PALOMAR COLLEGE®
Learning for Success

Program Review & Planning (PRP)

PART 1: 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:	Languages and Literature

Please list all participants in this Program Review:

Name	Position
Chris Lowry	Professor/Chair
Dewi Hokett	Professor/Director of Forensics
Marquesa Cook Whearty	Probationary Faculty/Assistant Director of Forensics
Steve Robertson	Probationary Faculty/Assistant Director of Forensics
Brandan Whearty	Professor/Assistant Director of Forensics

Number of Full Time faculty	5	**Number of Part Time Faculty**	19

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:
Zero for our discipline; Department: The ASL Interpreting Lab has 4 hourly lab techs.

Discipline mission statement (click here for information on how to create 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 all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

AA Degree in Speech Communication; AA-T Transfer Major in Communication Studies

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased	+14.7%	Steady/No Change		Decreased

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

The SPCH discipline shows a strong countervailing effect when compared to the enrollment data from the college at large. Over last five-year reporting period, the college as a whole experienced a 14.3% decrease in enrollment, falling from 87365 to 74897 During the same period, enrollment in the Languages & Literature division remained almost flat, falling by 0.05% from 15932 to 15207. In contrast, our discipline showed an increase of 14.7% in enrolled students, rising from 1657 to 1900.

This result is most likely a combination of factors. SPCH 100 is a high-demand golden-four class, which means that our numbers benefit both from being a required class for nearly all Palomar students, and from students who therefore seek out and fill off-ti or traditionally low-enrolled sections. We have also been working on improving outreach to local area high school students for several years and are seeing the first wave of benefits from these efforts. Finally, we have been improving intra-departmental cooperation and co-mentorship, which has helped to raise the instructional quality of all sections offered.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollme or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

SPCH 125 (2 years cancelled) & SPCH 131 - Worth Saving; the SPCH discipline has begun working on setting up a 2-year schedule that will lay out the degree pathway so that students can see what courses will be offered when. We will be more strategic about when and how often we will offer each elective. SPCH 131 may be considered for online instruction.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficien (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased	+6.4%	Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	4 5

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

In this five-year reporting period, the SPCH discipline has reversed an initial downward trend. Our discipline efficiency decrease a linear fashion from 2011-12 through 2014-15, bottoming out at 416.40. In 2015-16 and 2016-17, our discipline rebounded, increasing by 12.3 and 34.86 respectively. While this nearly geometric rate of increase is unlikely to continue, it proves that the SPCH discipline is improving both our overall efficiency and our rate of change and should continue to do so when the current ra of change becomes linear.

While our efficiency trend is positive, we are well below the college efficiency goal of 525, with our current level being 463.56. most important factor controlling this statistic is our class capacity limits, which are standardized at 30 per course. This artificial lowers our efficiency rating and means that the school goal of 525 cannot be reached without over enrolling every course offere

our discipline by a minimum of 16%. If the college efficiency goal were 30 FTES/FTEF, we would be outperforming the corresponding appropriate measure by 3%.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

Over the last five years, the school as a whole has reported a decrease of 0.6% in full-time FTEF and a decrease of 4.5% in part-time FTEF, while overload FTEF is down by 4.3%. In contrast, the Languages and Literature division noted mixed results, with full-time FTEF up 6.4%, part-time FTEF up 1.1%, overload FTEF down 10.1%. In the SPCH discipline, full-time FTEF is down 28.3%, part-time FTEF is up 62.2%, and overload FTEF is down 51.5%.

These numbers indicate that the SPCH discipline is experiencing similar trends in FTEF to the school, modified by our huge dependence on adjunct faculty and losses of full-time faculty positions over the last decade. We continue to struggle to secure enough full-time positions to move us toward the state-mandated minimums and to serve a coordinating function assisting part-time faculty. Even with recent full-time hires, we are 28.5% below our staffing level from 10 years ago, and the large swing percentages taught by full-time faculty and part-time faculty are partially explained by the abnormally low number of full-time faculty in this discipline, disproportionately skewing our results. We will continue to advocate for increased full-time hires so that we may effectively support both the competitive speech and debate team as well as the general program degree.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. **On-Campus Course Success Rates**
- B. **Online Course Success Rates**
- C. **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
- D. **Course Success Rates by class location (Escondido, CPPEN, etc.)**

https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

The course success rates for Palomar College as a whole over the last 5 years have varied, but within a consistent range of 69%-73%, while the Languages and Literature division showed a similar pattern with a range of 72%-76%. In the SPCH discipline, our success rate has been fluctuating between 76%-82%, with a direct relationship to the larger trends of the college observed.

