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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Annual

Division Name
Languages and Literature

Department Name
Speech Communication / Forensics / ASL

Department Chair Name
Kevin McLellan

Discipline Name
Speech (SPCH)

Department Chair email
kmclellan@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
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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.-T Communication Studies
A.A. Speech Communication

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
4

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
5.0

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
9.57

List the classified and other permanent staff positions that support this discipline.
(1) ADA

List additional hourly staff that support this discipline and/or department
Speech: 0

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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, to 53 in 2019-20, and 44 in 2020-2021. Note that the decline in the last reporting period parallels the institution-wide fall in general enrollment. By the time of the next annual report, we should have enough data to conclude whether the enrollment decline will reverse when the situation of the college improves.

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.
We have just completed the assessment of the Program SLO's for our AA-T Communication Studies degree this semester. We plan to assess these PSLO's again during the next reporting cycle. In between, we will discuss the current mapping for this degree and if we need to rewrite some of the SLO's so there will be a stronger link to courses in this degree that are outside our discipline.

Summarize the major findings of your program outcomes assessments.
Evaluating results of PSLO's for the Speech discipline and the AA-T in communication studies is difficult since 2/3 of the available courses are not owned by the department, and are designed around a different set of SLO and PSLO expectations. That said, our PSLOs are flexible enough to provide some informative value in considering outcomes that are shared across disciplines. In COMM 105, 80% of the students successfully completed the final paper and presentation regarding student experience of stereotyping, exceeding the expected level of knowledge by 10%. This fulfills our PSLO on interpersonal communication, and contributes to the achievement of the AA-T as a whole. In JOUR 101, 100% of students who submitted their ethics assignment passed the SLO expectation on applied ethics. This is an example of our interpersonal communication PSLO which focuses on communication transactions as creating and sustaining community values including gender, national, and ethnic groups.

Within the SPCH discipline, PSLOs appear to be functioning correctly to coordinate the application of course level SLOs across offerings by the department. In SPCH 105, the successful SLO on Communication works in tandem with the PSLO on Performance. Both standards evaluate student ability to communicate transactionally in different co-cultures and to audiences of different experience and background. In SPCH 100, the SLO on Presentation Skills was not achieved successfully. Against a target of 70% successful completion, we returned results of 55% for question 1, 74% on question 2, and 65.2% for question 3. Considered as a whole, these results indicate an opportunity to do better on PSLO 2, which covers improvement in performative confidence.

The Speech and Debate Team enjoyed competition success in a completely virtual setting for the 2020-2021 season. They competed in 10 tournaments online, and in five of those tournaments won sweepstakes awards. A total of 60 trophies were won during the course of the season. Raquel Parizeau and Kateri Maoawad are ranked as the top community college parliamentary team in California and one of the top community college debate teams in the nation. Raquel Parizeau, with her special awards: Bell Scroggins Award and the Jim Wyman Award is the top speaker at both the state and national tournaments. Palomar College ranks 1st place in Debate and 2nd place overall in the Hindman Division at Nationals. Raquel Parizeau transferred on scholarship to the University of California, Santa Barbara, Kateri Moawad transferred on scholarship to the University of Southern California. Ana Del Zio transferred to the University of California, Berkeley on a full scholarship. The Palomar Speech and Debate continues to compete in virtual tournaments in the Fall of 2021.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
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, to 53 in 2019-20, and 44 in 2020-2021. Note that the decline in the last reporting period parallels the institution-wide fall in general enrollment. By the time of the next annual report, we should have enough data to conclude whether the enrollment decline will reverse when the situation of the college improves.

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 first 3 years
it has been available from 6 to 15 to 33 to 53 recipients. This past year, the numbers went down to 44 completions. This
drop in completions might be linked to CoVID-19 issues.

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 pathways we developed 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 started offering in the spring 2020 helped 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.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and
goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for
your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your
discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider
strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to
set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments,
the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or
external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
The increased number of completions since its debut 4 years ago 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. Factors that have contributed to the success of our
discipline include student knowledge of program options, increased course offerings-such as 4 and 8 week courses,
increased online offerings, and pathways & course mapping to increase student accessibility.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
We are trying to grow our offerings, staff, and budget in a time of cutbacks. We are also revising our on-boarding process
for new hires and working to increase coordination of SLO's and PSLO's within the discipline.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

