

BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name: Speech Communication

Department Name: Speech Communication & ASL

Division Name: Literature and Language

Please list all participants in this Program Review :

Name	Position
Chris Lowry	Department Chair; Professor
Brandan Whearty	Assistant Professor
Stephen Robertson	Probationary Faculty

Number of Full Time Faculty: 5

Number of Part Time Faculty: 17

Please list the Classified positions (and their FTE) that support this discipline:

ADA 1 FTE

What additional hourly staff support this discipline and/or department:

0 for our Discipline; Department- The ASL Interpreting Lab has 4 lab-techs.

Discipline mission statement: [Link to "How to Build a Mission Statement"](#)

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.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

our discipline created and launched The Associate in Arts Communication Studies for Transfer Degree (AA-T) in the fall 2016 semester. This degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Communication Studies. Our initial observations of the student response to AA-T in Communication Studies appears to be promising. We have already noticed the increase of students who have been taking additional speech communication courses

in an effort to earn this degree.

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

Enrollment this year decreased slightly in the SPCH discipline, dropping to 1940 after a record high of 1982 in the 2014-15 school year. This decrease is part of the larger college trend of lower enrollment in this reporting period, but our department has lost only 2.1% of our enrolled students, which is slightly better than the Language & Literature division loss of 4.1%, and the college-wide loss of 4.7%. In addition, enrollment in the SPCH discipline has increased for the previous five years, but at a slowing pace, indicating that we may be finally starting to meet the latent student demand for our transferrable and required classes.

Fill rate percentage at census for the SPCH discipline improved slightly from last year, rising from 90.5% to 91.08%. During the same period, the division fill rate showed huge gains, increasing from 83.53% to 91.21%, while the college fill rate rose by 5.51%. This means that our discipline continues to fill classes well above the school average, but below the new average for the discipline. If this effect continues next year, it may present an opportunity for the SPCH discipline to borrow effective recruitment strategies from the larger organization. Cancelled classes in our discipline may be a confounding variable affecting this data, since fewer classes necessarily means higher fill rate in the remaining sections.

Weekly student contact hours decreased in our discipline, our division, and our school. Our WSCH decreased slightly from 6243.43 to 6136.46, losing 1.7% overall, compared to the division decrease of 4.4%, and the college decrease of 5.7%. The SPCH discipline remains slightly above average while retaining some opportunities for improvement in FTES numbers.

The FTEF situation in the SPCH discipline is more complicated. Full-time faculty FTEF dropped by 4.5%, while part-time faculty FTEF dropped by 0.7%. This means that our full-time/part-time percentage continues to get worse, even with our Fall 2015 full-time hire. The percentage of classes taught by part-time faculty has risen to a record high this year of 76.25%, which is nearly the polar opposite of our state mandated minimum of 75/25. While we will have another full-time hire showing up in next year's figures, these numbers suggest that our discipline is struggling while being 3 full-time faculty members understaffed.

In the area of student success, our discipline average is 7 points above the school's success rate, but shows a slight overall decrease, from 78.3% to 77.1%. This represents a 1.5% decrease, which is lower than trends from 2013-14 and 2014-15 would suggest. This means that our student success rate is beginning to stabilize, and should almost be done decreasing. If the pattern holds, we should see positive results by 2018-19.

Evaluating student success results by demographic grouping shows that the SPCH discipline has maintained more or less consistent performance from 2014-15, with only minor changes across gender, ability, and ethnicity.

Students who self-identify as female continue the trend of showing a higher success rate than those who self-identify as male. This difference has now grown to 4.9%, but is close enough to the school average that it does not yet present a cause for major concern. The success rate for students with differences in ability fell by 1.3% since last year, but our current outreach efforts appear to be mostly sufficient. One definite area of interest is the success rate of veteran students, which fell to a new low of 76.9%. Departmental efforts are underway to increase outreach to veteran students, and help connect them with the services offered by the college.

The SPCH AA degree continues to be underutilized, graduating only 1 student in 2015-16. Long-term departmental initiatives to solve this problem are beginning to work, and our new AA-T degree will begin to show up in 2016-17 and 2017-18.

