



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Languages and Literature

Department Name

Speech Communication / Forensics / ASL

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Speech (SPCH)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

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Please list the names and positions of everyone who helped to complete this document.

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Website address for your discipline

<https://www.palomar.edu/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 ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☐ Yes ☐ No

List all degrees and certificates offered within this discipline.

A.A.-T 2.0 Communication Studies

A.A. Speech Communication

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM INFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

5

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

3.85

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

9.72

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

1 (ADA)

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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](#). 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? Please explain.

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.

With only one person per year completing the AA degree in Speech Communication, we have decided to cancel this degree and create certificates, as suggested by our articulation officer. These certificates will focus on aspects of public speaking and interpersonal skills. Our department will be working on the creation of these certificates this year and we will cancel the AA degree in Speech Communication once the certificates have been launched. Courses such as SPCH 100- Oral Communication, SPCH 105- Beginning Argumentation and Debate, SPCH 115- Interpersonal Communication, SPCH 120- Human Communication, SPCH 131- Intercultural Communication, SPCH 170- Small Group Communication, and BUS 205 represent the scope of our PSLO'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 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. However, there was a slight decline in 2020-2021 with 45 degrees received, and 41 degrees were received in 2021-2022. 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 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, over 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. Upon further review, we used a different Likert scale than we have used in the past, not including categories for "Slightly Agree" and "Slightly Disagree". Without these categories, more students selected "Neutral" in this survey than they have in past surveys. The department has decided to use the old Likert Scale from 2010 and 2015 for the next scheduled assessment to see if the results will be closer to our target. Additionally, we had to assess the students during the COVID-19 pandemic while we were all teaching from a remote/online platform. We are curious to see how these results might change in the next assessment now that a majority of our classes are being taught in a face-to-face learning modality.

The Speech and Debate Team continued their competition success online during the 2021-2022 season. Competing virtually in 12 tournaments, the team won a total of 40 trophies during the course of the season, including several sweepstakes awards. Cipriana Rodriguez and Zac Dybeck won consistently in Persuasive and Extemporaneous Speaking throughout the year, culminating with three sweepstakes wins at the local and state level. Cipriana Rodriguez and Zac Dybeck won 1st place in their events for the state of California at the CCCFA State Speech Championships in March. Between the two competitors, they helped Palomar win a sweepstakes placing in the small schools division at this tournament. As the team transitions from virtual to in-person competitions this year, these two competitors look forward to continuing that success. The team will compete at five tournaments in the fall semester, and five in the spring semester, concluding with the Phi Rho Pi National Tournament in Washington, D.C. in April. The Speech Communication & ASL Department welcomes new faculty to help coach the Speech Team with a specialty in Oral Interpretation Events. The addition of this faculty member has helped complete the coaching and leadership duties for the Speech Team.

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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)			
Academic Year AT APD Student Count		Column Labels	
Row Labels	2016-17	2017-18	2019-20
AA/AS			
Associate in Arts Degree	1	1	1
AA/AS Total	1	1	1
Grand Total	1	1	1

Degrees and Certificates Awarded (Count)						
Academic Year AT APD Student Count		Column Labels				
Row Labels	2016-17	2017-18	2018-19	2019-20		
2020-21	2021-22					
AA/AS						
Associate in Arts Degree for Transfer	6	15	33	53	44	
41						
AA/AS Total	6	15	33	53	44	
41						
Certificate						
Certificate of Proficiency			1			
1						
Certificate Total			1			
1						
Grand Total	6	15	34	53	45	41

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

☐ Increased ☐ Stayed the same ☒ Decreased

Choose one

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. In the past two years, the numbers went down to 45 completions in 2020-21 and 41 in 2021-22. 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, and 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 in the first 4-years since we offered the AA-T in Communication Studies showed some promise and that there were no major problems with our current programs or in the discipline. The slight decrease in completions the last 2-years could be a result of the major transition to remote teaching during the CoVID-19 pandemic.

We are excited to work on our goals and increase course and certificate offerings. 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. Our department made some revisions to the AA-T this Fall to streamline the course requirements (no more List C of courses) and we expect this change to help keep students on track to complete their AA-T degree in a shorter amount of time.