When broken down by location, there are 2 clear patterns in the relevant data for our discipline. First, since the SPCH discipline provides few distance education classes, we avoid the college-wide pattern of lower success in these instructional environments. Second, there is an opportunity to improve our success in SPCH classes at the Escondido Center. While their success rate has been increasing for 2 years, they remain 8%-15% below the level of courses provided on the San Marcos campus. This is below the campus average, which shows the classes at the Escondido Center in general have a pass rate of 3.1% below that of the San Marcos main campus.

A potential explanation for this pattern is that the number of students at the Escondido Center is dropping, which is hiding the statistical increase in pass rate. The next step in this process is to bring the faculty and supervisors at the Escondido Center into the conversation so that we can dialogue about the specific challenges facing our extension center and work together to improve pass rates. There are potential opportunities to redeploy staff, collaborate with leadership, and improve the evaluations process to help address this gap, but faculty/staff dialogue is the necessary first step toward resolving this problem.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might consider in the future to address the needs of these groups?
Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access Student Equity Plan on the SSEC website **https://www2.palomar.edu/pages/ssec/**

Gender	The college-wide pattern of female students slightly outperforming male students is reflected directly in the data from our discipline, with the exception that, for SPCH courses, women outperform men by 5%-9%. We are unable to report data on students whose gender is reported unknown, since there are so few of them in the larger population. This lack of data may complic serving their needs effectively.
Age	The SPCH discipline has markedly different results than the college as a whole when evaluated by age. Th general trend at the college is that older students succeed substantially more than younger ones, and tha this effect stacks by age bracket, excluding some variation in the 0-19 and 20-24 category. In our disciplin the 50+ category has wildly different results and a huge degree of variation, between 80% and 50%, while college-wide, the gap between the lowest age group (19-) and the highest age group (50+) is 13.2% The h variance in the 50+ bracket is a result of a low population of those students enrolled in SPCH classes.
Ethnicity	Controlling for ethnicity reveals that the SPCH discipline reports success rates that are higher than the college average, particularly for underserved populations. The success rate in SPCH courses is 7.9% highe than college average for Black & African American students, and 5.9% above college average for Hispanic students. We are unable to compare to college averages for American Indian/Native Alaskan and Pacific Islander populations, due to enrollment below the validity threshold (n<10). For the SPCH discipline, 5 of 7 reporting categories showed improvement in rates of success.
Special Population (examples- veteran, foster youth, etc)	Students with a difference of ability have a 5.3% lower chance of success college-wide, while the SPCH discipline shows a narrowing of this gap to only 0.4%. In the 2014-15 and 2015-16 reporting years, stude with a difference of ability outperformed those who were able by 4%-7%. Since no meaningful changes w made in accommodation policy, this may be a statistical artifact. Next year's reporting period will provide necessary data point to determine if a trend exists in declining success for this student population. College-wide, veterans succeed at a rate 4.1% below that of the average student population. In the SPCH discipline, the deficit is larger, with veteran success rates 5.8% lower than average, which matches almost exactly with data from the 2015-16 year. Opportunities exist within the SPCH discipline to improve outrea to this population and to improve rates of success among veterans to reach the college average. Example outreach might include direct dialogue with the Veteran's Center and Veteran's Services, providing more opportunities for training in dealing with issues facing veterans in school, and asking faculty to take speci steps to make their courses more friendly to our veteran population. Some of those steps might include using examples in class that directly relate to military service, revising course policies to allow more flexibility for veteran students, and working to make classrooms less stressful and more friendly to studer with combat-induced PTSD.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

The trend across Palomar College for all courses split by time of day shows near equivalent levels of success for day and evening courses with a total variance of around 2.6%, while successful outcomes for distance education trail by another 8%-10%. Analysis of the SPCH discipline shows that while pass rates for day classes remain nearly constant, pass rates for night classes improved by 2.3% over the last year.

