Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Speech Communication, Forensics, ASL

Discipline Name
Speech (SPCH)

Department Chair Name
Chris Lowry

Division Name
Languages and Literature

Website address for your discipline
https://www2.palomar.edu/pages/speechandasl/speech-communication-program/

Discipline Mission statement
Mission Statement or Program Description: 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.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
A.A. Speech Communication

AA-T Communication Studies

Please list the names and positions of everyone who helped to complete this document.
Chris Lowry- Chair/Professor
Brandan Whearty- Assistant Director of Forensics/Assistant Professor
Marquesa Cook-Whearty- Assistant Director of forensics/Associate Professor
Dewi Hokett- Director of Forensics/Professor

Full-time faculty (FTEF)
3.98

Part-time faculty (FTEF)
8.99

Classified & other staff positions that support this discipline
(1) ADA

Additional hourly staff that support this discipline and/or department
Speech: 0
ASL: The ASL and Interpreting Lab currently has 4 lab techs.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
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. Some 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. However, when I discussed this with the articulation officer, it was suggested that we should consider cancelling the AA degree and to create certificates, such as a certificate for "Public Speaking" and "Interpersonal Skills", instead. Our department is still in the discussion phase about making this change. 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.

Describe your program's plan for assessing program learning outcomes.
- PSLO #1 "Interpersonal" - Our department recently assessed the PSLO "Interpersonal" in the Spring 2018 semester.

- PSLO #2 "Performance"- We used the data from the course SLO's from SPCH 100, SPCH 105, and SPCH 125 to assess this PSLO back in 2014. We have not assessed this PSLO since then because SPCH 125 has been cut in the past due to low enrollment and has not been offered in several years. We will assess this PSLO without the data from SPCH 125 during the Fall 2019 semester, after we asses the course SLO's from SPCH 100 this semester.

PSLO #3 "Theoretical": This PSLO is assessed through the results from SPCH 105, 115, 120, and 131. Now that we were able to offer an online course of SPCH 131 (a course that has been cancelled recently due to low enrollment) this semester, we will be able to use the results from that course SLO assessment to assess this PSLO in the Spring 2021 semester.

Summarize the major findings of your program outcomes assessments.
Assessment results from the SPCH 115 SLO #1 "Practical Application" and SLO #1 from SPCH 120, "Processes of Communication" were used to assess PSLO #1 "Interpersonal". Results showed that students exceeded our expectations in both areas, with 77% of students achieving the outcome for SPCH 115 and 92% of SPCH 120 students achieving the outcome related to this PSLO.

Faculty responsible for implementing and evaluating student learning outcomes in SPCH 100, SPCH 105 and SPCH 125 met to discuss the results. In SPCH 100 the PSLO on "Performance" was measured through the presentation skills course SLO. 86% of the students agreed with the statement "I am able to deliver a speech with confidence" by the end of the semester.

In SPCH 105, the PSLO was measured through the course SLO's on communication and critical thinking. The presentation part of the PSLO was met successfully. The instructor's observation showed 85% of students showing improvement between the first and second presentations in argumentation and debate.The analysis part of the PSLO was evaluated through the course SLO on critical thinking. This course SLO was not met because only 50% of the evaluated classes were able to identify the components of the Toulmin model in the applications module of the mid-term exam.

In the Speech 125 course, 85% of the class reported a decided improvement in their self confidence and their ability to perform in front of an audience. In addition, 85% reported the ability to cut and splice literature to match a theme and argument as presented in the introduction of a performance piece. This shows that these results help support the PSLO for the Performance aspect.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
A.A. Speech Communication = 1

AA-T Communication Studies = No data available at this time. We look forward to reviewing the data for this new degree once available. It appears that many students are pursuing this option based on our conversations with students enrolled in our classes.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Decreased

What factors have influenced your completion trends?
The decrease in completions has gone from 2 to 3 to 1 to 1 in the last 4 years. We believe that one of the factors for this trend is the fact that we have not been able to offer SPCH 125 or SPCH 131 in the last few years due to low enrollment. We were finally able to fill a section of SPCH 131 when we offered it online this semester. We think that the new course map that we created this semester might help the students plan ahead and give them a chance to fit these courses into their schedule. Also, the addition of the transfer degrees might have created less of a need for an AA when they could get an AA-T, instead.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
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.

