**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

|  |  |
| --- | --- |
| **Discipline: Speech** | **Date** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**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.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

|  |
| --- |
| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Chris Lowry, Dewi Hokett, Brandan Whearty** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **Our mission is to provide an engaging teaching and learning environment to prepare our diverse student body to be successful leaders of tomorrow in education, business, and civil society. We pride ourselves in offering a practical skills-focused comprehensive communication program featuring courses covering all beginning aspects of oral communication, argumentation, interpretation of literature, interpersonal communication, human communication, and competitive speech and debate. We are committed to developing the potential of all students as members of interpersonal co-cultures, performative speakers, and critical thinkers.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **Our principles as a discipline are directly derived from the mission of our larger institution. Both mission statements begin by emphasizing the necessity of an engaging teaching and learning environment as the foundation of academic success. Both mission statements highlight the diversity of the student body and the role of education as a means to create opportunity. And most importantly, both mission statements emphasize the ultimate goal of serving as educators, which is to create opportunities and skills that contribute to the development of our students as leaders of a changing world.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

|  |
| --- |
| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **Transfer Degree: We reviewed our Speech Communications Degree requirements to keep them aligned with the Speech Communication and Communication Studies Transfer Degree requirements at the 4-year level. Currently, SPCH 100, 105, and 131 have been approved for C-ID (course identification numbering system). SPCH 120 is in the review process, and SPCH 115, 125, and 290 have been conditionally approved once we make the necessary revisions. This process was delayed last year due to health issues with faculty. Additionally, we have plans to add Small Group Communication to our curriculum, which would strengthen our alignment with the Communication Studies Transfer Degree and allow the students another option from the variety of Speech Communication courses we currently offer. Adding this new course is still a goal, but it has been postponed due to scheduling difficulties and conflicts with other Speech courses that are in higher demand. Currently, the Communications major has been impacted at CSU San Marcos and our new transfer degree will give our transfer students priority for registering.**  **Forensics: New state guidelines for course repeatability caused a concern for our speech team students because SPCH 290 would not be able to be taken more than 3 times. This meant that many 4th semester competitors would not be allowed to enroll in SPCH 290, which would keep them from being eligible to participate on the team. However, efforts were made statewide by many Forensics programs to have Forensics classes defined as a “competitive” course, like athletics, exempting them from standard course repetition limits. These efforts were successful and the issue was resolved.**  **1-Unit Courses: SPCH 145, 150 and 160 were reviewed and revised for auditing purposes. All courses are now labeled as a Directed/Independent Study Course with a contract to record and track the 48 hours required for each student to earn their unit for the course.**  **Program SLO’s: Program SLO’s and assessments have been written. Our next step is to assess the PSLOs.**  **Discipline Name: Efforts have been made to change our discipline name to “Communication Studies” to improve our alignment with 4-year institutions and better represent all that we offer in our discipline. Initial efforts were unsuccessful due to concern about potential confusion with the COMM 100 and COMM 105 courses offered by the Journalism Department. One of our goals for this year is to study possible remedies for this situation.**   1. **How did you implement and evaluate those curriculum changes?**   **New state guidelines motivated much of our changes in respect to repeatability, transferability and auditing purposes. The evaluation of these changes has been through discussion with each other and our colleagues at other schools with Speech Communication programs. Attending the PSCFA Coaches Conference and the Phi Rho Pi National Conference gives us an opportunity to share our ideas and concerns about our field with colleagues from similar institutions and create or revise curriculum to better meet the needs of our students.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **7 sections of SPCH 100 were cut for the Spring 2012 semester due to budget concerns. These courses were cut in the Spring to balance the amount of sections offered in the Fall. However, with the passing of Proposition 30, we were able to add more sections. In the Fall 2013 semester, we added 10 sections of SPCH 100 and 1 section of SPCH 105, cancelling 2 SPCH 100 sections due to low enrollment. Then, in the Spring 2014 semester, we added 6 sections of SPCH 100 and 1 section of SPCH 105, with 2 SPCH 100 sections later cancelled due to low enrollment. We continue to work to accommodate differing scheduling needs of students through providing additional options, including offering once a week 3 hour night sections and assorted ten week and eight week accellerated courses.**   1. **How did you implement and evaluate those class scheduling changes?**   **Classes were added to the schedule based on days and times where the classes were in high demand. If the waitlists were full in several sections for a certain time, another section was added to fulfill that need. In addition to SPCH 100, there has been a high demand for SPCH 105 for years. In 2005, students who required SPCH 105 for transfer waited as long as 18 months for a seat. The current offering of 4 sections of SPCH 105 per semester has helped to meet the demands of students who need the course before transferring to a 4-year institution, and all SPCH 105 sections are now running at or near full capacity, but with very short waitlists. As for cutting courses, our strategy is to eliminate off-campus courses first, except at the Escondido Center. Our next priority is to preserve popular night classes. Remaining cuts are targeted at courses that are low enrolled.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **Our discipline desperately needs to add two new full-time tenure track faculty members with forensics responsibilities. Recently, the Speech Communication Department was reduced from 6 Speech faculty members to 4 as of June 2013, with the retirement of Dr. Patrick Mills (who passed away in August) and the resignation of Shelton Hill. Considering that 3 out of the 4 Speech Communication faculty members are forensics coaches, the departmental and campus-wide responsibilities have increased for all of us. In addition to teaching our classes and coaching the speech team, we are still expected to produce quality work on SLOs, PRP, Curricunet, etc. without enough time and people to distribute these responsibilities efficiently. It is imperative that we secure two full-time tenure track faculty hires to correct this attrition.**  **Furthermore, with an increase in student participation in Forensics in recent years, this additional faculty member will strengthen our Forensics program by giving the students an additional perspective, increase our recruiting efforts, and generating more competitive events. An additional coach would also enhance wellness by redistributing the work-load and travel for each member of the coaching staff. Currently, the travel burden on the coaching staff of the speech and debate team is brutal. The speech and debate schedule runs from August to April, making it the longest competitive season of any college activity or sport. During these nine months of competition, our coaches work an average of 11 hours per week on speech and debate, and must judge two to three tournaments a month. This means that we regularly work for twenty one days or more without a single day off, which punishes our health and crushes faculty morale. We need additional faculty so that the coaching staff can balance their travel responsibilities and get to enjoy at least two weekends a month. Under our current system, the speech and debate coaching staff is burning out, which threatens to increase faculty attrition and increase our current workload even further beyond the current unacceptable situation. Also, we need more faculty so we can more easily follow Clery Act best practices requiring a coach of every gender at every event throughout the entire competitive year. Outside of forensics, it is important to have an additional faculty member who could teach some of our specialty courses such as SPCH 120 - Human Communication or SPCH 131 - Intercultural Communication in addition to SPCH 100 - Oral Communication. Since SPCH 100 is a "Golden Four" class required for almost every degree or certificate offered at Palomar College, we also require additional help in covering the average of thirty sections we teach each year.**   1. **What is the current status of the plan you articulated?**   **Our current plans to replace these faculty members are moving forward slowly. We have consulted all speech faculty, our classified staff, and our administrative team leaders regarding institutional need and effective use of procedure in this area. Like other understaffed departments, our faculty have reported high levels of frustration with the slow speed of this process, and we would like to see reforms put in place that would allow the department to act to replace full time faculty members lost to attrition on a timeline of months rather than years.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **The Speech Communication discipline received $5,420.00 from IPC last year.**   1. **How were those funds spent?**   **- $300 was allocated for a flat screen television and wall mount for the new Forensics squad room in the Humanities Building. This item has been ordered.**  **- $120 was allocated for purchasing a new black and white printer. The printer has been ordered.**  **- $5,000.00 was allocated for a ceiling mounted follow camera to be installed in the new Forensics squad room. Further research revealed that business class ceiling mounted camera equipment averages between $8,000 and $20, 000. Our discipline was able to secure equivalent capability with mobile follow-camera units, saving the school over $2200.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **We did not request any classified, CAST, or administrative employees.**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **The new television and follow cameras will be used as a teaching aid in the squad room for SPCH 100, 290, 145, 150 and 160. Video recording and observation are excellent teaching tools for rehearsals and performances of speeches and debates. As for the printer, this will allow students in SPCH 290 (the Speech Team) to print evidence and speech drafts while they are on the road at speech tournaments. The printer that we are replacing has been damaged by 7 years of Forensics travel, and is nearly half a decade obsolete. This means that replacement parts are nearly impossible to find, and replacement units cannot be ordered.**   1. **Number of students affected**   **According to our enrollment statistics from the Fall 2013 semester there were 1,966 students (from SPCH 100, 145, 150, 160 and 290) whose educational experience have been improved from these funds.**   1. **Other**   **While the Palomar Forensics team has been moving toward paperless office technologies, recent changes in PSCFA competitive league rules require that all debate evidence be printed on paper. This means that in order to be eligible for debate competition we must print files of evidence and argument exceeding 50 pages per student per tournament. The appropriation for the mobile printer will improve competition and lower costs for all members of the Palomar Speech and Debate team for the next five years of the printer's estimated operational lifetime.