**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Speech** | **09/13/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 1,883 | 1,844 | 1,778 | 1,651 | *Self Explanatory* |
| **Census Enrollment Load %** | 96.68% | 98.68% | 103.32% | 97.43% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 5,625 | 5,832 | 5,631 | 5,197 | Weekly Student Contact Hours |
| **FTES** | 187.51 | 194.39 | 187.69 | 173.23 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 12.73 | 12.86 | 11.80 | 12.00 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 442 | 453 | 477 | 433 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 5.60 | 5.40 | 5.60 | 6.00 | FTEF from Contract Faculty |
| **Hourly FTEF** | 4.80 | 5.26 | 3.80 | 3.40 | FTEF from Hourly Faculty |
| **Overload FTEF** | 2.33 | 2.20 | 2.40 | 2.60 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 7.13 | 7.46 | 6.20 | 6.00 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 56.02% | 58.02% | 52.54% | 50.00% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 95.28% | 93.28% | 96.43% | 95.81% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 79.20% | 80.30% | 83.64% | 81.80% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | 83.33% | 93.33% | 100.00% | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 50.00% | 60.00% | 73.33% | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 3 |  - | 1 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Analysis of the trend data for the current cycle reveals a marginal decline in enrollment at census, a development consistent with the pattern of the last three years. Census enrollment load percentage has also declined somewhat from Fall 2010. These declines are not surprising given the reduction in sections taught over the last several years. Retention, however, is almost identical to 2010, and the success rate for students is only slightly lower than 2010 and higher for the two preceding years. Part-time FTES is lower, an obvious consequence of the reduction in sections offered last year and this. The department is still experiencing high demand for the courses we offer and enrollment numbers that are robust and relatively stable. We expect SB 1440 to augment enrollment still further, but the impact of the budgetary crisis and the consequent contraction in faculty and sections taught will undoubtedly impose a significant limitation to growth.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.****SPCH 290-Competitive Intercollegiate Forensics****SLO #1- Event Familiarity: Students will recognize the descriptions, rules, and expectations of the various individual and debate events offered in forensics competition. According to our assessment, out of 19 students, 3 students remained at the novice skill level, 10 students reached the intermediate skill level, and 6 students reached the advanced skill level.** **I.B.2 Summarize Program SLO assessment results beginning on the next line.****N/A** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****The results indicate that a majority of the students become familiar with the events and expectations by competing at tournaments. Students who competed in 2 or more tournaments and particpated on the team for the Fall and Spring semester tended to improve the most.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.** **N/A** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **\* With the advent of SB1440, we reviewed our Speech Communications Degree requirements to keep them aligned with the Speech Communications or Communication Studies Transfer Degree major requirements at the 4-year level. For example, we were planning to create a new Small Group Communication course and add it as a course option for the degree but those plans are on hold due to budget cuts. However, discussions for the Transfer Degree have continued and we plan to formalize the degree in the coming months. Currently, the Communications major is impacted at CSU San Marcos and the new transfer degree will give transfer students priority for registering.** **\* We are creating curriclum for a new forensics course so our returning, fourth semester forensics students can compete on our team and meet the new guidelines for repeatability. As of now, no student can take SPCH 290 more than 3 semesters.** **\* We reviewed and revised the curriculum for our 1-unit speech lab courses to meet guidelines for auditing purposes.** **\* We are waiting for approval from SDSU to allow SPCH 120 and SPCH 290 at Palomar to articulate with COM 201 and COM 204 at SDSU. This will save time and money for our students.\****\* We plan to write and assess Program SLO's for our discipline this year.****\* Finally, our plans to change our department name to Communication Studies & ASL should be coming into effect very soon. This new moniker will improve our alignment with 4 -year institutions and better represent all that we offer in our discipline.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **We recently cut 7 sections of SPCH 100 due to budget concerns. Since more courses were offered in the Spring than the Fall, most of the cuts were made on the Spring semester schedule to create more balance.**  |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **An additional Full-Time professor/Forensics coach is necessary. With an increase in student participation in Forensics in recent years this additional faculty member will strengthen our Forensics program by giving the students a fresh perspective, increase our recruiting, and generate more competitive events. An additional coach would also enhance wellness by redistributing the work load and travel for each member of the coaching staff. With most tournaments on weekends, the coaches have occasional 7-day work weeks and miss quality time away from their home and families.**  |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  |  |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **1 Black and White Laser Printer (Network Access Optional) $120.00 plus taxes Brother HL-2230.** | **2** | **Goal #6, 2.7** | **The Palomar Speech & Debate Team travels constantly and requires the ability to print file updates, modify debate arguments and positions, and generate new scripts while we are hundreds of miles from Palomar's main campus. The mobile printer we have been using is a Brother HL-5240, which has been damaged by thousands of miles of travel and is nearly half a decade obsolete. Without access to a new printer, we will be forced to pay business class prices (as much as $1.00/page) for these services on the road, which will be an incredible financial hardship for our faculty and students.** | **120.00** | **One-time** | **Not funded** |