What is your Stretch goal for COURSE success rates?
80.0%

How did you decide upon the goal?
Based on our last 5 reporting periods (81-80-79-79-80), the maximum success rate our department could possibly produce is 80%. This maximal figure assumes that staff resources are increased, plenty of funding is available for student success programs, and that our students are committed to their own personal success.

This goal of 80% success is very ambitious when evaluated in departmental context. The main course taught in the SPCH discipline is a mandatory, performance-based 'Golden 4' course, which means that we frequently work with student populations who are not there by choice. Of necessity, this increases our attrition rate, particularly when cross-referenced with the rise of face-to-face communication apprehension caused by the evolution of digital messaging and technology. The SPCH department also participates in a number of experimental programs which can cause unpredictable statistical results. Our outreach programs through Summer Bridge and the Vista Detention Facility, for example, work with high value and high risk populations. While the results of these experiments are frequently positive, it is not possible to forecast the results of these student success and equity focused programs with confidence.

If our department can secure the necessary hiring resources to focus additional faculty time on this effort, we may be capable of producing even higher levels of student success and equity. Until that happens, the SPCH department's maximal possible success rate is 80%.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
Assessing the SLO's for SPCH 115 were done with a survey with embedded questions related to the 2 SLO's for that course. We recently changed our assessment method of SL0 #2 "Practical Application" for SPCH 115 so the evaluation could be made by the instructor instead of just student opinions. To do this, we used the assignment, "Practice in Perception Checking" and created a rubric on Canvas to measure

whether or not the students met that learning objective. This assessment proved to be quite effective and Canvas made it easier to review and analyze all of the results. We plan to discuss using more assignments or performances as a method of assessment for other course SLO's in the future. Also, we plan to place our method of assessment for SPCH 100 SLO's on Canvas so we an gather results more efficiently - if it is possible to do so. In the past, we had stacks of hard copies of the survey and had to manually input all of the results to an Excel spreadsheet.

Summarize the major findings of your course outcomes assessments.
SPCH 100: Oral Communication
SLO #1- Presentation Skills:
A survey with embedded questions related to SLO #1 was given to SPCH 100 students during the Spring 2015 semester. According to the results, 84.56 % of the students agreed with the items related to this SLO. In fact, 86.9% of the students agreed with the item "I am able to deliver a speech with confidence."

SLO #2- Speech Writing:
An assessment of SLO#2: "Develop proper speech writing skills with an emphasis on organization and style" was completed toward the end of the Spring 2015 semester. The results indicated that 90.22% of the respondents agreed with the items related to this SLO. These results are promising and indicate that the teaching methods from our instructors are clearly helping the students improve their speech writing skills.

SLO #3: Cultural Awareness of Audience:
An assessment of SLO#3: "Demonstrate awareness of and sensitivity to culturally diverse audiences" was completed during the Spring 2015 semester. According to the results, 87.37% of the students agreed with the 3 of the 4 items related to this SLO. The 4th item was included to get a reverse response: "I find it difficult to tell how others are reacting to me when I speak." 53.66% of the students agreed with this item.

SPCH 105: Beginning Argumentation & Debate
SLO #1- Presentation/Performance:
Based on instructor observation and feedback from multiple class sections, this SLO is being achieved, with around 73% of students showing improvement in nonverbal behavior and control of nerves within the first two speech presentations, as measured by instructor evaluation via rubric checklist during student performance. While still above our target goal of 70%, this measure has fallen during each SLO reporting period represented in TracDAT. The most important noteworthy trend in this data is the slow but steady decline of our measurement of student nonverbal confidence. Further departmental discussion is warranted on this subject, particularly since SPCH 105 now supports multiple instructors with differing curricula and assignment details. Opportunities for collaboration may be available to ensure that all students get a consistent and detailed view of human communication and nerve control between SPCH 100 and SPCH 105.

SLO #2- Persuasion:
Measures of student argument construction are improving across all sections of SPCH 105. A mix of peer analysis, instructor observation, and participation exercises appears to be working. Nearly all students in all sections show improvement in argument creation, synthesis, and evaluation, with only 3-5% showing no improvement over the course of the semester. Measures of student argument construction are improving across all sections of SPCH 105. A mix of peer analysis, instructor observation, and participation exercises appears to be working. Nearly all students in all sections show improvement in argument creation, synthesis, and evaluation, with only 3-5% showing no improvement over the course of the semester.

