academic activities that bring them to campus for practice and allows them to interact with students from other colleges.
7-The forensics team is a district wide activity that engages not just speech students, but all students on campus regardless of discipline. It also takes place outside of our campuses and promotes MSJC values to local communities and other institutions.
8-The team influences participant students directly and the student body at-large indirectly. Forensics team members learn speaking skills as well as responsibility and leadership skills that they use on campus in positions such as iLearn representatives, tutors, and college employees.
10-Forensics is the only academically competitive team in the district. Members also host the bi-annual MSJC speech tournament that is advertised locally and includes guest speakers form the community.

Section III – Alignment with Institutional Plans - 15 points possible
Explain how your proposal is supported by the following plans: 2009-16 Educational Master Plan (4 points), Distance Education Plan (4 points), Technology Plan (4 points) and/or Facilities Master Plan (3 points).  

The MSJC Forensics Team is an entity that provides support for several items identified in the Mt. San Jacinto College Educational Master Plan, 2009-2016 supplement. The MSJC mission statement identifies “lifelong learning”, “proven educational methodologies”, “education that leads to transfer”, and “empowering students with the skills and knowledge needed to effect positive change and enhance the world”. According to an article in the National Forensics Journal (Sellnow, D. D. (1994). Justifying forensic programs to administrators: An experiential education opportunity. National Forensics Journal. (winter 1994), pp. 1-14), a robust forensics program inspires lifelong learning among students (supports lifelong learning), connects theoretical knowledge to real-life experiences (supports proven methodologies and empowering students...), values and fosters diverse ‘ways of knowing’ (supports proven methodologies, empowering...). Furthermore, in the article by J Bellon (Bellon, J. (2000). A research-based justification for debate across the curriculum. Argumentation and Advocacy. (Winter 2000) 36, 3), the author states that these activities enhance critical thinking (supports lifelong learning) and gives students the skills needed in real world opportunities and academic success (supports lifelong learning, education that leads to transfer, empowering students).

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**Section IV – Goals and Measurable Outcomes – 30 points possible**

1.) Describe your goal(s) for this project (10 points). How will this improve student learning or enhance institutional services? For a review of goals, see pp. 18 – 20 of a presentation via this link.

Our goals for this RAP are to continue to build the MSJC Forensics-Speech & Debate team beyond the 2015-16 goals.
1) We will expand the team participation to between 15-18 active members,
2) that will compete in 10 external tournaments each year,
3) including 2 overnight trips.

2.) What are the measurable outcomes for this RAP (10 points)? That is, how will progress toward meeting your goal(s) be identified and/or measured? Click here for learning outcome reference materials.

1) We will expand the team participation to between 15-18 active members.
Initially, to build the forensics team to 15-18 students for the 2016-17 academic year requires continuous recruiting by faculty and team members and will require marketing and promotional supplies (posters, fliers, etc.), and weekly meetings at multiple campuses. More importantly, this RAP is vital to maintaining this level of student involvement and success. Within the field of community college forensics, the competitor-to-coach ratio is 5 or 6-to-1. The MSJC college administration has approved a district FT tenure track position that will serve as the Director of Forensics and can satisfy the coaching
needs of 5-6 competitors. This RAP allows for stipends or extra job duty pay for two additional coaches (one on each main campus) to satisfy the needs of 10-12 additional competitors. In addition, forensics tournaments require that schools provide a qualified judge for each 5 competitors or pay a fee between $100 and $125 for every 5 uncovered competitors. With the goal of 10 competitions per year, the cost of additional coaches is fiscally responsible. 15-18 competitors also requires an additional vehicle driven by a district employee.

2) Compete in 10 external tournaments each year.
The 10 tournaments each semester also require entry fees, transportation and lodging costs, and supplies for printing, recording media, etc. The 10 tournament per year schedule is on the low end of most robust community college forensics teams (some teams attend up to 3 tournaments per month) and the minimum number required to not only keep students involved and engaged, but also to make them competitive.

3) 2 overnight trips each year.
The two overnight tournaments per year are required to compete effectively in multiple areas at some tournaments. Typically, Pacific Southwest Collegiate Forensics Association (PSCFA) forensics tournaments hold debate competitions on one day and individual event competitions on another. This forces the team to choose which day to compete. While this is an easy choice at this point due to a lack of debate competitors (we only compete in individual events), some tournaments, like the SDSU Aztec Invitational, break up the individual events over several days. For example, novice and rookie competitions may be on a Saturday with open competitions on Sunday. While this was not an issue this year (all of our competitors were rookie and novice) that will not be the case in 2016-17. Additionally, some larger events, such as the Western States Communication Association tournament, hold the first round of competitions on one day and the finals on a second day. Finally, the PSCFA Fall and Spring Championships are multiple day events and our students would benefit from participating in multiple days for one of these events.

3.) Explain how your outcomes are tied to your CLOs/PLOs/AUOs/SLOs (10 points).

From section I, item 2 above, CLOs, PLOs, as well as competencies that forensics activities address. With these outcomes, student/competitors engage in experiential learning that reinforces MSJC Core Competencies, Program Learning Outcomes, and a range of individual course CLOs. Communication

Individual Course Learning Objectives: forensics supports the majority of communication courses but the primary focus here is the most common General Education course.

