

Status: **Reviewed**

Entry #: 256

Date Submitted: 9/14/2020 1:30 PM

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
2020-2021

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Speech Communication / Forensics / ASL

Discipline Name
Speech (SPCH)

Department Chair Name
Kevin McLellan

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 TOP coded as 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- Professor

Dewi Hokett- Professor/Director of Forensics

Brandan Whearty- Associate Professor/Assistant Director of Forensics

Marquesa Cook-Whearty- Assistant Professor/Assistant Director of Forensics

Adam Navarro - Assistant Professor/Assistant Director of Forensics

Nicholas Thomas- Adjunct Professor/Speech Communication

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access.

Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

5

Full-time Faculty (FTEF)

4.60

Part-time faculty (FTEF)

9.50

Classified and other permanent staff positions that support this discipline

(1) ADA

Additional hourly staff that support this discipline and/or department

Speech: 0

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

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 and SPCH 170 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, SPCH 125, SPCH 170 and BUS 205 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. Only 1 person per year since 2016 has earned the AA Degree in Speech Communication, so changes are necessary to create more of a need and provide more options for students to complete the requirements for this degree ASAP. 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.

The data from the new AA-T in Communication Studies is showing promise for our students as they establish a pathway for transferring to a four-year institution. In fact, the number of degrees received has increased each year since the AA-T has been available from 6 in 2016-17, to 15 in 2017-18, to 33 in 2018-19, and to 53 in 2019-20. We are seeing more students take multiple courses offered from our discipline and it will be interesting to see if the growth continues by the end of the spring 2021 semester.

How do they align with employer and transfer expectations?

Employers and transfer partners expect students to be proficient in the coursework, communicate effectively, and understand the nuances of professional relationships, conflict resolution, critical thinking skills, an understanding of professional interaction, and work effectively in groups. Each of the course offerings in the Speech department addresses these areas in some fashion from a practical and theoretical perspective. The number one skill employers look for is effective communication. The Speech department works diligently to ensure that students are actively practicing these skills in every course to help students accomplish their transfer and professional goals.

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 planned to assess this PSLO without the data from SPCH 125 during the Spring 2020 semester but the COVID-19 pandemic interrupted those plans and kept us from assessing SPCH 100 SLO's that semester as well. We are looking into doing an online survey to adapt to this current remote teaching platform we are all involved in.

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

The practical application SLO was evaluated by using a course survey 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.

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.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

Current data collection efforts at the program level are satisfactory, and we have no current open questions about student learning in the discipline. See the Courses section of this document for a detailed discussion of questions about student learning at the course level.

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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

All speech courses actively support GE/ILO's 1, 3, and 4. Spch 100, Spch 105, Spch 115, Spch 120, and Spch 125, all have assignments, theory, practice, and application that focus on written, oral, and visual communication skills satisfying GE/ILO #1 and Critical Thinking, Information Literacy, teamwork and problem solving satisfying GE/ILO #3. These courses also incorporate Community, Multicultural/Global Consciousness and Responsibility as outlined in GE/ILO #4 through discussion, practice, example, and real-world speech and debate topics. GE/ILO #2 is supported by teaching statistical literacy in Spch 100 and Spch 105.

Our program also support the foundation of knowledge discipline and integrative learning through the advanced theory work in Spch 105, 115, 120, and 131 and integrative learning through the group work and engagement of speech and rhetoric in Spch 100, 105, 115, and 120.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

The major findings from the course outcomes assessment includes an increase for SPCH 105 students in communication, critical thinking skills, and self esteem for Argumentation students. 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. These findings support GE/ILO's 1, 3, 4, and 5. These courses heavily support Communication; Creative, Critical, and Analytical Thinking; Community, Multicultural/Global Consciousness and Responsibility; and Foundation Knowledge of Discipline. The courses also touch on GE/ILO 6 with work in learning communities and engagement of the arts.

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 = Fifty-three students received the AA-T in Communication Studies degree this past year. This amount has more than tripled from 2018 when 15 completed the degree.

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

Increased

What factors have influenced your completion trends?

The number of AA-T in Communication Studies completions has more than doubled in each of the 3 years it has been available from 6 to 15 to 33 to 53 recipients. The benefit of the outcomes that the students develop in our courses has helped to strengthen their critical thinking, public speaking, writing, research, and interpersonal skills which will help these students greatly as they move on to pursue degree at the 4-year level and start their careers. The new pathway we developed last spring should also help to keep these numbers growing as the courses are offered in different semesters to allow the students to enroll without as many scheduling conflicts with the other Speech Communication courses required to complete the AA-T. Also, the new online Oral Communication courses that we are offering in the spring 2020 semester should also help to allow students with restricted schedules and long commutes to have a more flexible option of taking the course than they did when all the courses were face-to-face. In addition, the increase of 4-week options for our students might help them complete their requirements in a shorter amount of time.

There has been a decrease in completions for the AA in Speech Communication, going from 3 to 1 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 during the Spring 2019 semester, we had success filling the class again in the Spring 2020 semester, and we plan to offer this section online again in the Spring 2021 Semester. We think that the new course map that we created during the Spring 2019 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.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

Yes

What steps are you taking to address these completions?