SLO #3: Critical Thinking
Student understanding of and application of the Toulmin model has improved substantially. On midterm exams, an average of ~81% of students were able to identify the parts of the Toulmin model, and ~63% were able to identify the parts in applied examples. During the previous reporting period, only ~50% of

students were able to answer questions correctly about the Toulmin model. Based on this result, SPCH 105 instructors initiated a program to improve mastery of Toulmin and related concepts. The material was promoted in importance, applied in other lessons, and taught repeatedly through spaced repetition to ensure recall. The improvement in the MOA is a direct result of this change.

SPCH 115: Interpersonal Communication
SLO #1: Self-Analysis and Reflection:
25 students were assessed for SLO #1. 97 % of the respondents either slightly agreed, agreed, or strongly agreed with the items on the survey that were related to this learning outcome; Also, 89% of the students answered in the "Agreed" or "Strongly Agreed" column. The results indicate that the students are able to comprehend theories and concepts of interpersonal communication and utilize interpersonal communication skills in various communication settings. These results were well above the criterion of 80%.

SLO #2: " Practical Application"
There is only (1) section of SPCH 115 and 26 students were assessed for SLO 2: Practical Application. According to the results, 20 out of 26 students met or exceeded expectations for this assessment, which means 77% of the students achieved this outcome and the criteria was 70%. We are pleased to see that this outcome was achieved. It is early in the semester and perception checking is a skill that can be developed and improved with practice. and experience. Interesting to note, 14 of the 20 students who met expectations, exceeded expectations. The 6 students who didn't meet expectations were not far off. The challenge for some of them was to understand how to give 2 interpretations of someone's behavior and to use all 3 steps on a consistent basis. This is the first time we have used this type of assessment for SLO 2: Practical Application and we plan to use it again in the future. It is important to be able to put interpersonal communication skills such as perception checking, "I" statements, paraphrasing, etc. into practice and this assessment is a great way to make sure the students are performing those skills effectively by the time the course is over.

SPCH 120: Human Communication
SLO #1-Processes of Human Communication A modified version of the course survey was administered to all students in all sections of SPCH 120. The results were scored using a passing standard of either Strongly Agree (3) or Agree (2) on a 7 step Likert-type scale. The process SLO was evaluated by questions 1, 3, 5, 8, and 9. The lowest reported percentage was 86.11% (understanding the process of communication), with the highest being 100% agreement (being mindful of emotional barriers to strong listening).
In short, the 92.22% positive rate for all questions testing SLO #1 exceeds the 70% metric specified. These results indicate that the current program of instruction is succeeding. Students report that they are able to understand elements of the perception process (86.11%) and gain confidence (88.89%) in listening contexts. In addition, 100% of students reported that they developed an awareness of social skills in a professional environment, and 97.22% reported improved mindfulness of emotional barriers that hinder strong listening.

SLO #2- Cultural Awareness
A modified version of the course survey was administered to all students in all sections of SPCH 120. The results were scored using a passing standard of either Strongly Agree (3) or Agree (2) on a 7 step Likert-type scale. The cultural awareness SLO was evaluated by questions 2 and 7. Students responded 100% affirmatively when asked about improved communication with people of other cultures and awareness of differences in communication processes. The 100% positive rate for all questions testing SLO #2 exceeds the 70% metric specified.

SLO #3: Practical Application
A modified version of the course survey was administered to all students in all sections of SPCH 120. The results were scored using a passing standard of either Strongly Agree (3) or Agree (2) on a 7 step Likert-

type scale. The practical application SLO was evaluated by questions 4, 6, and 10. Though well above the 70% metric mark, this SLO had the lowest overall rate of student agreement with 78.18% overall. The lowest reported affirmative score had to do with increases in student self-esteem as part of the course material. Only 72.22% of students reported that the course affected their self-esteem in a positive way. 81.24% of students reported improvements in listening skills. While the results in this area exceed the 70% metric specified, there is opportunity to improve this class by changing some elements of the curriculum and class communication to include more emphasis on building self-esteem and listening skills. Course instructors plan to experiment and report their results during the next SLO cycle.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

How does your program help students build these KSA's?