Evaluating term load, the SPCH discipline improved pass rates among part-time students last year by 1.8%. Full-time students taking SPCH courses have a success rate almost 10% higher than the college average, but part-time students taking SPCH courses only exceed college averages by 2.4%. More information is needed to evaluate how to improve success rates for part-time students.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE 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:
   A. The College's institutional standard for course success rate is 70%.
   B. Review your discipline's course success rates over the past five years.
   C. 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?

The minimal standard course success rate for our discipline is aligned with the institutional standard of 70% because we believe this is a fair baseline for measuring the success of our students.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

   A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
   B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

Overall completions within the SPCH discipline remain low. Over the past five years, we have reported no more than 3 completed AA degrees within the Fall semester, with the average being closer to 2.0. Our discipline has been conducting a long-term plan to study the underutilization of this degree, and we have reached several conclusions as of this semester. First, our AA is in low demand because the vast majority of our students require our courses for transfer or major requirements. Students who plan to study communication at the university level usually transfer without spending the extra time and money required to complete a separate AA. Second, the majority of our department serves students who have no intention of majoring in communication or a related field; SPCH 100 is a near universal requirement, but most students who enroll will never take another course on the subject material. Finally, we have been working with Palomar's Articulation Officer to revamp our AA degree requirements in order to articulate a clear value proposition for the AA and to streamline the curriculum as much as possible; this past year, we set up the AA-T for Speech as well. We are also in discussions about outreach, particularly to students who may never be communication scholars but who can use the skill in a practical way in business or community outreach. By clarifying our 2-year schedule patterns and explaining to students the value of an AA-T or AA, we hope to increase these numbers as well.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

We have an ongoing process dedicated to evaluating and promoting the SPCH AA degree. We believe that remaking and remarketing this degree will lead to an increase in student utilization, and hold that this program will be fully viable given time to refine it. We would benefit from increased intra-college exposure and more prominence in programs that are not directly related to the study of communication.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting?
(CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

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).

The forensics program, also known as, the Speech and Debate Team, is one that takes an incredible amount of time and dedication from 4 of our faculty members. These coaches spend their time outside of class to coach these students and then serve as judges at speech tournaments on weekends. This hard work has paid off for our students. In Spring 2017, the Palomar Speech and Debate Team won Gold in the Debate Category of their Division for the second year in a row at the Phi Rho Pi National Tournament in Washington D.C. James Nee took Bronze in both Extemporaneous and Impromptu Speaking as well as a Silver in NFA Lincoln Douglas. Matt Duburg and Jacob Tucker placed Bronze in Parliamentary Debate. Jacob Tucker won Gold in NFA Lincoln Douglas. In addition, Palomar College won 4th place sweepstakes in the Community College Division of the National Parliamentary Debate Tournament. In addition to winning over 50 trophies throughout the 2016-2017 competition season, the team had the pleasure of hosting debaters from the People's Republic of China for the second year in a row for a public debate.   This was the fifth time Palomar has hosted debaters from China. Team members' majors include Journalism, Political Science, Communications, Finance, and Gender Studies. The Speech Team will transfer students in the Fall 2017 to San Diego State University, California State University, Long Beach, and San Marcos, and the University of California at Berkeley. Recently, the Palomar Speech and Debate has kicked off another winning season for the Fall 2017.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Results from a SPCH 100 SLO assessment were entered into Tracdat during Fall 2016. 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. For example, a few full-time and part-time professors in our department have changed their methodology when teaching SPCH 100. Specifically, the first half of the semester is lecture driven and the last half of the semester the students give speeches to each other in small groups every class meeting until the end of the term. This methodology has served to increase the amount of speeches for each student which, in turn, appears to have increased their confidence levels as well. Additionally, there has been discussion about creating a SPCH 100 class that targets students with high levels of communication apprehension. The course would stay the same, except there would be an entrance exam and the added focus of confronting stage fright and social awkwardness. This course is only in the discussion phase, but the possible outcome of a course such as this could be an increase in retention for a class that some students avoid or drop before giving their first speech due to their speech anxiety.