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

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

What is your stretch goal for course success rates?
80.0%

How did you decide upon the goal?
Based on our last 5 reporting periods (81-80-79-79-80), the maximum success rate our department could possibly produce is 80%. This maximal figure assumes that staff resources are increased, plenty of funding is available for student success programs, and that our students are committed to their own personal success. This goal of 80% success is very ambitious when evaluated in departmental context. The main course taught in the SPCH discipline is a mandatory, performance-based 'Golden 4' course, which means that we frequently work with student populations who are not there by choice. Of necessity, this increases our attrition rate, particularly when cross-referenced with the rise of face-to-face communication apprehension caused by the evolution of digital messaging and technology. The SPCH department also participates in a number of experimental programs which can cause unpredictable statistical results. Our outreach programs through Summer Bridge and the Vista Detention Facility, for example, work with high value and high risk populations. While the results of these experiments are frequently positive, it is not possible to forecast the results of these student success and equity focused programs with confidence. If our department can secure the necessary hiring resources to focus additional faculty time on this effort, we may be capable of producing even higher levels of student success and equity. Until that happens, the SPCH department's maximal possible success rate is 80%.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

If you answered no, please explain.
All courses have been assessed in the last 3 years except for SPCH 131- Intercultural Communication, and SPCH 170- Small Group Communication. One section of SPCH 131 is offered online once a year and the instructor who teaches it failed to do an assessment. The issue has been addressed and an assessment will take place the next time the course is offered. SPCH 170 is a new course and the first and only section offered for this course so far was cancelled last Spring due to low enrollment. The plan is to assess this course during the Spring 2022 semester unless the course is cancelled again due to low enrollment.

Summarize the major findings of your course level student learning outcomes assessments.
SPCH 100 Oral Communication:
SLO #1- Presentation Skills: The results indicated that we did meet the criteria for Item #1: I am able to deliver a speech with confidence; 55% Agreed/Strongly Agreed;Item #2: I feel nervous about giving a speech; 74.1%- We included SA, A, and Neutral for this category because being neutral about feeling nervous is viewed as a positive result; Item #3: I am able to visualize giving a successful speech; 65.2%; The majority of the responses were SA or A.

SLO #2- Speech Writing

The results indicated that we did not meet the criteria with the items related to SLO #2. For example, here are the results from the 3 related items:

Item #5: I am able to organize complicated ideas in a way that others can understand; 59.7% The majority of responses were SA and A.

Item #6: I am able to prepare clear and effective outlines; 67.4% Most students strongly agreed with this item.

Item #7: I am able to use language in a concrete and vivid manner; 62.4%- The majority of students SA or A with this item.

SLO #3: Cultural Awareness
The results indicated that we did not meet the criteria for this SLO. For example, the results for the items related to this SLO are:

Item #8: I am able to adapt my speech for various situations; 55.5%- A majority of the students SA or A with this item.

Item #9: I am able to adapt my speech for various audiences; 63.7%- A majority of the students SA or A with this item.

Item #10: I listen carefully and accurately to what other people say to me; 75.8%- A majority of the students SA or A with this item.

Item #11: I find it difficult to tell how others are reacting to me when I speak; 71.1% responded in the neutral, disagree, or strongly disagree categories.

SPCH 105: Beginning Argumentation & Debate
SLO #1- Presentation/Performance
Both the Covid-19 pandemic switch to online learning, and staffing changes within the Speech discipline has complicated obtaining meaningful results for this SLO. That said, instructors for SPCH 105 were surveyed regarding nonverbal improvements in confidence in the first six weeks of SPCH 105. By the best instructor estimation, improvement from the pre-course baseline was experienced by 74% of students evaluated. This is above the baseline criterion by 4%, and represents a small gain from the previous reporting period.

SLO #2- Persuasion
In nearly all cases (93%) student argumentation formulation and structure improved between the first and second debates performed in SPCH 105. This result is consistent with previous results and suggests that the SPCH discipline is successfully meeting the needs of students in this area.

SLO #3- Critical Thinking
Of the SLOs evaluated during this reporting period, this was the least affected by the Covid-19 pandemic since instructors were able to use the same exam questions regarding the Tolumin model in both online and in-person courses. Relevant instructors evaluated three sections of the SPCH 105 midterm exam, and the number of students passing each section varied widely from a low of 60% to a high of 95%.

SPCH 115: Interpersonal Communication
SLO #1: Self-Analysis & Reflection
Overall, 88% of the students strongly agreed, agreed, or slightly agreed with the questions related to SLO #1. The lowest score was for question #3- "I am mindful of how my communication behavior affects others" at 83%. The highest score was for question #1-"This course has helped me understand how messages can influence how I perceive myself" at 92%

SLO#2: Practical Application
Overall, 83% of the students strongly agreed, agreed, or slightly agreed with the questions related to SLO#2. The highest score came from SLO's #6- " use language to accept responsibility for a message" (88%) and #10 "Because of

this course, I am more able to put my feelings into words" (88%). The lowest score came from SLO #4- "I know how to perform a perception check" at 75%.