Departmental efforts to study the underutilization of the AA continue however the AA-T in Speech communication has grown each year. Interviews with students and analysis of available data indicate that low demand was most likely permanent and more effort has been made to recommend the AA-T and explore certificate options. The discussion about the Speech AA and AA-T will reconvene when we are provided with accurate data for the decision making process.

What is your program standard for program completion?

70

Why did you choose this standard?

The minimal standard for program completion 70% because we believe this is a fair baseline for measuring the success of our students. The Speech discipline is currently in transition regarding all program-based completion operations. As of 2019, the department began moving away from a focus on awarding degrees for program completion and began moving toward awarding a certificate of proficiency. The vast majority of students participate in Speech classes as part of the 'Golden 4' requirement and not out of the desire for a degree in speech communication, and it is possible that there will be no program to complete by the end of the next reporting period. Faculty are also unable to choose a realistic standard based on the lack of accurate completion statistics documented above.

What is your Stretch goal for program completion?

70

How did you decide upon your stretch goal?

Our stretch goals functions on two levels. First, we have a 70% standard for completion for students completing the degrees. Ideally, at least 70% of students who begin in Spch programs will complete them. Our second stretch goal is to study the AA and the AA-T and examine viability and success rates in the short and long term. This is an ambitious goal, given the difficulty in moving forward during a national crisis and the lack of accurate statistical data concerning these programs, not to mention the involvement of college leadership in a major decision like canceling a degree program. Speech discipline faculty are looking forward to settling this question and being able to set a numerical goal for degrees and/or certificates in the near future.

ENROLLMENT AND EFFICIENCY TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your enrollment trend over the last 5 years?

Increased

What was your efficiency trend over the last 5 years?

Increased

Were these trends expected? Please explain.

When considering all of the courses we offer, there has been an increase from the previous year:

Fall 2018

Enrollment- 1,976

Fill Rate- 94.10%

WSCH per FTEF- 478.17

Fall 2019

Enrollment- 2,014

Fill Rate- 95.90%

WSCH per FTEF- 496.78

In SPCH 100, there was a slight decrease in enrollment, but an increase in Fill rate and WSCH per FTEF:

Fall 2018

Enrollment- 1,618

Fill Rate- 94.62%

WSCH per FTEF- 482.39

Fall 2019

Enrollment: 1606

Fill Rate: 95.60%

WSCH per FTEF- 486.93

These trends were expected when considering the growing interest in our AA-T in Communication Studies, where the number of program completions has grown from 6 in 2015 to 53 in 2019.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

These numbers tell the department that we are operating successfully and there are no major problems with our current programs or in the discipline. We are excited to work on our goals and increase course and certificate offerings however current trends are positive.

How have these factors presented challenges for your program(s)?

We are trying to grow our offerings, staff, and budget in a time of cuts and cutbacks.

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.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected? Please explain.

Overall success rates for the SPCH discipline from the 2014-2018 reporting periods have been stable at 77%, with a variance of only 1% over five years. As of Fall 2019, the overall success rate for the SPCH discipline climbed sharply to 81%. As presented, institutional data regarding this unexpected 4% increase is not granular enough to assign a singular cause, but it can show that this 4% increase was roughly consistent across both class sections and all measured demographics except for students 50 and older. The success rate of that small but important demographic fell from a high of 90.9% in 2017 to 83.3% as of 2019. Note that this is a small cohort of 12 students, which may lead to overweighting of statistical variance in a year to year comparison.

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%.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected? Please explain.

Overall success rates for the SPCH discipline from the 2014-2018 reporting periods have been stable at 77%, with a variance of only 1% over five years. As of Fall 2019, the overall success rate for the SPCH discipline climbed sharply to 81%. As presented, institutional data regarding this unexpected 4% increase is not granular enough to assign a singular cause, but it can show that this 4% increase was roughly consistent across both class sections and all measured demographics except for students 50 and older. The success rate of that small but important demographic fell from a high of 90.9% in 2017 to 83.3% as of 2019. Note that this is a small cohort of 12 students, which may lead to overweighting of statistical variance in a year to year comparison.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Gender

Age

Ethnicity

Special Pop. (Veteran, foster youth, etc.)

Gender: Why do you think gender differences exist? What do you need to help close the gap?

For the first time in the available data set, there are enough students in the gender unknown/gender unassigned demographic category to allow for meaningful statistical analysis. That analysis shows that there is a large achievement gap between the recorded genders. The female student success rate was 83.9%, the male student success rate was 79.3%, and the unknown/unassigned student success rate was 46.2%. Because this is the first reporting period with measurable data in this area, the discipline will now meet to discuss options for increasing our equity-based efforts to serve this group of students in a more effective way.

Age: Why do you think age differences exist? What do you need to help close the gap?