2. SLO Assessment Methods:

> **How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report –** **https://outcomes.palomar.edu:8443/tracdat/**

The assessment methods for courses such as SPCH 100, 115, and 120 have been based on surveys with embedded questions. It is difficult to determine how effective the assessments have been because we have not changed our assessments, and we have been getting similar results. There has been discussion about changing our assessment to an assignment or performance that could be evaluated by the instructor instead of basing the assessment on student opinions.

3. Program SLOs:

> **How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report –** **https://outcomes.palomar.edu:8443/tracdat/**

The Program SLO's for our Discipline are:

Interpersonal: Students should be able to comprehend communication transactions as creating and sustaining communities, organizations, and national, ethnic, and gender-based co-cultures.

Performance: Students should be able to present and analyze both expository and argumentative messages, in terms of the reasoning process, use of evidence, detection of fallacious logic, and adaptation to an audience.

Theoretical: Students should be able to understand and critically evaluate forms and theories of communication.
Our program SLO's represent the scope and depth of learning that is covered in the variety of courses we offer in our department. We believe that these learning outcomes are essential for our students to obtain as they continue their educational goals, enter the workforce, and provide their communication and leadership skills and services to the community.

Restructuring the AA degree to allow minimally offered courses such as SPCH 131 and SPCH 125 to be electives with other course choices such as BUS 205 would help more students complete the AA degree. Last spring, two students who were ready to graduate were not able to take SPCH 125 because it was cancelled, and it was a required course for our AA degree. Creating a grouping of SPCH 100, SPCH 105, SPCH 115, and SPCH 120 for the required 12 units (high enrolled courses), and putting SPCH 131 and SPCH 125 in a group of elective courses for a required 6 units would do much to help resolve that issue and increase the amount of students earning the AA degree in Speech Communication. All of the courses mentioned represent the scope of our program SLO's and the students would benefit from their participation in these courses. We also look forward to analyzing the data from our new AA-T in Communication Studies when it becomes available to measure the impact this degree has on our program. We are hoping that more students will benefit from the skills gained from the AA-T in Communication Studies so they can transfer and be prepared for the upper division courses within our discipline.

4. Curriculum overview:

> **Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?**

We believe that our program does offer sufficient opportunities for students to learn and develop the skills such as public speaking, interpersonal communication, argumentation and critical thinking that are vital for helping them achieve their professional goals. We also utilize our one-unit classes as well as our Speech and Debate team in order to support all levels of our program. We encourage our students to attend functions on campus such as Political Economy days, where several of the Professors from our discipline speak regularly.

There has been discussion since the last PRP to add new courses to our curriculum, such as small group communication, teaming up with the Business Administration department to teach a course in the summer enrichment program for high school students, and adding electives to our AA degree to give students more options to complete their degree (as explained in Goal #2). Additionally, the AA-T for Communication Studies is now in place since that last PRP. We look forward to seeing what type of impact the AA-T is making once the data becomes available.

Potential need for program/course deactivation is discussed at our department meetings and with our dean if there is a course that continues to have low enrollment or gets cancelled. SPCH 131 and SPCH 125 have been a concern, and we have decided to offer them once a year or every 2 years (and mapped this out so that students know when they will be offered) to see if enrollment improves. With the AA-T in Communication Studies now in place, the demand for these courses could increase.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

With the variety of skills that can be obtained from each of our courses, we don't schedule our courses in any kind of sequence. The flagship of our discipline is SPCH 100: Oral Communication (one of the Golden Four) so that course fills the majority of our schedule. SPCH 105: Beginning Argumentation and Debate is also high in demand so we have been able to offer more sections of that course through the years, and we could benefit by adding some more.