SPCH 120: Human Communication
SLO#1- Processes of Human Communication
The process SLO was evaluated by questions 1, 5, 8 and 9. The lowest reported percentage was 66.7% for question #9 (I value the communication with loved one more as a result of this course), with the highest being 86.7% agreement (questions 1,5, and 8). For example, question #1- Your understanding of listening styles has improved with this course.

SLO #2- Cultural Awareness
The process SLO was evaluated by questions 3 and 10. 86.7% of the students strongly agreed with the questions related to this SLO, way above our criteria of 70% agreeing and/or strongly agreeing with those items.

SLO #3- Practical Application
The process SLO was evaluated by questions 2,4,6, and 7; The highest score from these questions was number 4- "I am mindful of others feelings when they are expressing views different from my own" at 80%. The lowest score was from question #2- My level of anxiety has decreased when communicating with others since starting this course" at 73%. All results from the questions were above the 70 criteria we set for meeting this SLO.

SPCH 125: 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 (outdated results)
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 170: Small Group Communication
Course design process is complete, and this new course is available and online for students. The first and only section offered for this course so far was cancelled last Spring due to low enrollment. No outcomes assessments are yet available.

SPCH 290: Competitive Intercollegiate Forensics

SLO#1- Event Familiarity
Due to the difficulty of a full experimental pre-test/post-test arrangement, instructors opted for other methods of teaching and checking student event familiarity. This SLO should continue to be assessed through expert observation by instructors and through lived knowledge methods such as tournament competition under the relevant rule-sets

SLO #2- Tournament Competition
There have been massive changes in the competitive landscape for speech and debate with the rise of Covid-19 and the subsequent popularity of online tournaments. The creation of these tournaments has massively increased the available number of tournaments and has allowed students who were unable to travel in person to compete. Changes in the administrative interpretation of the rules regarding co-curricular activities mean that this SLO is now acceptable as listed, and can be evaluated during the next reporting period

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
No

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

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

CAREER AND LABOR MARKET DATA

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

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

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?
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?
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 3different 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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description
To increase outreach at the high school level.

Is this a new or existing goal?	**Goal Status**
Existing	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, and increase dual enrollment course offerings of speech communication to local high school students. In combination with our high school outreach we would like to add work-based learning campus initiatives. These programs will encourage faculty to engage students and support them in career option awareness and other creative ways that students can utilize speech training.

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. Feedback received from those schools has been positive which has enabled us to continue our presence at these locations. Additionally, in the Spring 2022 semester, we will be offering a few dual enrollment Spch 100 classes to Middle College students at Escondido Center. Campus wide work based learning can support students achieve student success and also increase momentum and support for Speech classes, the Speech communication AA-T, and certificates once they become available.

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. The high school debates tournament have been halted due to Covid 19 but we plan to begin hosting once the school resumes normal activities.
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- Due to Covid 19 the entire team had to convert to virtual practices, coaching, and competition. Regardless of these changes in modality the Speech and Debate team did very well.

Expected Goal Completion Date
9/30/2022

Goal 2

Brief Description
Create a Certificate of Achievement Option

Is this a new or existing goal?	**Goal Status**
Existing	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
10/28/2022

Goal 3

Brief Description
To revitalize interest in SPCH 125 Oral Interpretation of Literature

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
This is a goal that the department has had for the last two years. Unfortunately the faculty member that was in charge of revitalizing this course is no longer at Palomar College. The department would like to keep this as an ongoing goal but set the expected date of completion out an additional year to allow current and future department members to realize this goal and accurately assess this course.

This goal will be completed by recruiting 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 enrollment. 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
9/27/2024

Goal 4

Brief Description
To cancel the Speech AA Degree

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Over the last few years the department has studied and evaluated the efficacy and success rates of the Speech Communications AA degree. After examining this degree and its successes and challenges the department has decided to not pursue this degree and focus on the AA-T and certificate completions. However, we were alerted this week (October 11-15) about recent legislation (AB 928 The Student Transfer Achievement Reform Act of 2021) that will aim to help streamline CSU and UC transferring process. Although this legislation seems to be related to the ADT, we would like to put the cancellation of our AA degree on hold until we can gather further information and assess the impact this new legislation could have on our courses and degrees.

Outcome(s) expected (qualitative/quantitative)
Dropping the AA will allow faculty members to focus their attention on supporting the AA-T and creating certificate options for students.

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." Putting more attention on the successful parts of the AA-T and certificate options 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 degrees and future certificates more appealing.

Expected Goal Completion Date
5/19/2023

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 Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.
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.
The FTEF numbers used in the section are from 2019. FTEF numbers for 2020 have not been reported due to Covid 19.

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.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: 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 3

What Strategic Plan 2022 Goal/Objective does this request align with?
2:4

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 #3- 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.

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 3

What Strategic Plan 2022 Goal/Objective does this request align with?
2:4

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 #3- 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.

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form 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