| **b2.**  | **1 Network Copier With Scanning Capability $3750.00 plus taxes Konica Bizhub 250**  | **1** | **Goal #6, 2.7** | **3 years ago, the Palomar Speech & Debate Team implemented a resource conservation plan designed to move every possible part of our office requirements to a paperless system. Even with this system in place, we have massive requirements for printing, including full debate cases for 10+ students, maintaining all relevant files of dramatic literature, and printing lesson material for students. In our department, 75% of the printing has to do with Speech & Debate. We require our own hardware for these tasks in order to mitigate wear on the departmental copier and to preserve departmental resources for faculty and staff.** | **$3750.00** | **One-time** | **Not funded** |
| **b3.**  | **1 Ceiling Mounted Follow Camera – Networked to Classroom PC. $5000.00 plus taxes** | **3** | **Goal #6, 2.7** | **A modern speech and debate team has massive requirements for speech taping, including processing several hours of recorded material per week. The current system involves cell phones and handheld cameras, which are failing to meet our needs in a number of areas. The current system doesn't capture the video at the quality we need, is unreliable and fails frequently, and requires hours of work each week to transcode the video. A ceiling mounted follow camera networked to the Classroom PC would save us many hours each week and would allow us to spend that time on training and other administrative responsibilities.** | **$5000.00** | **One-time** | **Not funded** |
| **b4.**  | **1 32” Flatscreen Television – Wall Mounted $300.00 plus taxes** | **4** | **Goal #6, 2.7** | **A wall mounted 32” flatscreen TV would be ideal for allowing students to participate in teleconferences and online debates with students in other states and countries. The flatscreen TV has a better refresh rate than the standard classroom data projector, which allows students to use it for longer without headaches. It would also be perfect for displaying multi-screen data alongside the normal classroom data projector.** | **$300.00** | **One-time** | **Not Funded** |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  | **20Small Black Binders (5x7) and 10 packs of Plastic Sheet Covers (51/2x81/2) $250.00 plus taxes** | **1** | **Goal #6, 2.7** | **Forensics students need small black books and plastic sheet protectors for oral interpretation events. Our supply has been used up.** | **$250.00** | **One-time** | **Not funded** |
| **c2.**  |  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  |  |  |  |  |  |  |  |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  |  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  | **Funding for 1 Short Term Hourly Worker (Forensics) $, 3500.00** | **1** | **Goal #2** | **The size of Palomar's Speech and Debate Team has been growing for the past 3 years. We currently have over 20 students working for national competition. During that time, the amount of time available for coaching has decreased, and the current coaching staff is unable to volunteer hundreds of unpaid hours per semester of coaching time. A short-term hourly worker would allow the coaching staff to spend what little time we have in the most productive way possible for our students and for Palomar College as a whole. The duties of the proposed position include assisting with coaching, team office work, maintaining light record keeping (which we don't have time for currently), and possible light duty as a judge of Speech and Debate Tournaments.** | **$3,500.00** | **On-going** | **Not funded** |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **We had a fantastic forensics season last year. At the CCCFA State Speech Tournament, Jordan Menard won three prestigious awards: the Jim Wyman Parliamentary Debate Award, the Collins Tabor Individual Events Award and the Keeling Fricker Overall Event Award making him the top speaker in California. At the National Parliamentary Debate Tournament at the University of Western Washington, Jordan Menard and his partner Saxon Metzger cleared to the elimination rounds of the tournament. They were the only community college out of 162 teams to clear to the out rounds. Saxon Metzger, at the tender age of 16, became the youngest competitor ever to clear to the out rounds at that tournament. And according to the National Parliamentary Tournament rankings, Jordan Menard and Saxon Metzger are the number one community college team in their second year: at 42nd in the nation. At The Phi Rho Pi National Tournament in Chicago, Brandon Fletcher won the prestigious Fish Nelson NFA Lincoln Douglas Award, as well as winning the low cumulative ranking as the top extemporaneous speaker in the nation. With 12 awards in various events, including gold in Parliamentary Debate, Palomar College took 2nd place in the nation in Debate and 4th Place Sweepstakes overall.** **Also, Professor Shelton Hill is currently in the ABD stage for his degree in Organizational Psychology.**  |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Chris Lowry*Name*** | **Pat Mills*Name*** | **Dewi Hokett*Name*** |

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| **Brandan Whearty*Name*** | **Kevin McLellan*Name*** | **Debbi Brewer*Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**