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **1) We did not receive funding for the short-term hourly worker we requested. The growing size of the Forensics team requires extra help for event preparation and covering mandatory judging requirements at tournaments. We need this additional funding to pay coaches and judges for their time as is standard practice in this activity. Because this position was unfunded, the coaching staff for the speech team lost several hours per week per faculty member of student-contact coaching time.**  **In addition, our team record keeping has degraded severely. Accurate record keeping is essential in speech competition to make sure that we are following all league rules and to improve our chances to appeal to specific judges based on their history. We have also been forced to spend thousands of dollars a year from our team budget to hire additional judges. This short-term hourly position would solve the vast majority of this problem through providing additional help with record keeping and judging at local tournaments.**  **2) We also did not receive funds for a network copier with scanning capability ($3,750.00 plus taxes). Instead, we will be sharing a new copier with other departments in the new Humanities Building. Although a new copier would be helpful, it is important to note that 75% of printing in our department has to do with Speech and Debate. Our Forensics program requires massive amounts of printing for debate cases, maintaining all relevant files of dramatic literature, and producing lesson material for students. We are concerned that the massive amount of copies necessary for Forensics will cause wear and tear on the Division copy machine, which could affect other departments and faculty who share the copier with us. A separate network copier for Forensics would do much to mitigate those concerns.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

|  |
| --- |
| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **To evaluate Program data over the past six years, we performed a longitudinal comparison of discipline averages of relevant measures with total averages from Palomar College as a whole and from the Division of Languages and Literature.**  **In the area of enrollment and enrollment load, our discipline has consistently performed above the school average over the last six years for census date load percentage. For example, in Fall of 2012, the Palomar College census date load percentage was 91%, the Languages and Literature census date load percentage was 94.7%, and the SPCH discipline census date load percentage was 96.6%. Minor variations over the past six year period confirm that our census date load percentage has risen and fallen with the averages for the school, peaking in 2010 with 100.1% for the SPCH discipline.**  **As of Fall 2012, discipline FTES is the lowest it has been during the six-year reporting period, bottoming out at 1845.77 after a high of 2033.38 in Fall of 2009. During the same period, total discipline FTEF has trended downward every year, probably as a result of full-time faculty retirements in the SPCH discipline. As a result of these retirements, the Part Time FTEF percentage for Fall 2012 is the second highest on record at 72.8%, coming in after Fall 2010 with 74.12%. Note that this figure does exclude overload classes taught by full time faculty.**  **In the area of retention and student success, the SPCH discipline's pass rates have continued to be higher than average for the school and the division. The pass rate for Fall 2012 in SPCH courses was 82.4% overall, compared to a division average of 74.5%, and a school average of 70.9%. This same trend was reflected in overall retention rates, suggesting that faculty efforts to encourage student success in difficult courses such as SPCH 100 Oral Communication have met with success. Analysis of reported college generational data revealed that first-generation college students were 3.4% more likely to fail night classes in SPCH, indicating a possible opportunity to address improving retention for that specific population.**  **In the area of degrees and certifications, data from the SPCH discipline shows a marked difference from the averages of larger reporting areas. During the 2012-2013 school year, Palomar College as a whole reported the completion of 1620 AA and AS degrees. Of those degrees, 23 came from the Languages and Literature division, and the SPCH discipline did not award a single AA or AS degree in the 2012-2013 school year. A review of previous years showed that a total of only 5 AA or AS degrees have been awarded in SPCH since the 2007-2008 school year. This result is unexpected, and indicates a need to verify the provided statistical information and confirm its veracity. If this data is correct, there may be substantial opportunity for improvement in promotion of the SPCH AA degree, and this possibly shows a need for increased resources to improve advising and faculty involvement.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **For the most part, this institutional data reflects the SPCH discipline's planning, goals, and activities over the last several years. After the passage of SB1440, the majority of our planning centered around ensuring compliance with state regulations and verifying that the transfer status of our core courses remained intact. These projects have been successful, and we have also confirmed that our courses in competitive Speech and Debate are eligible for the competition course repetition wavier specified in the recommendations of the California Governer's Student Success Task Force. Almost all of our institutional measures reflect the trends illustrated in the institutional data for Palomar College as a whole over the last six years, indicating that there are no major confounding variables or counter-institutional trends within the SPCH discipline.**  **We have successfully achieved our plan to bring all one unit SPCH courses into full compliance with the requirements of the ACCJC accreditation report. In addition, plans by the coaching staff of the Palomar Speech and Debate team to improve outgoing transfer have been stunningly successful. In the last year alone, the team has placed alumni at Southern Illinois University, Concordia University, CSU Long Beach, Berkeley, San Diego State University, and the graduate studies program at Texas Tech University.