Enrollment issues were a concern with SPCH 125 and SPCH 131 so we now offer those courses once a year (SPCH 131) or once every two years (SPCH 125). Last year, two students needed SPCH 125 to complete their degree before they graduated and the course was cancelled. The plan to make those courses electives with other courses instead of part of the required 18 units could help students have more options to complete their degree in a timely manner.

In terms of building a pathway for our discipline, we are excited to now host two high school tournaments a year on our campus. We also have agreements with several high schools to encourage dual enrollment and practice within our courses as well as the Speech and Debate team. We encourage students to follow the pathway of high school, then school at Palomar College, then move on to a four-year school, and beyond. We have increased mentoring for our Speech and Debate team students and encourage them to transfer with scholarship opportunities or possibly to run their own team. We have students who have run teams at UCSD and UC Berkeley.

We also utilize several one unit classes that support pathways for students from our discipline and beyond. These one unit classes have no official meeting time so that any student on campus has the ability to attend and take part in the class. Our one units allow us to customize course offerings to allow students to explore in depth areas of research they may not have time for in the traditional class format. We have one units with an emphasis in debate, practical public speaking, and management of speech activities. Within those classes we have students learning everything from basic public speaking to how to communicate code in the realm of artificial intelligence. Each of the full time faculty members has a one unit in which to offer students more in depth support in their field of choice.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

The Speech Communication discipline has no known scheduling/overlap conflicts with other departments. Since we offer Speech 100 classes at a variety of campuses and throughout the day and evening, students have many options for when to take the class. On another note, we are currently working with the Business Administration department to combine SPCH 100 with BUS 205 for the 2018 summer enrichment program, communicating through email and in person.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement
within your program. Also consider the areas of opportunities and any external challenges your program faces over the next
three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf

Strengths:	The Palomar College Speech & Debate Team continues to show outstanding levels of competitive and academic success, ranking #1 in the United States in the largest competitive sweepstakes division of the 2-Year College national championships in 2 of the last 5 years. Speech and Debate Team alumni have completed transfers to partners including UCLA, SDSU, Berkeley, and CSU San Marcos. Full details are provided under Section 6 of this document. Speech Discipline courses fill and retain students at a rate above the college average. We benefit from teaching mandatory course for most majors and transfer students; reports from our alumni and instructors from our transfer partners indicate that our students are well prepared and skillful when giving speeches and oral presentations. Other strengths include an excellent record placing students who transfer to complete four-year degrees in communication, teamwork in solving problems in the workplace, and working with diverse populations of students both in background and in levels of preparation. Our SPCH 100 classes are universally designed to be fully accessible and build valuable study skills for underprepared student populations.
Weaknesses:	Our discipline continues to be understaffed relative to our importance and number of classes taught. 12 years ago we had 7 full-time faculty, while now, we have only 5, counting probationary hires. We rely heavily on part-time instructors but have few full-time professors to complete academic oversight and review tasks. Current faculty report rising levels of burnout and decreased morale around this issue, and we have had to pass on a number of promising projects due to current overstretch in personnel and funding. We have been approached by a number of community organizations and transfer partners regarding possibilities for collaboration, but have had to forgo opportunities to work with the Migrant Education Project, public speaking training at the K-5 level in public schools, and expanding our high-school hosting to include debate/public speaking seminars and workshops. In order to take advantage of these and other similar opportunities, we would need 2-3 more full-time faculty to keep the department running, a small budget to compensate for faculty expenses incurred, and possible assignment release time for faculty who volunteer to coordinate these projects. Our high course fill-rate is entirely dependent on institutional rules that require students to enroll and attend. SPCH 100, SPCH 105, SPCH 115, and SPCH 120 are the courses that satisfy many requirements for transfer, so they fill reliably and quickly. Our courses that are not transfer focused, such as SPCH 125, have continual problems with cancellation due to low enrollment. This negatively affects student choice in our AA degree.
Opportunities:	The Speech discipline has promising opportunities in the area of outreach. We are looking forward to benefiting from an increased presence among high schools in competitive speech and debate and to further growing this vital connection to our target transfer populations.