• **Comm 100-Public speaking-1. Describe and analyze the relationships among important elements of the public communication process.** 2. Differentiate among various common types of public messages with respect to speaker purpose and audience expectations and adapt topics, goals, and strategies to target audiences and situations. 3. Analyze the student’s own cultural values and compare them with those of others and traditional Western speaking conventions. 4. Research, evaluate, and select information, examples, and expert opinion to illustrate points and formulate strong and valid arguments in various types of informative and persuasive presentations. 5. Organize and specifically outline the main points and supporting materials of various types of oral informative and persuasive messages, providing effective introductions, conclusions, and transitional material. 6. Deliver public messages extemporaneously from a key-phrase outline: using appropriate visual materials, clearly looking at and
responding to nonverbal reactions of members across the audience, and selecting clear, vivid, and appropriate language to express intended meaning. 7. Evaluate and employ methods for managing communication anxiety. 8. Employ methods for establishing and enhancing credibility. 9. Construct appropriate oral responses to the speeches of others, showing understanding of the message and engaging in a dialogue consistent with the intent of the message. Each of these objectives are achieved through the stated forensics outcomes.

Department Program Learning Outcomes
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• Locate, read, and critically evaluate research (traditional and electronic), comparing and contrasting research methodologies used in the discipline. Students must research, assess evidence, and present their finding in a competitive format.
• Construct and responsibly present different types of speeches both individually and group, demonstrating effective communication practices (e.g., active listening, self-presentation). Once again, these are core forensics activities.
• Explore, compare and evaluate the basic communication theories of small group, public, organizational and mass communication, the ways in which technology affects communication, as well as the rhetorical foundations of the field of Communication studies. Aside from individual speech topics that may involve these areas, students engage in experiential learning related to the foundations of the field of communication.

Once again, the forensics activities go well beyond course and department outcomes and addresses the MSJC Core Competencies as well.

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Section V – Implementation Plan – 10 points possible

What are the steps that you will take or need to be taken to implement this proposal?

1.) Who is in charge of implementing the project (2 points)? The Director of Forensics will implement this project. Ron Newman is currently in the position on an interim basis, however the position will be filled by a tenure track faculty member before implantation.

2.) What are the projected start and end dates (2 points)? This RAP is an ongoing request. This project will begin on August 1st and end on July 31st each year.

3.) What other departments will need to assist to assist with the acquisition/implementation of the project (2 points)?

In addition to the Department of Communication, this project requires support from the office of instruction for field trip approvals, etc., Facilities Planning/Management for transportation, and the Public information & Marketing department.

4.) When will the outcomes be measured (2 points)? Outcomes will be measured at the conclusion of each academic year. Outcomes will also be monitored monthly and each semester.

5.) How will you measure the desired outcomes (2 points)? The desired outcomes will be measured by the Director of Forensics through an assessment of student participation (head count) and the number and type (single day or overnight) of tournaments attended. The progress and results will be monitored and reported monthly and annually to the department Chairs, the Deans of Instruction on each campus, and the Vice-President of instruction.

Section VI - Projected Expense Profile
For the object codes and titles below, please indicate the monetary amounts requested.

Object Code 4320
Supplies and Materials: Presentation equipment, recording media, performance awards, marketing materials. Amount requested: $200
Supplies and Materials: Click here to enter text.. Amount requested: Click here to enter text.
Supplies and Materials: Click here to enter text.. Amount requested: Click here to enter text.

Object Code 5XXX
Services: 2 assistant coaches. $250.00 monthly stipend/extra job duty assignment each for 10 months. Amount requested: $5,000.00
Services: Lodging for one overnight tournament each semester at $1,250.00 each. Amount requested: $2,500.00
Services: Travel expenses for 10 tournaments per year at $50.00 each. Amount requested: $500.00
Services: Tournament registration fees for 10 tournaments. Amount requested: $1,800.00

Object Code 6XXX
New Equipment/Building or Site Improvements: Click here to enter text.. Amount requested: Click here to enter text.
New Equipment/Building or Site Improvements: Click here to enter text.. Amount requested: Click here to enter text.
New Equipment/Building or Site Improvements: Click here to enter text.. Amount requested: Click here to enter text.

(S2) Subtotal from Non-Personnel Requests: $5,000.00

Total Proposed Budget (sum subtotals (S1) and (S2) above): $10,000.00

3. Secondary Effects (if this proposal is approved)

If a Classified/Administrative Personnel Prioritization Request is being submitted in tandem with this RAP, what additional space, if any, is needed to accommodate this position: Click here to enter text.

For equipment and technology requests, will additional space be needed to accommodate the requested equipment? If so, where is the proposed location? Click here to enter text.

Will requested equipment require maintenance agreements or support personnel? If so, what the projected costs? Click here to enter text.

Please list future year anticipated needs and estimated financial needs. NOTE: This section refers to any anticipated funding not addressed by this RAP but required in the future. This will not be automatically funded. A new RAP must be completed in the future.
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