

Entry #: 43 - Languages and Literature

Status: Submitted

Submitted: 3/21/2024 10:03 PM

DRAFT**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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Languages and Literature

Department Name

Speech Communication / Forensics / ASL

Microsoft_List_ID**Discipline Name**

Speech (SPCH)

Department Chair Name

Christopher Lowry

Department Chair email

clowry@palomar.edu

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

Chris Lowry, Professor/Department Chair

Dewi Hokett, Professor/Director of Forensics

Brandan Whearty, Professor/Asst. Director of Forensics

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

Holland Smith, Assistant Professor/Assistant Director of Forensics

Jordan Kay, Assistant Professor/Assistant Director of Forensics

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

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

No

List all degrees and certificates offered within this discipline.

A.A.-T 2.0 Communication Studies

A.A. Speech Communication

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

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

4.20

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

8.77

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

1 (ADA)

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

0

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

It is possible that the CoVID-19 outbreak was a factor in the decrease of the overall success rates for our courses as faculty and students had to adapt and adjust to teaching and learning remotely. The overall course success rates 5 years ago in Fall 2019 were 79%. Then, the rates declined the next 2-years below the institutional set standard of 70%- Fall 2020 (69%) & Fall 2021 (68%)- when we were teaching remotely due to CoVID-19, and then increased to 75% in Fall 2022 & 2023 when we returned back to teaching on campus again.

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

Stayed the same

Was this expected? Please explain.

As for retention rates, they decreased during the time when most of the faculty and students were teaching and learning remotely due to CoVID-19- Fall 2020 retention rate = 85% & Fall 2021 retention rate = 91%, and the retention rates increased when most of the faculty and students returned to campus in Fall 2022 (92%) and Fall 2023 (93%), which is the highest retention rate we had since 2019 (93%).

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

Ethnicity

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

The only major retention and success gap occurs when evaluating students based on ethnicity. While retention rates across ethnicity remained relatively stable, Black or African American students experienced the lowest retention rate at 81%--the only retention rate lower than the institutional goal of 90%. The highest success rates sorted by ethnicity are Filipino with 97%, Asian with 95%, Unknown with 86%, and White students at 83%. Please note that success rate data cannot be calculated for American Indian and Pacific Islander populations, since both groups reported an N of under 10 for the semester.

The disparities in success rates among different ethic groups can be attributed to a complex interplay of factors including family obligations, first generation student status, level of financial stress, and college readiness. To close that gap our department is focused on flexible student focused scheduling, the expanded use of low cost and zero cost textbooks, and outreach programs.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

To enhance success and retention rates, our department uses flexible, student-focused scheduling practices. This approach includes offering courses of various lengths: 4 weeks, 8 weeks, 12 weeks, and 16 weeks. These courses are available in multiple modalities, such as face-to-face, asynchronous online, synchronous online, and HyFlex formats. In addition, we are investigating a range of textbook options, including low-cost and zero-cost materials. Textbooks are accessible in various formats, including hard copy, online download, and web-based versions. We also adjust course times to accommodate students with challenging schedules, ensuring that courses fit into their available time slots. Moreover, our programs participate in the Summer Bridge and Vista Detention Facility programs, further increasing accessibility for students.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

We updated the COR for SPCH 100 and this included updating the SLO's as well. The updated COR will not go into effect until the Fall 2024 semester. We are in the process of rewriting the SLO's for SPCH 145 and SPCH 290 and plan to do an assessment by this Spring or next Fall. SPCH 125 has not been offered in several years so we have not been able to do an assessment.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")



[Assessment Report 3.4.24.xls](#)
29 KB



[SLO Assessment Report 2. 3.4.24.xls](#)
27.5 KB



PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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.

Communication Studies AA-T

2018-19 2019-20 2020-21 2021-22 2022-23

Associate in Arts Degree for Transfer 33 53 44 41 24

Communication Studies AA-T 33 53 44 41 13

Communication Studies AA-T CSU 9

Communication Studies AA-T UC 2

Speech Communication AA

2016-17 2017-18 2019-20

AA/AS 1 1 1

Associate in Arts Degree 1 1 1

Speech Communication AA 1 1 1

* We could not find the data about completions for the AA in Speech Communication for 2020-21, 2021-22, & 2022-23.

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").



[SLO Program Outcome Report PRP 2023-24.xls](#)
25 KB



Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

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 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 last year 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.

The Speech and Debate continued their competition success in the 2023-2024 season. Competing at 12 tournaments in Southern California, the team has won a total of 50 trophies over the course of the season. Cipriana Rodriguez won 1st Place in Persuasion at the PSCFA Spring Championships Tournament, thus becoming the Southern California Interstate Oratory Champion. Zac Dybeck and Cipriana Rodriguez represented Palomar at the International Forensics Association Tournament in Dublin, Ireland in March. They competed against 50 universities and community colleges in debate and individual events. As a result, Cipriana Rodriguez won 6th place in Prose and 4th place in Persuasion at IFA. Meanwhile, during the same week that IFA occurred, the rest of the Speech and Debate Team competed in the CCCFA State Speech Tournament in Concord, California. The results were impressive: Dia Hill took Bronze in Impromptu, Kat Caldwell took Bronze in Prose and Gold in Impromptu, and Jesse Stirling took Silver in IPDA Debate, in addition to being the Top Speaker in the event. The result was Palomar winning 1st Place in Limited Entry Division Sweepstakes at the State Tournament. This is the first time in over a decade that the team has won a 1st place Sweepstakes. The Speech Team will conclude its season by attending the Phi Rho Pi National Tournament in Reno, Nevada in April. The Speech Communication and ASL Department welcomed a new faculty member 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.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

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 decrease in completions the last 3-years could be a result of the major transition to remote teaching during the CoVID-19 pandemic, and then the return to campus for faculty and students in the Fall 2022 semester. Enrollment in our courses was at 2,014 in the Fall 2019 semester when we had the highest number of completions for the AA-T in Communication Studies. Since then, enrollment in Speech Communication courses decreased to as low as 1,492 for the Fall 2022 semester. We ended up with only 24 completions by the end of the 2022-23 year, so the lower enrollment might have been a factor. Considering that enrollment in Speech Communication courses has increased to 1,648 this past Fall 2023 semester, we will be interested to see if our completions will increase as well.