**  **The only area of concern involving goals, planning, and activities in the SPCH discipline relates to the underutilization of the Speech Communication AA degree. In the coming year, the discipline faculty plans to investigate possible causes of this situation.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **SLOAC activities in the Speech discipline over the last academic year have been focused on transition. Our discipline lost both faculty members coordinating the SLO process, one to a severe illness requiring months of recovery, and the other to cancer. In their absence, the remaining faculty have spent this year studying the process and dividing responsibilities, and this problem was complicated by lack of access to one our previous coordinator's files.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Continuing assessment of the critical thinking SLO in SPCH 105 shows a need to simplify and clarify the SLO text. As written, there are six separate standards of analysis, which may contribute to the failure to achieve this SLO during the 2011-2012 reporting period. Relevant faculty are continuing their revision process in order to generate a SLO that is more easily testable.**  **In addition, it is likely that the faculty responsible for co-teaching SPCH 290 will revise the reporting method of the Event Familiarity SLO. The original goal of this SLO was to provide a measurable standard to evaluate student knowledge improvements related to standard competitive events and practices at tournaments. As written, this assessment does not measure our originally stated goal. The SLO currently demands that all students be familiar with the specific details of all sixteen separate competitive events fielded by the Speech and Debate Team. Fulfilling this goal as written would make student advancement more difficult, and the faculty responsible for revising the SLOs for SPCH 290 are working on rewording the SLO to provide a more realistic measurement of competitive advancement.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **Our discipline has spent this year learning about the SLO process. We have a new coordinator, much improved faculty knowledge base and buy-in, and an ongoing process to continue evaluation of Program SLOs in the upcoming year. One change we have made in this discipline regarding the SLO process based on experience from this year has been to have faculty work more closely with each other regarding the revision and assessment process. This has helped avoid duplicating effort and should protect our discipline from another loss of organizational knowledge.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **In the past year, our discipline has focused extensively on revising our core offerings in order to come into compliance with new state regulations. The passage of SB1440 and the approval of the California Governor's SSTF recommendations have required revision to almost every part of our continuing process of course evaluation and design. This process is now complete, which will allow us to refocus our resources toward other educational goals.**  **In addition, we have been both assessing and improving our use of educational technology within the Speech discipline. Several of our instructors have begin using more multimedia resources in the classroom, and faculty use of Blackboard has improved in both quantity and quality of performance.**  **One continuing area of revision is our effort to change the name of our discipline to reflect current trends in four-year education. Some of our students have reported difficulty in the transfer process because of the semantic difference between Speech and Communication.**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   **Our current students have been greatly affected by these changes to our program. In the area of SB1440 compliance, our process has ensured that our students receive instruction which is fully compliant with changing state regulations. In the area of technology use, our process to improve knowledge base has allowed our instructors to try to reach students using a variety of digital methods supported by face-to-face interactions. This is especially important in bridging the gap between the faculty and the current generation of students as native members of the information society. In addition, our ongoing process regarding changing the name of our discipline should help smooth the transfer process and ensure that all transfer students receive proper credit for their work at Palomar College. This is specifically important to our discipline, since we are responsible for teaching SPCH 100, a class which is required for nearly every transfer program and degree program in our college.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   **Not Applicable** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **The Speech discipline continues to pass 85% of its students in the required Oral Communication course as well as maintain transfer possibilities to CSUSM and other institutions. In addition, the Forensics team represents Palomar at local, national, and international tournaments with students that continue competing on the four year university level. The Palomar College Forensics team traveled for the third time to the People’s Republic of China in the summer of 2013 and competed in Beijing, Xi’an, and Shanghai in tournaments featuring 200 schools from 6 countries. In the largest competition, Palomar students advanced to the semi-finals in the China Open at XISU University. This trip was possible due to extensive fundraising efforts involving student performances, the Palomar College Foundation, and personal donations by several members of the college community.**   1. **Weaknesses**   **The Speech discipline lost two full-time faculty members during the 2012-2013 school year. This leaves the department well below state mandated levels of instruction for full-time faculty members, and forces increased dependence on adjunct faculty to cover our teaching schedules. This unfortunate loss of faculty has put increased levels of work and stress on the remaining four full-time faculty in regard to teaching evaluations, necessary paperwork for SLOs, and other institutional commitments.