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description
To increase outreach at the high school level.

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Increase network opportunities with high school forensics Programs by hosting high school speech and debate tournaments on our campus; Maintain outreach to programs such as the Migrant Education Program;Increase dual enrollment course offerings of speech communication to local high school students; To participate in the Summer Enrichment program by teaming up with the Business Administration department for a SPCH100/BUS205 program called,"Pitching to Win Shark Tank for the Young Entrepreneur."

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 Communication courses available for students to take beyond SPCH 100 such as interpersonal communication, argumentation and debate, and intercultural communication. We offered a dual enrollment course in Fallbrook in the Spring 2018 semester and it was well received. This semester, in addition to offering another course in Fallbrook, we added dual enrollment courses at Rancho Buena Vista High School and Hi-Tech High. We look forward to getting feedback about our courses from those schools at the end of the semester.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
As stated in our department mission statement, "We are committed to developing the potential of all students as members of interpersonal co-cultures, performative speakers, and critical thinkers." We see this outreach to high school students as an excellent opportunity to for them to learn and refine these important communication skills as they prepare their pathway to college. A high school student who takes SPCH 100 will now enter college on an accelerated path toward earning an AA in Speech Communication or an AA-T in Communication Studies.

As for the college strategic plan, 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 dual enrollment sections of SPCH 100, and by participating in the summer enrichment program. Additionally, the dual enrollment 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."

Expected Goal Completion Date
5/20/2020

Goal 2

Brief Description
To Study Underutilization of the Speech AA Degree

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Create new curriculum for the core requirements of this degree, such as Small Group Communication, which was created and sent to the curriculum committee in the Fall 2018 semester; Another course, Advanced Public Speaking, will be proposed next year; Add more options to the electives section of this degree, such as BUS 205- Business Communications. Consider offering courses such as SPCH 120- Human Communication and SPCH 115- Interpersonal Communication in an online format. SPCH 131 was being cancelled in the past due to low enrollment and the enrollment for the one online second 8-week section that we offered this semester is at full capacity. The idea of creating a hybrid course for SPCH 100- Oral Communication will be discussed at our next department meeting where students would work on the course content online and then deliver their speeches on campus in front of a live audience.

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/T125 and SPCH 131 have been cancelled or not offered in recent semesters due to low enrollment. The recent addition of the online SPCH 131 course offered this semester is at full capacity, which could help keep students on track to complete this degree and possibly create more of a demand for offering sections of SPCH 131 more often. Also, making those courses electives (6 units) and adding other non-department courses to the electives list would give more students the opportunity to complete the degree in a shorter time-frame.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
As stated in our department mission statement, "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." Adding new courses such as Small Group Communication and Advanced Public Speaking will enhance our effort to offer more areas and aspects of speech communication skills to the students at Palomar College and make our AA degree more appealing.

Expected Goal Completion Date
5/20/2020

Goal 3

Brief Description
Create a Certificate of Achievement Option

Is this a new or existing goal?
New

How will you complete this goal?
Our articulation officer suggested that we might want to consider removing our AA degree and replace it with Certificate of Achievement options for students. If the AA-T in Communication Studies becomes a more popular option for students, the AA might not be worth offering, considering the minute amount of

AA degree completions we have had in recent years. Creating Certificates of Achievement could appeal to students not interested in transferring, but still wanting to add skills to their resume and prepare them for immediate work opportunities. This goal is still in the discussion phase. More meetings are necessary to brainstorm possible types of certificates, such as a certificate in Public Speaking, Argumentation, or Interpersonal Skills. Once we decide if we will proceed with this goal, we will develop the proposals for the certificates and move forward.

Outcome(s) expected (qualitative/quantitative)
Students could develop their communication skills, widen their understanding of theories and concepts of communication, and sharpen their ability to think critically. The certificate could give students a sense of accomplishment and recognition for taking our courses without the task of taking every course we offer to achieve the AA degree. We expect that the number of completions for certificates would be higher than the number of completions for the AA degree.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Part of our mission statement notes that we will "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." The certificates would be an effective way for preparing those students in the workplace, add new skills to their resume, and be able to follow an accelerated path to complete their achievement.