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. The Speech Communication discipline is running at 71.4% of the full-time faculty numbers from 20 years ago. We have secured an additional faculty line (which is counted in the above statistics), but discipline needs far outweigh the number of staff and faculty who are currently available. We are unable to make any progress on reaching the state mandated split between full-time and part-time faculty members' teaching responsibilities. We have too few faculty members to successfully meet our TERB obligations for assessment, and had to be put on a special plan that delayed our responses by a minimum of 6 months. None of these problems can be resolved without additional faculty lines and more financial support from the college administration. 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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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)

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 Toulmin model in both online

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 O*net Link below) 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
21. Television, Film, Radio Personalities
22. Crisis Management Experts
23. Communication Directors for the Private s\Sector
24. Motivational Speakers
25. Politicians
26. Social Media Content Creators
27. Influencer
28. Speech Writer
29. Editors

As technology progresses, creating lesson plans for video-conferencing platforms such as Zoom has become much more necessary since the COVID-19 pandemic. Educating and communicating with students on video and through live Zoom sessions created some challenges. However, Palomar College did 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.

Link: <https://www.onetonline.org/>

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

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
- L. Conflict Management
- M. Social Media
- N. Political Science

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

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 form 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.
- f. Students will learn about advocacy and be able to advocate for themselves and others.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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?

☐ Yes ☒ No

Do you want more information about or need assistance integrating work-based learning into your program?

☐ Yes ☒ No

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

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

To increase outreach at the high school level.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Increasing outreach at the high school level has been an ongoing goal for our department. As Palomar College continues to repopulate campus, the Speech Department will continue its efforts toward high school outreach. The amount of students on the speech and debate team has decreased the last 2 years due to the CoViD-19 pandemic, so this goal is vital for recruiting local high school debaters for our team and program, and increase enrollment overall.

Goal 2

Brief Description

Create a Certificate of Achievement Option

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for

eliminating a goal). Describe Outcomes, if any.

Creating certificate options is an ongoing goal for the Speech department. Due to COVID stressors and under staffing at the Faculty level, it has been challenging to finalize the creation of certificates within the department. However, with the addition of a new faculty member and the repopulation of campus, the department has already begun working toward this goal. We hope significant progress will be made towards the creation of certificates this academic year.

Goal 3

Brief Description

To revitalize interest in SPCH 125 Oral Interpretation of Literature

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

With the addition of a new faculty member specializing in Interpretive events we would like to continue focusing on the revitalization of Speech 125.

Goal 4

Brief Description

To cancel the Speech AA Degree

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Our department has considered cancelling the Speech AA degree for several years. This continues to be a goal of ours, however we have decided to hold on cancelling the degree until formal certificate options available to students.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

The VfS goals outlined in the Strategic Plan 2022 include completion, transfer, unit accumulation, workforce, and equity. The Speech Department supports these goals by offering a variety of communication courses that educate students on how to interact from a personal, social, and professional level. Secondly, the Speech and Debate team supports the Strategic Plan by giving students the skills to recognize and evaluate whether they are meeting their goals and testing their limits both academically and civically. Thirdly, the Department supports proactive and reflexive assessment of students' own success. The dialogic nature of the Speech discipline provides a cyclical and positive feedback loop for students to engage within instructors and peers when necessary to meet their baseline classroom standards. The creation of certificate options within the Speech Discipline furthers this positive feedback loop and support category 1: Completion and category 3: Unit Accumulation.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

NA

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☒ Yes ☐ No

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 2021. As of the 2021 reporting period, part-time FTEF is 9.72, and full-time FTEF is 3.85. Overload FTEF for the Spch discipline is 1.32. 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.

Refer to data and other analysis earlier in this document.

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 AA, CAST for Classified Staff?

☐ Yes ☒ 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?

☐ Yes ☒ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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 ☐ No

Requests

Item 1

What are you requesting?

Black Interp Book Slicks (100 Page Bundle)

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Access to equipment required for speech and debate activities.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Members of department, Speech Team coaches, and Speech Team students.

c. What are the expected outcomes or impacts or implementation?

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.

d. Timeline of implementation

We will purchase these immediately and use them for competition that academic yera.

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

\$73.60

Do you already have a budget for this request?

No

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

PRP Goal 3

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

- | | | | |
|-----------------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input checked="" type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

2

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

no impact.

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Supplies

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)

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Access to equipment required for speech and debate activities.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Members of the department, Speech team faculty and students.

c. What are the expected outcomes or impacts or implementation?

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.

d. Timeline of implementation

Will be used immediately and for that academic year.

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

\$75.50

Do you already have a budget for this request?

No

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

PRP Goal 3

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

- | | | | |
|-----------------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
| <input checked="" type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)

1

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance, changes to a facility)?

None

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Supplies

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.**

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

clowry@palomar.edu