**   1. **Opportunities**   **The discipline and Forensics Team has fostered partnerships at the high school level as well as building relationships with the STOA Speech League for high school competition. Outreach within these programs creates a venue for incoming students to continue their public speaking career on the college level and opens the door for scholarship offers from four-year universities. In addition, the development of a new class, Small Group Communication, will further align the discipline with CSUSM Communication Studies requirements. The Speech discipline looks forward to developing new teaching ideas utilizing technology in the classroom in an effort to prepare students for this usage in a workplace environment. When the move to the new Humanities Building is complete in the Summer of 2014, the technology available will be utilized as a tool to prepare students to work in a network-centric employment situation.**   1. **Challenges**   **The Speech discipline has been challenged by the process of verifying involvement in our outgoing transfer process. There appears to be no reliable way to measure whether our process is working successfully, since there is no way to verify the status of our students once they leave Palomar, and any effort to collect such statistics would be both incomplete and impossible with our current levels of staffing. Our discipline faculty are studying the problem and consulting relevant stakeholders, but as of yet no workable solution to the problem has been isolated.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

|  |  |
| --- | --- |
| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **Goal #1 for the Speech discipline for the 2014-2015 academic year is to increase outreach for incoming transfer at the high school level.** |
| **Plans/Strategies for implementation** | **Our strategy to implement this goal is to increase our presence at the high school level and raise awareness of our program and its benefits.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Our expected outcome is to bring in at least four new members of the Speech and Debate team this coming fall who have a strong background in competition at the high school level. We will also be successful in achieving this goal if we can place alumni of our program in positions of leadership in the high school speech and debate competition circuit.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Goal #2 for the Speech discipline for the 2014-2015 academic year is to study the underutilization of the Speech Communication AA degree program.** |
| **Plans/Strategies for implementation** | **Our strategy is to gather the information necessary for this study through consulting faculty, staff, and students regarding their involvement in this AA degree, and to identify other relevant stakeholders who may be able to contribute information relating to this issue.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Our expected outcome is to begin next year with a full understanding of the causes of our present situation, and to begin to generate options for reform of our program. We will be successful if we have the sufficient information to improve utilization, promotion, or retention of the Speech Communication AA degree.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Goal #3 for the Speech discipline for the 2014-2015 academic year is to evaluate the potential renaming of our discipline from Speech to Communication or Communication Studies.** |
| **Plans/Strategies for implementation** | **Our strategy to achieve this goal is to meet and consult with other academic departments and leaders of the college to determine if this change to the catalog would be feasible and productive.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Our expected outcome is to fully understand the interests of the other disciplines affected by this proposal, and to see if a compromise is possible regarding the existing catalog numbering system. This understanding is a necessary prerequisite to any continuation of the renaming process.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Goal #4 for the Speech discipline for the 2014-2015 academic year is to separate forensics specific costs from faculty specific accounts, and to improve access to the supplies necessary for class and competition across all class sections.** |
| **Plans/Strategies for implementation** | **Our strategy to achieve this goal is to request separate funding for forensics, and to ask for increases in supplies and technology budgets.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Our expected outcome is to begin this separation process and to secure access to the technical resources necessary for student and faculty success in this area.** |

|  |
| --- |
| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Each of our goals for the 2014-2015 academic year align directly with the Palomar College Mission Statement. Our first goal, to increase outreach at the high school level, is a vital part of increasing our diversity of origins, needs, abilities and goals. Because members of our local high schools are an underrecruited demographic with excellent academic potential, this will also allow us to improve our readiness for outgoing transfer.**  **Our second goal, to study underutilization of the Speech Communication AA program, is a necessary part of evaluating our success as a comprehensive community college. Our evaluation will help evolve our understanding of what it means to present a comprehensive program, and could assist in redirecting discipline resources to improve our success and student retention.**  **Our third goal, to evaluate the renaming of our discipline, will help us to provide better service to students who are transferring to other colleges. Success at this goal will bring us in line with the broader trends within Speech and Communication, and should help students who are focused on transfer-readiness to get more credits accepted by their second college or university.