Expected Goal Completion Date
5/17/2021

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

Are you requesting additional full-time faculty?	**Are you requesting additional Staff, CAST or AA?**
Yes	No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)
From 2009 to 2019, our department has experienced a net loss of 40% of our full-time faculty. We added 1 FT faculty position in 2015 and 1 FT faculty position in 2016. Our departmental losses over the last 10 years include 1 retirement (Prof. Bishop), 2 resignations (Prof. Robertson & Prof. Hill), and 1 death (Prof. Mills). We are currently at 60% of our staffing strength from 10 years ago.

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)	**2017-2018 % FTEF (on-going reassigned time)**	**2018-2019 % FTEF (on-going reassigned time)**
5.59%	5.7%	3.08%

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)	2017-2018 % FTEF (temporary reassigned time)	2018-2019 % FTEF (temporary reassigned time)
0	0	0

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Professor of Speech Communication

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
The SPCH discipline requires additional full-time faculty support in order to fulfill both our department goals and our role in the district's success, equity, and master plans. Our current department goals include major transformations of our program, including possibly eliminating the AA in SPCH Communication and replacing it with a system of certificates of proficiency. Under our current staffing restrictions, there are no faculty members with the time to help lead this process. All current full-time faculty are overloaded with multiple committee responsibilities, required evaluations, and necessary department governance. Until this process is complete, our discipline statistics in the AA area will drag down the completion averages for the entire college. We are ready to move forward, but green-light this process until we have additional staffing resources to see it through to completion.

At the district level, the SPCH department is dedicated to success in implementing both the current student equity plan and the staffing master plan. We have specific opportunities available to increase our service toward underserved groups such as veterans, students entering without college-level writing skills, and outreach to local high schools. At present, our staff are unable to devote additional time and resources to fulfill these responsibilities, because all staff members are doing 2 to 4 times the required amounts of service in order to keep the discipline and department functioning. Burnout is high, morale is low, and we are in danger of losing even more current full-time faculty members due to the overstress and high workload. We also lack the ability to volunteer any time beyond our current commitments, which means that we cannot participate in the faculty senate, serve as union members, or help with the process of accreditation.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
The SPCH discipline has many talented adjunct instructors with excellent classroom skills. Our needs, however, cannot be met through the current part time faculty pool. We require expertise and a history of effective administrative service in order to help us pivot our current programs and finish our departmental updates in accordance with the district strategic plan. Our current faculty are stretched far too thin to adopt additional responsibilities in this area, and part time faculty are similarly overworked. Full-time faculty are required in order for us to make meaningful progress on district goals.

In addition, many of our most important departmental obligations cannot be filled by part-time faculty. Full-time faculty are required in order to serve on review and evaluation committees. Long term planning processes are difficult because of the contingent nature of our adjunct pool, and many of our best adjuncts work at multiple regional colleges, sometimes with a total course load of 7/7 or 8/8. It is not surprising that adjunct faculty in this position do not have the time to assist with departmental duties, particularly since some of these duties would be uncompensated with pay, release time, or NOHE.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

As of the 2018-19 reporting period, we require additional full-time faculty in order to meet the requirements of accreditation. The current percentage of courses taught by part-time faculty is at 69.3%. This is close to the opposite of the state mandated 75%/25% split, and could affect our next accreditation cycle if we continue to show such low levels of full-time FTES.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Productivity and efficiency require resources, which is what the SPCH discipline desperately needs. The department has been doing more with less for 15 years, and current faculty are experiencing high rates of burnout. The discipline has administrative, coaching, and personnel needs that are not being met, and current faculty do not have the ability to maintain quality of service in this area. Efficiency requires detailed planning and implementation, which is not possible under current staffing restrictions. Productivity requires the ability to divide and collaborate on tasks, which is not possible when our current faculty are already performing 2-3 times the required amounts of service to keep the department running. Our faculty have also regretfully stopped our programs on providing professional development, increasing outreach among veterans, and providing regular service as compliance officers for Human Resource Services. The SPCH discipline has the will and ideas to succeed, but without additional staff, these programs will be reduced or suspended due to lack of resources.