	We are in process of evaluating the first major changes to our departmental course offerings in 10 years. We ar hoping to increase the value of our AA/Transfer degree and are revising materials with obsolete course offering We are also reaching out to transfer partners and internal stakeholders to help improve this process.	
Threats:	A primary threat to the SPCH discipline is faculty burnout. In addition to standard full-time obligations like clas time and service work, our faculty all either serve as coaches for the Speech and Debate Team or hold other administrative roles such as Department Chair. Both of these additional workloads require dozens of hours per week of additional service, plus supervisory duties on nights and weekends. Our faculty team is world-class, an we want to stretch the organizational benefit for as long as possible.	

SECTION 2: **Establish Goals and Strategies for the Next Three Years**

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a g
To Increase Outreach at the High School Level		X	
To Study Underutilization of the Speech AA Degree		X	
To Separate Forensics Accounts to Increase Student Access to Supplies.	X		

2. 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 by hosting high school speech and debate tournaments on ou campus; Maintain outreach to programs such as the Migrant Educatio Program; Increase dual enrollment course offerings of speec communication to local high school students; To participate in the Summe Enrichment program by teaming up with the Business Administratio department for a SPCH 100/BUS 205 program called, "Pitching to Wi Shark Tank for the Young Entrepreneur."
Timeline for implementation	- The timeline is ongoing for increasing network opportunities with high school forensics programs. One of the ways we have reached ou to the high school programs is by hosting their speech tournaments here Palomar College. We hosted a tournament in September of this year, and plan to host another tournament in February 2018. - As for the dual enrollment courses, we planned to add several new sections of SPCH 100 offerings at local high schools for the Dual Enrollme program in Fall 2017; however, those plans are on hold with the schools i Escondido as talks continue between our administration and their school district. One class was successfully offered last spring and will be offered again at Fallbrook High School for Spring 2018. - "Pitching to Win: Shark Tank for the Young Entrepreneur" will be offered the 2018 Summer Enrichment Program.

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; Increased exposure of the other valuable Speech Communicat courses available for students to take beyond SPCH 100 such as interperso communication, argumentation and debate, and intercultural communicat

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 BUS 205- Business Communications.
Timeline for implementation	2019/2020; Creating a Small Group Communication was put on hold due t other obligations. We plan to submit a proposal for the course during the F 2018 semester so it could be offered in 2019/2020.
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, two of the courses listed for 18 required units in Speech Communication, SPCH 125/T 125 have been cancelled or not offered in recent semesters due to low enrollment. Making those courses electives (6 units) and adding other cou to the electives list would give more students the opportunity to complete degree in a shorter 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)	We expect to have more access for buying basic supplies for the speech an debate team such as staplers, paper-clips, paper/flow-pads and markers.

Goal #4

Program or discipline goal	To Study the Possibility of Getting SPCH 115 and SPCH 131 Articulated through the IGETC General Education Pattern
Strategies for implementation	Review the course outlines of record for SPCH 115- Interpersonal Communication and SPCH 131- Intercultural Communication to see if thes courses offer elements listed in the requirements for the different areas of IGETC. For example, area A1C of the CSU Guiding Notes for General Educat reviewers states that "the course must include faculty supervised , faculty evaluated practice in oral communication presented in front of other listeners." There are assignments in SPCH 115 that meet this criteria. Othe community colleges have been able to get intercultural communication articulated in area 4 of IGETC as well.
Timeline for implementation	Ongoing
Outcome(s) expected (qualitative/quantitative)	- Increased enrollment in speech communication courses - Increase in completions of our AA degree and AA-T in Communica Studies

	- Increase in sections offered for SPCH 115 and SPCH 131

Goal #5	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

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3. How do your goals align with your discipline's mission statement?

Our current goals are aligned with our discipline's mission statement; they all expose more students to the knowledge and skills provided in the courses we offer and create more opportunities for the students to transfer with these essential communication skills. Coming together with other departments is a special way in which we can reach more students and work to complement similar goals throughout the college.