**  **Our fourth goal, to separate accounts and improve access to supplies, is part of generating an engaging teaching and learning environment. Success at this goal will allow us to provide students with new opportunities and better strategies for retention and transfer.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Our first goal regarding student outreach is a direct implementation of Strategic Plan 2016, Objective 1.1. More outreach and recruiting by our discipline aligns perfectly with the broader goal of improving internal and external outreach strategies.**  **Our second goal regarding underutilization of the AA program supports Objective 1.6 of the 2016 Strategic Plan. The lack of a defined career pathway for the AA degree may be one of the reasons why this program is being underutilized, and correcting this problem should improve both usage of our AA degree and college career preparedness as a whole.**  **Our third goal of studying changing the name of the discipline continues the process of Objective 1.1 of the 2016 Strategic Plan. Part of the rationale for our proposal for the name change is that it will assist in external outreach and development of articulation agreements with our partners at the four year level.**  **Our final goal of improving access to supplies and technology is part of goal 1 of the 2016 Strategic Plan to improve student access, progress, and learning.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **Not Applicable.** |

|  |
| --- |
| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **4 Laptops** | **#4** | **Goal #1, as covered in Step III, Section B.2** | **2** | **As part of our implementation of the 2016 Strategic Plan, our faculty and students have shown need for improved access to teaching technology. Currently, there are several faculty in the department who have no access to computing resources at home, and there are students who compete in Speech and Debate who have no access to computer resources beyond the campus computer labs. This puts a heavy burden on both the faculty and the students, some of whom are unable to afford the financial hardship of securing computing resources without assistance. These 4 laptops would allow all Speech and Debate faculty to work from home on team business, and would also allow members of the Speech and Debate team to fully participate without suffering because of their personal financial situation. Our current request is for two faculty laptops with 15 inch screens ($1000 per unit), and two low power student netbooks with 10 inch screens ($500 per unit).** | **$3000.00** |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** | **Office Supplies for the Speech/ASL Department** | **#4** | **Goal #1, as covered in Step III, Section B.2** | **5** | **Due to the passage of California Proposition 30, our department has been able to increase the number of classes offered, particularly in the area of SPCH 100, which is a required transfer class for almost every program of study. The increase in faculty and classes requires an increase in funding for basic office supplies including markers, staples, folders, paperclips, and other similar items. Currently, our department has very few resources remaining, and many full time and adjunct instructors are forced to spend their personal salary on purchasing supplies for the school. Funding this request would improve our ability to serve student needs and to improve progress as indicated in Goal #1 of the 2016 Strategic Plan.** | **1200.00** |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Establish a Forensics specific copying account.** | **Goal #4** | **Goal #1, as covered in Step III, Section B.2** | **3** | **Competition in Speech and Debate is an excellent way to achieve Strategic Plan goals oriented around outreach and retention. Over the past three years, our department budget for printing has been reduced twice at the same time as we are attempting to increase involvement in this program. While we have implemented a plan to transition toward a paperless system, rules of competition still require us to do a massive amount of printing including multiple dramatic pieces per student, debate cases which may exceed fifty pages of arguments per student, and multiple revisions of memorized speeches. Current funds in this area have been insufficient as evidenced by the requirement for additional emergency funds during the middle of the 2013-2014 academic year.** | **$1000.00** |
| **d2.** | **Increase the Speech/ASL Department copying allowance.** | **Goal #4** | **Goal #1, as covered in Step III, Section B.2** | **4** | **All Speech/ASL department faculty continue to require large amounts of paper copies in order to perform their assigned duties. Both full time and adjunct faculty have indicated a need for larger copy allowances to allow preprinting educational material, providing physical notes, and improving access to course syllabus and schedule material. Existing funds are insufficient, and have required emergency funding requests during the middle of the academic year, which has caused budget instability in both the Speech discipline and the Languages and Literature division.** | **$860.00** |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** | **Funding for 1 Short Term Hourly Worker supporting Forensics** | **#4** | **Goal #1, as covered in Step III, Section B.2** | **1** | **Due to loss of tenured faculty and continuing expansion of outreach at the high school level, the Palomar College Speech and Debate team faculty are unable to secure time to consistently perform several important professional functions, including comprehensive record keeping, directed individual coaching, and serving as judges during weekend tournaments at both the high school and college level. A short term hourly worker would be a cost effective way to perform some of these functions while the process of securing additional full time faculty continues. The duties of this worker would include light clerical duties, informational organization, team office work, and light duty as a weekend judge of Speech and Debate tournaments. This worker would also save us thousands of dollars per year in extra fees assessed by tournaments for uncovered judging slots at tournaments in both Fall and Spring.** | **$4000.00** |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**