During this reporting period, there was a clear difference in outcomes based on age. As noted above, there is a slight but consistent negative trend affecting students who are 50 and older. Since 2017, the success rate of this group has declined by 6.7%, but remains the highest among age cohorts studied, with a total success rate this reporting period of 83.3%. This data suggests that the discipline could improve slightly in this area to arrest the negative trend line. Note that small population cohort of 12 students will always overweight statistical variance.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Analysis of available data on success rate by ethnicity reveals both successes and opportunities for improvement. On the positive side, success rates for Black students went up by 8.3%, which is the largest year over year increase in the available data set. In addition, success rates for Multi-Ethnicity students climbed by 12.2%, ahead of the departmental success stretch goal for the first time. Hispanic students also showed an increase in success rates by 6.6%. Areas of concern are evident as well. Evaluation of success rates of American Indian/Alaska Native students and Pacific islander students is impossible, since the enrolled population of both groups was less than 10 students of the 2009 served by the SPCH discipline last year. This data suggests that college and department efforts to grow in serving this specific demographic are not succeeding. In addition, Filipino students experienced a 3.8% drop in success rate, erasing the gains reported in last year's PRP document.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?

The most important difference in special populations concerns differential results between veteran and non-veteran students. The first trend is that the number of veterans involved with the SPCH discipline has been decreasing steadily from a high of 189 in 2014 to a low of 95 in 2018. While the number of veterans enrolled as of 2019 has increased to 97, this is a small increase that does not outweigh the fact that we have lost nearly 50% of this population in 5 years. Both the discipline and the college should initiate efforts to recruit, retain, and graduate members of this population. The second trend is that while veteran success rates have risen by 1.5% in the last year, nonveteran success rates have risen by 4.4%. This suggests that the increase in general student success rates is only partially shared by students who have served, and that more effort to welcome military families into Palomar's learning community is required.

Are there differences in success/retention between on-campus and online courses?

N/A

Please share any best practice methods you use for online courses.

As of the Fall 2019 reporting period, the SPCH discipline has offered one online course (SPCH 131- Interpersonal Communication). This course is too new to have generated either meaningful statistics or best practices. Faculty initiatives started since Fall 2019 will be reflected in the next PRP document.

COURSE LEARNING OUTCOMES**How is course assessment coordinated across sections and over time?**

Course assessments are coordinated through standard departmental meetings conducted several times during each reporting period. The accountability cycle starts with volunteer meetings, where responsibilities are divided up and each instructor agrees to own assessment responsibility for a specific course or set of sequence numbers. Each instructor evaluates the required SLOs for each period, and is responsible for both reporting to the department and reporting to the college through the TracDat system.

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 SLO #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 can 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.

SPCH 125: Beginning Oral Interpretation

SLO evaluation in this course is not possible due to cancellation for low enrollment for the last 6 semesters.

SPCH 131: Intercultural Communication

SLO 1: Understand the influence of culture on communication.

Student understanding of the influence of culture on communication was measured through a trio of self-reporting essays, followed by a survey evaluation. 100% of evaluated students agreed that their understanding of the influence on culture increased.

SLO 2: Develop critical thinking skills for analyzing intercultural contexts.

Student essays evaluated by expert instructors examined business, religious, or educational communication contexts. Instructors found that the vast majority of students showed improvement in problem solving and critical thinking in intercultural contexts.

SLO 3: Demonstrate basic intercultural communication strategies.

This SLO was evaluated through project-based student participation in intercultural 'pen-pal' style email interactions with students from diverse countries including Belize and Uzbekistan. Following a course post-test survey, over 70% of students agreed that they had improved in demonstrating basic intercultural communication strategies.

SPCH 145, 150, 160: Directed Studies in Speech Communication

Changes in policy as of 2016 mean that directed and independent study courses are not assessed for student learning outcomes.

SPCH 165: Leadership Communication

Course in design process, no SLO evaluation possible until the course is approved and available for student enrollment.

SPCH 170: Small Group Communication

Course design process is complete, and this new course is available and online for students. Because the course has been available for less than one reporting period, no outcomes assessments are yet available.

SPCH 197A: Topics in Speech Communication

Course in design process, no SLO evaluation possible until the course is approved and available for student enrollment.

SPCH 290: Competitive Intercollegiate Forensics

SLO 1: Students will recognize the descriptions, rules, and expectations of the various individual events and debate events offered in forensics competition.

Student event knowledge was measured for increase off of a pre-course baseline test. Nearly all students meet this SLO, but there is a small number (~5%) of students who only showed a minor increase. Faculty discussions are in progress about using alternative modes of education, such as flipped classroom and active learning techniques in order to be sure that the 5% of students who show only small amounts of improvement are being served effectively.

SLO 2: Students will compete in at least one forensics tournament.

Due to changes in the rules and procedures governing SPCH 290, this SLO conflicts with district policy and has been suspended. Departmental and discipline discussions are in progress, and this SLO will be replaced by the next reporting period for Fall of 2020.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

In general, our outcomes assessment have answered faculty and college questions about SLOs and course effectiveness. Several courses and relevant SLOs are in the middle of a revision cycle, and no doubt will prompt new questions for the discipline to address. Required data to begin this process is being collected and should be available for evaluation as of the next reporting period.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Course-based improvement driven by the SLO/AC is currently in process for most courses in the Speech discipline. In Speech 105, SLO data revealed that an unacceptable number of students were failing to understand and apply the basic elements of the Toulmin model. Revisions in assignments and cooperation by instructors were able to raise this number to an acceptable level as of this reporting period.