1B. Standards: ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- The College's institutional standard for course success rate is **70%**.
- Review your discipline's course success rates over the past five years.
- Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

The Palomar Speech and Debate Team has consistently ranked in the top ten out of 75 community colleges at the Phi Rho Pi. Last year, one of our students won the Bell-Scroggins Award for Top Speaker out of 123 speakers in International Public Debate and our team won 1st place overall in debate sweepstakes at the Phi Rho Pi National tournament. This past month, Palomar placed 4th in Community College season-long sweepstakes in parliamentary debate. Averaging 100 trophies per year in intercollegiate competition, the Speech and Debate Team also hosted debate teams from the Peoples Republic of China for televised debates earlier this year. The team continues to transfer students on speech scholarship to San Diego State University, Point Loma Nazarene University, Concordia University, Grand Canyon University, California State University Los Angeles, and Long Beach, as well as Northern Arizona University, University of Eastern Michigan, and the University of Southern Illinois at Carbondale. Also, a few former students who studied speech communication and competed for the speech and debate team at Palomar College have recently returned to Palomar College after completing their graduate work and are now teaching for our department on a full-time and part-time basis.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

Launching the AA-T degree in Communication Studies to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree; Hiring new full-time faculty; Creating curriculum to be added to the AA degree to give students more options for completing the requirements; Offering dual enrollment courses to be taught at local high schools which will allow students to be taught from a college professor and earn college credit while in high school; Expanding our services by offering SPCH 100 at the Ramona campus.

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

One of our anticipated factors was in relation to one of our goals to rename our discipline. Many Speech Communication programs across the nation have been changing the name of their department or discipline to "Communication Studies". The consensus among our colleagues is that "Communication Studies" represents more of what our field has to offer to our student population such as interpersonal communication, human communication, and inter-cultural communication. On the other hand, Speech Communication tends to give the impression that our field is based solely on performance studies such as public speaking and beginning argumentation and debate. In the end, our hope was to increase student enrollment in our courses by labeling our discipline with a title that better represents what we do. However, our discussions with another department on campus who had "Communication" or "COMM" as the prefix for their sections did not go as planned. The other department would not agree to allow us to change our name in fear that students would be confused and enroll in the wrong sections, which could hurt their enrollment numbers. As of now, we will not be able to change the name of our discipline which would have put our students on track to transfer to programs that are now labeled "Communication Studies".

Another unanticipated factor was the low enrollment of SPCH 125 and SPCH 131. Both of these courses are part of our AA degree in Speech Communication. Due to low enrollment, some of these courses have been canceled, and to make things worse, these courses are only offered once a year. If a student cannot take the course, it makes it difficult for them to earn the AA degree in Speech Communication. With these challenges, we have decided to revise our degree requirements by creating a core of classes (12 Units) and adding some electives from within and outside of our discipline (6 units). SPCH 125 and SPCH 131 would be in the elective category along with other courses such as business communication which would allow students more options for completing the degree.

1F. SLOs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? [Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/](https://outcomes.palomar.edu:8443/tracdat/)

Results from a SPCH 100 SLO assessment were entered into Tracdat during the fall 2016 semester. For example, one of the findings for the "SLO: Presentation Skills" was that 86.9% of the students agreed with the item "I am able to deliver a speech with confidence." These were promising results for an activity that is commonly referred to as America's #1 fear. The results have been a nice starting point for the colleagues in our discipline to discuss areas for improvement as well as building on our strengths.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
To Increase Outreach at the High School Level	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To Study Underutilization of the Speech AA Degree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To Evaluate Renaming of the Speech Discipline	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To Separate Forensics Accounts to Increase Student Access to Supp	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	To Increase Outreach at the High School Level
Strategies for implementation	Increase network opportunities with high school forensics programs; Maintain outreach to programs such as the Migrant Education Program; Increase dual enrollment course offerings speech communication to local high school students.
Timeline for Implementation	The timeline is ongoing for increasing network opportunities with high school forensics programs; We plan to add several new sections of SPCH 100 offerings at local high schools for the Dual Enrollment program in the fall 2017 semester.
Outcome(s) expected (qualitative/quantitative)	An increase of high school recruits for our speech and debate team; An opportunity to share and teach our skills to the community; An increase in enrollment in SPCH 100 courses from the high school student population.
GOAL #2	
Program or discipline goal	To Study Underutilization of the Speech AA Degree
Strategies for implementation	Create new curriculum for the core requirements of this degree, such as Small Group Communication; Add more options to the electives section of this degree, such as business communication.
Timeline for Implementation	Fall 2017
Outcome(s) expected (qualitative/quantitative)	The new courses and options will create a smoother process for students pursuing an AA degree in Speech Communication. As of now, requiring students to take courses that are only offered once a year and occasionally get canceled makes it difficult for students to complete the degree in an efficient time-frame.
GOAL #3	
Program or discipline goal	To Separate Forensics Accounts to Increase Student Access to Supplies.
Strategies for implementation	Completed
Timeline for Implementation	Completed
Outcome(s) expected (qualitative/quantitative)	

ANNUAL INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

**Department Chair/
Designee Signature:**

Date:

Division Dean Signature:

Date:

Vice President Signature:

Date:
