

# Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional 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.)

**Discipline: Speech**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
<b>Enrollment at Census</b>	1,782	1,815	1,763	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	90.51%	89.26%	87.80%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	5,380	5,458	5,353	Weekly Student Contact Hours
<b>FTEs</b>	179.35	181.94	178.43	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	12.55	13.08	13.06	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	429	417	410	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	4.60	4.60	3.60	FTEF from Contract Faculty
<b>Hourly FTEF</b>	5.95	6.35	7.15	FTEF from Hourly Faculty
<b>Overload FTEF</b>	2.00	2.13	2.31	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	7.95	8.48	9.46	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	63.35%	64.84%	72.44%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	91.42%	94.55%	92.62%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	74.79%	77.55%	75.89%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	2	-	1	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

Enrollment has increased in recent years. The new Fall 2007 data estimate our enrollment at 1,914, a substantial increase over the period from Fall 2004 through Fall 2006. Our census enrollment load % for Fall 2007 is 91.72%, a 4% increase from the previous Fall; this demonstrates that we fill our sections. We also retain students effectively, as the retention data in the trend analysis and in the Fall 2007 data demonstrate. Part-time FTEF% is, of course, quite high; the percentage has declined, however, from 92.62% in Fall 2006 to 58.62% this Fall; the decline is a result of returning an administrator to a full-time teaching role in the department. The overall picture is one of slow but steady growth, full classes, and high levels of retention on the positive side, but poor ratio of contract to adjunct instructors on the negative side.

**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</b></p> <p>We have worked on bringing courses up to date through the Curriculum review process. We planned additional sections of high demand courses. We considered plans for increasing enrollment in Speech 131, Intercultural Communication.</p>	<p>We have added sections of Argumentation and Debate and Human Communication in order to accommodate increased demand from students transferring to CSUSM; we have gained Curriculum Committee approval for an on-line section of Intercultural Communication in an effort to augment enrollment in the course.</p>
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>Demand for Speech 100, a “golden four” required course is strong. Demand for Speech 105 and 120 has grown due to Major requirements at CSUSM.</p>	<p>Additional sections of Speech 100 have been scheduled, including Friday and week-end sections. Additional sections of Speech 120 and Speech 105 are planned for Fall 2008. An on-line section of Speech 131 has been added for Fall 2008, making the course a semester offering instead of an annual offering.</p>

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

<b>PLAN – 2007-08</b>	<b>Progress – 2008-09</b>
a. <b>Equipment/Technology – block grant funds, VTEA, other resources, etc.</b>	
b. <b>Budget – budget development process, one-time funds, grants, etc.</b>	
c. <b>Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b>	
d. <b>Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years Based upon enrollment growth, program strength, and contract/adjunct ratio, we will require one additional instructor in Speech and one additional instructor in ASL during the next three years.</b>	<b>We have submitted a rationale for a new Speech Instructor and will submit a request for ASL next year.</b>
e. <b>Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b>	
f. <b>Other</b>	

**5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.**

**Speech Communication will strengthen its Major and facilitate transfer opportunities for students by adding sections of required courses for Communication Majors at neighboring institutions, and by increasing distance learning opportunities in some courses.**

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

**Students in the basic course, Speech 100, should master research techniques and evidentiary standards appropriate to different situations; we plan to meet at periodic intervals coinciding with Curriculum review in order to assess the extent to which our syllabi and methods facilitate such mastery. All instructors, contract and adjunct, will compare methods, results, and overall impressions of course success. The Curricunet contributor and the department Chair can then incorporate the results of the discussions into an overall assessment of the course.**

**b. Discuss a learning outcome that is observable yet difficult to measure.**

**Levels of communication apprehension among students are difficult to calibrate but play an important role in student success. Learning to manage performance anxiety is a vital learning outcome of any performance course in the field.**

**7. Describe a discipline accomplishment that you want to share with the college community.**

Palomar College forensics traveled to China for debate competition in the summer of 2007. The team earned numerous awards and won the international friendship division. We continue to host Chinese academic competitors on our campus.

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

**9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.**

**10. Other comments, recommendations:**

Please identify faculty and staff who participated in the development of the reviewer's planning:

Patrick Mills \_\_\_\_\_

Dewi Hokett \_\_\_\_\_

\_\_\_\_\_  
Department Chair/Designee Discipline Review and Signature 2/12/08  
Date

\_\_\_\_\_  
Division Dean Review and Signature Date

**\* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**

**\* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.**