SLO evaluation for SPCH 120 revealed that students were failing to achieve the SLO targets related to comfort in class discussion and interpersonal situations. Instructors pivoted several assignment blocks to emphasize and score class participation, and student engagement rose substantially. Numerical evaluation will be available as of the next reporting period.

In SPCH 290, changes in college policy have outrun the requirements of the SLO/AC. As of 2016, changes in college policy involving academic competition have rendered 1/3 of the SLOs assigned to that class as obsolete and in conflict with directives from the Dean of Languages and Literature and the Vice President of Instruction. New SLOs which are consilient with evolving college policy will be available in the next reporting period for the SLO/AC.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

The Speech Department is utilizing data from Fall 2014 to Fall 2019 to make predictions about student needs. The findings concluded some students avoided class sections that would have been taught synchronously. The COVID-19 crisis has not made student participation in synchronous classes easier. Additionally, some students are struggling to look for work or keep jobs that conflict with synchronous class times. Students must negotiate sharing of available internet connections in their respective households because they may live with children who need to go to school themselves or with family members working from home. A small drop in enrollment is anticipated due to student frustrations with online teaching models, models which work well for many students but not all. The conclusion, therefore, is that more asynchronous class scheduling will be needed.

The Speech Department is aware of the needs of students through direct discussion with them. Various challenges include time constraints, finding stable connections, finding technology that would allow them to listen and communicate in class, and competently using Canvas to turn in various assignments.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

The "First Term" plan offers Speech 100: Oral Communication, a course heavy on the basics of public speaking as well as the importance of civic engagement with American communities. Speech 100's work during this term pairs well with simultaneously taking Palomar GE: Area 1 – English Composition because they each relate to the two most powerful means of expression, speaking and writing. Additionally, the fastest growing part of the field of communication is Health Communication, so pairing Speech 100 with Competence in Health – Palomar GE: Area E allows students to consider the two fields in context of each other. Public speaking and civic engagement are directly relevant and useful in the "Second Term" plan that includes classes in the Natural Sciences, American History and Law, and the Humanities. Our Second Term plan also includes Speech 115: Interpersonal Communication, serving as a nice conduit to our "Third Term" planned courses, Speech 105: Beginning Argumentation and Debate, and Speech 131: Intercultural Communication (the later of which fulfills a Palomar College multiculturalism requirement). By the time students have completed half of any of our courses in the plans for Terms One, Two, and Three, we have garnered enough of their interest to win them over to joining our courses Speech 120: Human Communication, Speech 150: Debate Research, and Speech 145: Management of Speech Activities.

The map of these courses is shared with students; rather, members of the department are generally able to direct Speech 100 students to other courses. The courses Speech 105, Speech 145, Speech 150, and Speech 290: Competitive Intercollegiate Forensics are generally considered the classes so important to the department that Speech instructors and professors actively campaign and recruit for members.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

The Speech Communication discipline offers a variety of courses, but we offer SPCH 100- Oral Communication, the most. SPCH 100 is part of the Golden Four where many students need to take this course to transfer. In fact, we offer around 42 sections of SPCH 100 every Fall and Spring semester, 5 sections during the intersessions, and about 22 sections in the summer. These sections almost always fill. We offer our classes Monday through Saturday, with a high proportion offered Mondays through Thursdays. As for time of day, most sections are offered from 8 AM to 12:35 PM, a few less in the afternoon times, and at least one or two sections each on Monday through Thursday evening. Through the years of tracking enrollment, we have been able to plan a schedule of classes with a high success of enrollment, reducing the chances for cancelled sections. We also offer classes at the campus centers, including Rancho Bernardo, Escondido, Ramona, North Education Center, Camp Pendleton, and local high schools.

As for length of courses, we offer many 16 week sections, several 8-week sections, a couple of 4-week sections during the full semester, and about ten 4-week sections during the intersession. We also offer 4-week, 6-week, and 8-week sections during the summer session. We are supporting the movement to create opportunities for students to complete their requirements in a shorter time-span by adding the 4-week sections during the Spring and Fall semesters. Our goal of creating certificates is a part of this plan, so students could take these short-term classes in succession and earn their certificate within one or two semesters.

Additionally, we created online Oral Communication courses in the Spring 2020 semester to reach out to a student population that might not have the time or resources to take courses on campus at Palomar College. It just so happened that the COVID-19 pandemic came into play in March of that semester, so all of our classes were transitioned to a remote, online format. Before the pandemic occurred, the online classes were filling quickly and we created additional more sections that filled as well. It will be interesting to see how many sections of online courses we will offer once we are allowed to hold classes on campus again. We prefer to offer the online sections in 8-week formats, with at least one or two online 4-week and 6-week sections for the intersession and summer sessions.

How do you work with other departments that require your course(s) for program completion?

In the past, we have worked with the Business discipline on a project with the Summer Academy. In this project, a speech professor and a business professor teamed up to teach oral communication and a business class to high school students. We title it "Shark Tank for the Young Entrepreneur". Communication involved the Dean, the department Chairs and the instructors of the class. This was a fun idea and it was nice to work with the business discipline on this project. Other departments offer accelerated programs that require Oral Communication; so creating the 4-week sections to be a part of those pathways has been helpful, too.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

No curriculum concerns at this time.

Are there courses that should be added or removed from your program - please explain?

The Speech Department recently added the first section of Spch 170 for the Spring of 2021. Advanced Public Speaking is built and will be submitted to the curriculum committee in the next few months for review. The Departments hopes to have this class available by Spring 2022 for students.

How is the potential need for program/course deactivation addressed by the department?

The Department has been considering deactivating Spch 125 for some time. In lieu of deactivating the course, the department would like to work towards increasing interest and include the class in the Spring 2021 schedule. After that time the department will continue to assess its viability in the AA and AA-T.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

The only issue of expansion is the addition of Advanced Public Speaking addressed in the previous question.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Going into the Spring 2019 semester, SPCH131-Intercultural Communication- was only online course offered in our discipline. However, we created and offered a few sections of the first online course in SPCH 100-Oral Communication- during the Spring 2020 semester. These courses were offered just before the COVID-19 pandemic hit and we were forced to turn ALL of our sections into remote-online formats. Although it might be difficult to compare the enrollment success between online classes and face-to-face classes right now, pre-pandemic numbers showed that students were filling the online SPCH 100 sections quickly. We added more sections, and those filled quickly, too. In the past, we had trouble filling a face-to face section of SPCH 131, but the class has filled every time we have offered it, usually in the Spring as an 8W section. Early results show that there is definitely a population of students who prefer online sections due to time and location issues, so further discussion about the amount of classes offered online vs. face-to-face is warranted. Current and ongoing projects from after this reporting period will be covered in later PRP documents.

Describe other data and/or information that you have considered as part of the evaluation of your program

When considering and evaluating the Speech Department and its' offerings there are several considerations. First, are students meeting the projected goals outlined in the course and program sections of this document. Second, is the department meeting its' intended goals and continuing to expand course offerings for students. Third, are students of Palomar College utilizing the speech course offerings to the best of thier ability. The Department understands that students need better communication skills, all of which are taught in Speech 100: Oral Communication, Speech 115: Interpersonal Communication, and SPCH 105: Beginning Argumentation and Debate. These three classes provide adequate teaching of theory and performative practice to serve the remainder of the Speech courses. Speech courses are complemented with courses from other departments like List 2-U.S. History, Constitution, and American Ideals, Palomar GE: Area C-Humanities, and Palomar GE: Area B-Natural Sciences. Our department is excited about the upcoming goals and certificate offerings for the future.

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?

Careers

1. Speech language pathologist
2. Speech language pathology assistants
3. Public relations specialists
4. Communication teachers
5. Audiologists
6. English language and literature teachers
7. Art, Drama, and music teachers
8. Special education teachers
9. Medical and health service managers
10. Social and human service assistance
11. Education Administrators, Postsecondary
12. Self-Enrichment Education Teachers
13. Curators
14. Chief Executives
15. Clergy
16. Air Traffic Controllers
17. Advertising and Promotions Managers
18. Registered Nurses
19. Counselors
20. Lawyers

New and Emerging Careers

As technology progresses, the need to build communication skills that can be effective within the environment of social media and video related areas has become much more necessary. The ability to use one's words and images creatively and effectively in posts and tweets can help a person enhance how they market themselves and the companies or products they represent. This type of skill could lead to a possible career in social influencing. As Ryan Detert, CEO of Influential told the May 29, 2020 issue of Forbes Magazine "Through the pandemic, digital consumption has increased substantially and consumers spend more time on social platforms than ever".

Additionally, creating lesson plans for video-conferencing platforms such as Zoom has become much more necessary during the COVID-19 pandemic. Educating and communicating with students on video and through live Zoom sessions has created some challenges. However, Palomar College has done a tremendous job by offering training sessions and the Teach Anywhere link as resources to help us develop and create the best practices for teaching our students in this remote platform. Through this experience, we think that the best practices for communicating and presenting oneself in a video conferencing format should be added to textbooks and lesson plans to prepare our students for situations where they might have to interview online, or work with this type of medium in the future.

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

1. Knowledge

- a. English language
- b. Psychology
- c. Customer and personal service
- d. Education and training
- e. Therapy and counseling
- f. Communication and media
- g. Sales and marketing
- h. Administration and management
- i. Computers and electronics
- j. Fine arts
- k. History and archaeology

2. Skills

- a. Active listening
- b. Speaking
- c. Learning strategies
- d. Instructing
- e. Critical thinking
- f. Reading comprehension
- g. Social perceptiveness
- h. Coordination
- i. Social perceptiveness
- j. Time management
- k. Active learning

3. Abilities

- a. Oral comprehension
- b. Oral expression
- c. Written expression
- d. Written comprehension
- e. Speech recognition
- f. Speech recognition
- g. Deductive reasoning
- h. Inductive reasoning
- i. Speech clarity
- j. Problem sensitivity

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

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

1. Knowledge

- a. Currently our oral communication courses help students understand the structure and content of the English language which enable them to understand rules, composition and grammar.
- b. Interpersonal courses help students develop customer service skills. Our courses encourage self-reflection, evaluation and determining customer needs.
- c. Our communication courses give students the knowledge of principles and methods needed for teaching and instruction of both individuals and groups and the assessment of instruction.
- d. Students will learn fine arts knowledge and the techniques needed to compose, produce and deliver speeches.
- e. Students will gain knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.

2. Skills

- a. At the completion of each course students will learn active listening, critical thinking, the adaptation of learning strategies, reading comprehension and emotional intelligence.
- b. Students will gain the ability to talk to others and convey information effectively. Students may develop instructional experience and teach others how to do a skill.
- c. Students will learn to adapt to different instructional methods appropriate for the situation when learning new concepts and skills
- d. Students will develop persuasive, complex problem-solving , and negotiation skills
- e. Students will learn how to identify complex problems, review related information to develop and implement solutions.

3. Abilities

- a. Students will be able to understand information and ideas presented through spoken language.
- b. Students who take argumentation courses will understand deductive and inductive reasoning and the ability to combine pieces of information to from conclusions
- c. Students will understand how to speak with clarity
- d. Students will become more adept at problem sensitivity, fluency of ideas, and information ordering.
- e. Students will develop originality, fluency of ideas and original creation of content.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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?

We will continue to focus on local high schools for recruiting students to participate on our speech and debate team. Offering to host high school speech tournaments, having our students serve as judges for high school tournaments, hosting debate workshops, and inviting high school students to observe our practices and public performances have all helped to bring students into our program. Many of the students who compete for the Palomar speech and debate team have been able to transfer to excellent 4-year institutions by earning speech and debate scholarships.

Our program has also had our students perform in front of the Palomar Board of Governors, the San Marcos City Council, and other clubs and organizations in the community to entertain and display the excellent communication, argumentation, and performance skills they have acquired through the classes and coaching from our speech and debate program.

In the past, our students have travelled internationally to debate with students in the People's Republic China on 3 different occasions. In opposite years, students from the People's Republic of China have been hosted by the Palomar Speech and Debate team for a few days of cultural exchange and an evening of international debate hosted on our campus. Those experiences have been priceless for the students in our program and theirs as well. These opportunities have been a great recruiting tool for future students and an effective way to market our program within the community.

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. During the Spring 2019 semester, in addition to offering another course in Fallbrook, we added dual enrollment courses at Rancho Buena Vista High School and Hi-Tech High and plan to offer courses at those campuses in the Spring 2019 semester as well. Feedback received from those schools has been positive which has enabled us to continue our presence at these locations.

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. In addition, the Palomar Speech and Debate Team continues to host a high school speech tournament in the Fall and Spring semesters. These tournaments are regularly attended by forty high schools from San Diego and Orange County. As a result of these tournaments being held on the Palomar College Main Campus, prospective students from the region are exposed to the college environment thus increasing publicity for the College, Speech Team and the Department itself. Outreach and recruitment during these tournaments increases the incoming student body from the region.

As for the college strategic plan, Our first goal, "to increase outreach at the high school level", aligns with Strategic Goal #1,

STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps. 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 Strategic Goal #1 as well.

Additional Update: There was not a section to include a report about the progress of our speech and debate team so we will include it here- The Speech and Debate Team continues to represent Palomar with successful wins during the Fall 2019 Semester. They took 3rd Place at the Crossman Invitational at El Camino College and 1st Place at the Aztec Invitational at San Diego State University. The Team offers scholarship as well as transfer possibilities to university level forensics programs. Outreach extends beyond intercollegiate competition with full time faculty conducting seminars for the San Marcos Chamber of Commerce. These presentations are vital in aiding community members as they prepare for interviews and public speaking engagements. In addition, one faculty member represented Palomar as a tournament staff member at the United States Air Force Academy's Speech Tournament in September. In February, 2020, the Speech Team hosted the PSCFA Spring Championships tournament with forty schools in attendance. At the time, the team was preparing to compete in the CCCFA State Speech Tournament and the Phi Rho Pi National Tournament. However, due to COVID restrictions and Palomar College going online and into quarantine, no travel was allowed. Both of those tournaments were cancelled by their organizations due to COVID. The current Fall 2020 Semester has seen the team transfer to a virtual tournament setting.

Expected Goal Completion Date

5/21/2021

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 approved in May 2019; Another course, Advanced Public Speaking, will be proposed this 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. These classes did convert to an an online-remote format due to the COVID 19 pandemic and plan to discuss the impact of those courses in that format and whether it would be beneficial to keep offering a section or two online in the future. Another course, 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. Additionally, the plan of creating an online SPCH 100- Oral Communication started in the Fall 2019 semester and the first online SPCH 100 classes were offered in the Spring 2020 semester. The online SPCH 100 courses filled quickly, causing us to add more online sections even before concerns about the COVID 19 pandemic caused us to create a remote teaching format.

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, Advanced Public Speaking, and an online version of Oral Communication will enhance our effort to offer more areas and aspects of speech communication skills to the students at Palomar College, make them more accessible for students who prefer distance education, and make our AA degree more appealing.

The plan to complete this goal by Spring 2020 was postponed due to the COVID 19 pandemic.

Expected Goal Completion Date

5/21/2021

Goal 3**Brief Description**

Create a Certificate of Achievement Option

Is this a new or existing goal?