After reviewing our marketing approach, we should make some changes to help inform the students at Palomar College about our program. The brochure that we offer near our department offices is outdated. We updated the AA-T degree- known as Communication Studies 2.0- and those changes need to be included on a new, updated brochure about our program.

Also, the information about the Communication Studies 2.0 transfer degree is difficult to find on the Palomar website. The career pathways page has a category for students to select titled "Languages & Literature". However, the only degree from our discipline that is listed is the AA in Speech Communication degree. The only way for a student to find the Communication Studies 2.0 transfer degree is to click on "Credit Programs" in the Palomar online catalog. We will set a goal to have the AA-T in Communication Studies listed where it should be listed along with the AA in Speech Communication in the Literature & Language" category on the Career Pathways page.

Additionally, our Speech Communication Program homepage on the Palomar website needs to be updated. There is no information or links provided about the degrees we offer from our program listed. The outdated brochures about our program, and the challenge for finding information about our degrees on the Palomar main website and the Speech Communication Program homepage are factors that have created challenges for our program. I think making changes to address these factors could help to make more of a positive impact with enrollment in our courses and hopefully, an increase of completions of the AA-T and AA degrees we offer.

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.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

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

In order to prepare students to function in a world alongside AI, it is critical that we create lesson plans that integrate technology. Video-conferencing platforms such as Zoom have become standard, and now the use of AI tools such as Chat GPT have once again shifted the way we must teach. 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 remote learning. In the same way, we need to continue to develop standards surrounding OpenAI. We think that AI best practices should be added into textbooks and lesson plans to prepare our students for situations where they might have to 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)

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.
- f. In our small group class our students gain the skills needed to work with others in a productive manner.

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

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Prior Year PRP Goal 1**Brief Description**

To increase outreach at the high school level.

Goal Status

Ongoing

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.

Prior Year PRP Goal 2**Brief Description**

Create a Certificate of Achievement Option

Goal Status

Ongoing

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 re-population 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.

Prior Year PRP Goal 3**Brief Description**

To revitalize interest in SPCH 125 Oral Interpretation of Literature

Goal Status

Ongoing

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. This is still in discussion. The new faculty members do not have tenure at this point and we would like to wait until then before giving them the chance to offer this course where there might be smaller risk for them not to meet their contract teaching load requirements.

Prior Year PRP Goal 4**Brief Description**

To cancel the Speech AA Degree.

Goal Status

Ongoing

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.

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

The Speech Communication & Forensics program will continue to pursue the goals we have listed, and we have added a new goal to improve our marketing approach.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years**Goal 1****Brief Description**

To improve the marketing approach for the Speech Communication & Forensics program.

How will you complete this goal? Include Strategies and Timeline for Implementation.

After reviewing our marketing approach, we should make some changes to help inform the students at Palomar College about our program. The brochure that we offer near our department offices is outdated. We updated the AA-T degree-known as Communication Studies 2.0- and those changes need to be included on a new, updated brochure about our program.

Also, the information about the Communication Studies 2.0 transfer degree is difficult to find on the Palomar website. The career pathways page has a category for students to select titled "Languages & Literature". However, the only degree from our discipline that is listed is the AA in Speech Communication degree. The only way for a student to find the Communication Studies 2.0 transfer degree is to click on "Credit Programs" in the Palomar online catalog. We will set a goal to have the AA-T in Communication Studies listed where it should be listed along with the AA in Speech Communication in the Literature & Language" category on the Career Pathways page.

Additionally, our Speech Communication Program homepage on the Palomar website needs to be updated. There is no information or links provided about the degrees we offer from our program listed. We think making changes to address these factors could help to make more of a positive impact with enrollment in our courses and hopefully, an increase of completions of the AA-T and AA degrees we offer.

Outcome(s) expected (qualitative/quantitative)

Increase student interest and enrollment in Speech Communication & Forensics program. We hope this increase in enrollment in our courses will lead to an increase in completions for the AA-T 2.0 transfer degree, an increase in completions for upcoming certificate options, and an increase of student participation with the Speech & Debate program.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

The Vision Plan for 2035 at Palomar College focuses on excellence in programs, services, and facilities that promote and support student access, equity, and success. Our new goal to expand our marketing to students will increase outreach, expand student access for both speech communication courses and forensics, and increase student success with certification options. We are very excited to serve students with a new marketing approach.

Expected Goal Completion Date

9/30/2025

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 [Vision Plan 2035](#).

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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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 ad 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.

1.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?

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)

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 year.

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

\$109.00

Do you already have a budget for this request?

No

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

PRP Goal 3

What Educational Vision Plan 2035 Goal/Objective does this request align with?

2:4

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?

No

Budget Category

Supplies

Please upload a copy of the quote, if available.

[Ten Pack SP-808 Vinyl Sheet Protector.pdf](#)
0.3 MB

**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.).

\$85.00

Do you already have a budget for this request?

No

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

PRP Goal 3

What Educational Vision Plan 2035 Goal/Objective does this request align with?

2:4

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

Budget Category

Supplies

Please upload a copy of the quote, if available.



[Screenshot 2024-03-09 at 8.20.49 AM.png](#)
0.7 MB



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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Christopher Lowry

Date

4/2/2024