4. How do your goals align with the College's Strategic Plan Goals?

Our first goal, "to increase outreach at the high school level", aligns with strategic goal #2, "strengthen outreach, persistence, and student success." We continue to create ways to reach out to high school students through hosting high school tournaments, coaching, and offering CCAP sections of SPCH 100, and by participating in the summer enrichment program. Additionally, the CCAP classes and summer enrichment program also align with goals 1 and 5, objective 5.3, "Strengthen existing relationships and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer." We have a strong relationship with Fallbrook High School. The first CCAP course we offered on their campus was well received, and we are set to offer another CCAP section at Fallbrook in the spring. This new stream of enrollment of high school students is an expansion of the continued enrollment we have been receiving from the Fallbrook community through the night classes we have offered on their campus for many years.

Goals 2 and 4 of our discipline align with strategic plan goals 2 and 5; increasing the amount of completions for our AA and AA-T degrees will strengthen student success and enrollments. Restructuring the list of required and elective courses for the AA degree in Speech Communication and strengthening the articulation of courses such as interpersonal communication and intercultural communication will help to increase enrollment, transfers, and overall student success.

PART 4: FEEDBACK AND FOLLOW-UP
This section is for providing feedback.

Confirmation of Completion by Department Chair
Department Chair: Christopher Lowry
Date: 11/29/2017

*Please email your Dean to inform them that the PRP has been completed and is ready for their review.

Reviewed by Dean
Reviewer(s):   Shayla Sivert
Date: 11/25/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:
The success of the Speech and Debate team continues to showcase the talent of both our faculty and students in this area. The faculty involved consistently go above and beyond in supporting students as they navigate the world of debate.

2. Areas of Concern, if any:
My concerns are consistent with those discussed above, in terms of 125 and 131. On another note, the department will inevitably grow its number of full-time faculty yet has no clear process for addressing involvement on the team (# of semesters required; Courses taught when one is/is not involved on the team; selecting coaches to travel, etc.)

3. Recommendations for improvement:
Regular discipline meetings with all full-time faculty to develop process and expectations involving the team but also other areas such as class assignment, evaluations, etc.

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by: Instructional Planning Council PRP Sub-Committee

Reviewer(s):   Margie Fritch, Suzanne Sebring, Seth San Juan, Glyn Bongolan
Date: 11/30/17

1. Strengths and successes of the discipline as evidenced by the data and analysis:
The Speech and Debate team is continuously competitive and demonstrates the mastery the students are able to achieve through the instruction and leadership of the faculty.

2. Areas of Concern, if any:
I believe the discipline faculty are taking steps that should simultaneously increase the AA completions and the enrollment in their struggling courses, SPCH 125 and 131, by offering them annually/biannually as electives as well as adding other electives that will give students additional options for timely completion.

3. Recommendations for improvement:

As indicated by the Dean, a clear and documented process addressing involvement on the team and (# of semesters required; Courses taught when one is/is not involved on the team; selecting coaches to travel, etc.) is important and will increase in importance as faculty changes/increases. I would recommend the creation of this as a goal.

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn Ph.D.
Date	1/13/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:
1.   Really good discussion of enrollment data- appreciate the contextual comparison to college as a whole and yes you are increasing! 2.   You will never get to 525 due to course CAPS but have increased nicely over the last few years. 3.   Once again I appreciate the analysis to the college on FTEF- good discussion. 4.   Again great discussion about course success rates and inclusion of data- sorry to keep repeating myself- you are just doing a great job here! 5.   Demographics review is also strong- some good suggestions here as well 6.   That's great that you are working on the degree- regardless of the awards speech is obviously so important to all disciplines etc. 7.   SLO section is also excellent. I appreciate the inclusion of specific SLOS and results- helps us understand the overall context of the discipline etc. Well done! 8.   The model for the program SLOS is so interesting- I think the three "types" could help other disciplines as well- really interesting and well done 9.   Curriculum discussion makes sense- esp. for strong GE course 10. SWOT is also really well done 11. Goals make sense given the narrative also- the articulation work is really important- thank you! 12. Really well done and thorough review- some minor issues for improvement but overall excellent job, use of data, and analysis etc.

2. Areas of Concern, if any:
a.   Include actual fill rates of courses and range over time. b.   See deans comments.

3. Recommendations for improvement:

4. Recommended Next Steps:

X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.