New

Existing

Goal Status

Ongoing

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.

Productivity with this goal has been slow due to issues with the COVID 19 pandemic taking priority.

Expected Goal Completion Date

5/17/2021

Goal 4**Brief Description**

To revitalize interest in SPCH 125 Oral Interpretation of Literature

Is this a new or existing goal?

New

How will you complete this goal?

Recruit students through collaboration with Palomar's theater department, surrounding high schools, and Speech and Debate showcases

Outcome(s) expected (qualitative/quantitative)

Outcomes include increased enrollment in the speech and debate team, increased involvement in the community and increased exposure to Palomar's communication courses. Students will develop knowledge of the theories, techniques which are required to compose, produce and perform dramatic literature. Students will also develop a knowledge of the structure of the English language including spelling, rules of composition and grammar. Additional skills include reading comprehension, critical thinking, social perceptiveness, speaking and active listening. Students will develop oral expression, comprehension, memorization and written comprehension abilities.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Part of the mission statement of Palomar College is to promote student success through understanding and improving communication skills. Our Oral Interpretation course has not filled in previous years due to low enrolment. However, recent student success on our Speech and Debate team, and recent hires in qualified faculty suggest that an Oral Interpretation Course would fill. Students will be able to critically evaluate and critique live and/or recorded performances. Students will be able to perform selections of literature from various genres and evaluate selections of literature to determine literary merit. An Oral Interpretation course will empower students to succeed and cultivate an appreciation of literature. This falls nicely within the values of Palomar College which will help increase diversity, inclusiveness, creativity, innovation and participation in the community. An Oral Interpretation course is perfect for students interested in performance, theater, and the fine arts.

Expected Goal Completion Date

3/30/2022

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

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

Full Time Faculty position Professor of Speech Communication

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

At the institutional level, this additional position would help our the Speech department to align incentives with the college mission statement and discipline goals. Lack of tenured faculty has made it impossible for the discipline to fully participate in the college's transfer mission, since there are no work hours available to maintain the necessary relationships with our transfer partners. At the discipline level, we lack enough full-time faculty to evaluate the needs of a changing program in a difficult time.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Finding fully qualified part-time faculty is a challenge for the Speech discipline. We have an excellent corps of lecturers and part-time faculty who are contractually barred from assisting the department with our most crucial roles - hiring, evaluations, committee work, and program planning. This means that the workload on tenured faculty has increased markedly at a time when the size of the department is down by 40% over the last 15 years. The specialized experience required to manage the SLO/AC, implement guided pathways, revise to core course data, and generate positive accreditation reports does not exist in our otherwise extremely capable part-time pool. Even if they did have those abilities, they would be contractually barred from filling roles such as hiring.

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

At the level of accreditation, the Speech discipline's personnel problems are reflected in the opposite of the mandated 75/25 split between tenured faculty and part-time instructors. Until more hiring is possible, we have no way of meeting this requirement, and no explanation for the accreditors when they note or investigate this failure. We are also unable to contribute faculty, resources, or service allocation to assist the college as a whole.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

As of the 2019 reporting period, part-time FTEF is 59%, and full-time FTEF is 33%. When overload is included, full-time FTEF remains at 33%, and part-time FTEF increases to 67%. This places the Speech discipline 9% below the college average in full-time FTEF, and 5% below the average for a comparable department like English.

Additional faculty would help in the effort to address equity issues that persist across student demographics and class sites. Black students continue to trail white students in success rates by 10% across all courses offered by the discipline, and students who identify as trans or non-binary succeed at half the rates of cisgendered students. Existing faculty are attempting to redress these equity issues, but are incapable of providing more than a token effort given the lack of resources available to the department, the loss of 40% of our full-time professors in 15 years, and the demands of the college in other areas. The Speech discipline eagerly awaits the necessary additional resources required to solve this situation, but until that point, the best that can be done under current constraints is to try to prevent these problems from getting worse.

Is your department affected by faculty on reassigned time. If so, please discuss.

The Speech Communication and ASL Department Chair gets 60% release time. Our chair teaches ASL, so this assignment doesn't impact the staffing of Speech Communication classes. Additionally, the Speech Team faculty/coaching staff are also given the option of taking stipend or 15% release time to allow more time to coach the students on the team during the week and at tournaments on weekends. This option is highly necessary considering the excessive amount of coaching hours that are needed outside of a coaches weekly teaching load.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

We had 6 full-time faculty 10 years ago. Since then, 3 have retired and 1 was hired and then resigned. Currently, this leaves us with a net loss of 1 faculty member.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

Yes

Requests

Item 1

What are you requesting?

Black Interp Book Slicks (100 Page Bundle)

Estimated Amount of Request.

\$73.60

Will you accept partial funding?

Yes

Budget Category

Supplies

What PRP plan goal/objective does this request align with?

Access to equipment required in the activity; PRP Goal 4

What Strategic Plan 2022 Goal/Objective does this request align with?

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

Black interp book slicks are necessary for our students to compete in oral interpretation events. If the student does not have page slicks in their book while performing, it leaves the impression of being unprofessional. With new students joining the speech and debate program every year, the supply of page slicks dwindles and needs to be replenished. This request aligns with PRP Goal #4- To revitalize interest in SPCH 125 Oral Interpretation of Literature. Providing the necessary materials to be successful in this course is an important part of our plan to revitalize interest in the course and the activity itself.

Please upload a copy of the quote, if available.



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795.73 KB



Item 2

What are you requesting?

4 Points EB-8P Classic Black Interpretation Book (10 Books)

Estimated Amount of Request.

\$75.50

Will you accept partial funding?

Yes

Budget Category

Supplies

What PRP plan goal/objective does this request align with?

Access to equipment required in the activity; PRP Goal 4

What Strategic Plan 2022 Goal/Objective does this request align with?

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

Black interp book's are necessary for our students to compete in oral interpretation events. If the student does not the little black book while performing, it leaves the impression of being unprofessional. With new students joining the speech and debate program every year, the supply of little black books dwindles and needs to be replenished. This request aligns with PRP Goal #4- To revitalize interest in SPCH 125 Oral Interpretation of Literature. Providing the necessary materials to be successful in this course is an important part of our plan to revitalize interest in the course and the activity itself.

Please upload a copy of the quote, if available.



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796.55 KB



Item 3

What are you requesting?

Speech Team Coaches Account Fund Increase

Estimated Amount of Request.

\$5,000.00

Will you accept partial funding?

Yes

Budget Category

Operating Expenses

What PRP plan goal/objective does this request align with?

Goal 5: Secure departmental funding for student outreach and staff services.

What Strategic Plan 2022 Goal/Objective does this request align with?

1:3

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

Since the last reporting period, the Speech and Debate team has experienced severe cuts in all avenues of funding. In Fall of 2017, the Coaches Account was \$7164.00. It was reduced on January 16, 2020 by 15% to \$6890, and further cut to a current level of \$3089.00. This decrease has stretched our already thin coaching resources to the breaking point, and will make maintaining the current level of service difficult. The coaching budget has decreased by 66.11% since 2014, and by 74.3% since 2005. This year departmental need for coaching funding is smaller due to the lack of travel options during a pandemic, but we will require this additional funding to return to our pre-crisis baseline. Please weight this request as 'semi-urgent' for this year, and 'vital to continued service' in future reporting periods.

Please upload a copy of the quote, if available.

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

clowry@palomar.edu

Review

Chair Review

Chair Comments

This is a collaborative effort of the Speech full-time faculty who worked very hard on this. I send this off with the best of wishes for them.

Chair Name
Kevin McLellan

Chair Sign Date
10/28/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

The PRP is a good example of how committed and dynamic the faculty in this department are. Very thorough, detailed, and relevant data as well as analysis that reflect outstanding service to students and the pleasure it always is to collaborate with everyone in the Speech and ASL Department.

Areas of Concern, if any:

The faculty's concern for the future financing of the debate activities is funded and the Dean will investigate options to gradually increase and diversify resources once the Covid led situation becomes normal again.

Recommendations for improvement:

As discussed with the Chair and faculty, I recommend continuing the discussion on the potential contribution the Speech Department can make to the work-based learning campus wide initiative. Given the many creative approaches its faculty has in general, I see a great opportunity for students to benefit from their broad range of experience to increase their career option awareness, be it only by engaging students in relevant discussions. I am confident great ideas will come from this team of instructors.

Dean Name
Dr. Fabienne S. Chauderlot

Dean Sign Date
11/4/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

- Faculty restructured required classes and electives, based on enrollment and class cancellation history, to help aid students in completion of the program.
- Faculty regularly meet to discuss SLO achievements and have pivoted assignments in order to better both the assessment but also student learning.
- Very high assessment outcomes (with the exception of critical thinking, but that is being addressed).
- Exponential growth in the AA-T program
- Community outreach and student service in the form of judging debates and speech tournaments

Areas of Concern, if any:

- Articulation officer suggests moving from an AA to certificates. I am unsure if that will maintain the academic rigor.
- AA in Speech Comm is very low (last year 1 student), which may indicate either the inability to complete the program due to class cancellations, or the market need of the AA, compared to an AA-T that has grown.
- Concerns with the military and gender unspecified population success were noted.

Recommendations for improvement:

Recommend budgeting for one new FT faculty as well as restoring the budget for Speech and Debate team. Consider terminating the AA program and focusing on the AA-T. Consider certificate option if faculty think it would be both marketable and maintaining academic rigor.

IPC Reviewer(s)
Betsi Little and Margie Fritch

IPC Review Date
11/24/2020

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

increase in # of AA-T Communication Studies program completions; thoroughness of analysis of DI groups; overall strong PRP; strength of scheduling; participation in dual enrollment; cross-campus collaborative spirit.

Areas of Concern, if any:

RE: outcome assessments, have you found any struggle points for students, either within a particular class or at a particular part of the program?; lack of WBL

Recommendations for improvement:

seek out information re: WBL and Career Continuum -- it could provide internships for students (including Communication Studies majors) and help them start to build relationships with employers; connect with Dean Salas (COUN) and Deanna Shoop (outreach) re: goal associated with high school outreach; one-time requests 1 and 2 should be covered by your already existing budget -- make those purchases now rather than requesting 1-time funds.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/29/2020