

I. Program Description

A. What is the primary mission of your program (check all that apply):

<input type="checkbox"/>	Basic Skills	<input checked="" type="checkbox"/>	Cultural and Personal Enrichment
<input checked="" type="checkbox"/>	Transfer	<input type="checkbox"/>	Academic Support/Learning Resources
<input checked="" type="checkbox"/>	Career/Technical		

B. Program Description

If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

<http://www.research.fhda.edu/factbook/deanzadegrees/dadivisions.htm>

CTE programs refer CTE Program Review Addenda reports

www.deanza.edu/gov/IPBT/resources.html

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- | | |
|----|---|
| 26 | # of Certificates of Achievement |
| | # of Certificates of Achievement-Advanced |
| 5 | # of AA, AS Degrees |

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section II below:

a. How many people are served?

<input type="checkbox"/>	# of Students	<input type="checkbox"/>	# of Staff
<input type="checkbox"/>	# of Faculty		

b. Number of employees associated with the program?

<input type="checkbox"/>	# of Students	<input type="checkbox"/>	# of Faculty
<input type="checkbox"/>	# of Staff	<input type="checkbox"/>	# of Part-Time Faculty

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link):

http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	<p>1. Our Speech Communication program has experienced a 5% decline in the count of underrepresented populations from 08-09 to 09-10. This figure is consistent with the % decline across college totals.</p> <p>2. The economy/budget affects access and success of all student populations. Capacity issues arise because more students attend CC's instead of CSU's and UC's. Targeted groups are hardest hit with family and financial obligations. CC reform proposals may reexamine funding structures and other strategies to increase progress across momentum points or milestones that lead to access and success of targeted groups. Our Speech faculty will continue to work closely with cohorts communities to grow access/success of underrepresented populations in our program.</p>
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2 Trends related to closing the student equity gap relative to college's stated goals: (refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p16)

Explanation:	We know from our Speech Communication success data that targeted populations of African Ancestry (76%), Latino/a (78%), and Filipino/a (79%), Native Am. (89%), and Pacific Islander (85%) are succeeding in our Speech courses on average 10% higher than college totals.
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3 What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See:

http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	<p>Speech faculty make a sustained collaborative effort to achieve access, equity, and success in many ways including the following:</p> <ol style="list-style-type: none"> 1. We assess students and self-assess to inform student-centered pedagogy, best practices, and self-efficacy to close the equity gap. 2. We empower individual student voices, support democracy, embrace advocacy and collaboration, and engage students in campuswide and community initiatives. 3. Students enrolled in our courses gain confidence to use the spoken word, and of particular note based on our three-year slo assessment study (Personal Report of Communication Apprehension PRCA-24 survey), "Minority groups" are more likely to succeed in collaborative peer supported learning environments that mirror collectivistic cultures. Our faculty support retention and success of target groups with collaborative and peer supported learning and inclusive pedagogy that acknowledges the importance of oral tradition in African American, Latino/a, and American Indian cultures. 4. One of our Speech faculty pioneered the nationally recognized program that promotes Learning in Communities (LinC). Our faculty are still leading the program and have been consistently linking transfer level classes for over 5 years to achieve access, equity and success. 5. Speech students are actively engaged in our campus community. Speech students facilitated campus dialogue for our 2010 and 2011 Partners in Learning Conferences, our 2011 Cohorts Strategic Planning meeting, and a national mobilize.org democracy summit, all aimed at increasing access, equity, and success.
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4 Overall enrollment growth or decline of all student populations

Explanation:	Speech/Communication overall enrollment grew 17% from 07/08-09/10 compared to 6% growth for all college totals. WSCH for the same period declined 6.8% and 4.7% respectively. Several factors are impacting all college enrollment and wsch decline-- especially across the board section cuts and changes in web-registration. Any proposed fee increase is certain to further impact enrollment and wsch, especially for the most educationally disadvantaged if not somehow offset with student financial aid incentives.
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B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	<ol style="list-style-type: none"> 1. Speech/Communication developed our first hybrid online speech course (Public Speaking) to improve student access and success. 2. In response to Senate Bill 1440, we are developing Communication Studies AA degree Transfer Model Curricula (TMC) to increase associate degree completion.
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Explanation:	(see B1. Above)
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- C. Based on the 2008-09 Comprehensive Program Review, Section I.C., "Main Areas of Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

See: http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	<ol style="list-style-type: none"> 1. Over the past two years we have successfully filled two faculty positions to strengthen student access, support, assessment, and representation. Both new hires are diverse in their education and ethnicity, which reflects our student population. 2. We have failed to make progress with load disparities in our department. The load value for equivalent courses taught by our Speech Communication colleagues at Foothill is .1111 compared to our .0909. This means our Speech colleagues at Foothill and colleagues at De Anza teaching courses of equivalent academic rigor, preparation, research, and writing requirements teach nine courses per year vs. our eleven courses per year. Interventions to correct such inequities should be a campus/district priority. 3. In spite of program reductions and budget cuts, we continue to find creative ways to sustain specialty courses for Speech Communication Major and Certificate students, our debate program, civic engagement initiatives, and programs directly targeted to at-risk students including LinC and our Speaking and Listening Center. Our Speech and Debate program asked for and received support from student body funds. 4. Our professional development initiatives include mentoring, adjunct faculty workshops, coordination and student training to facilitate De Anza's Partners in Learning Conference, Bay Area Community College leadership, collaboration with transfer institutions, active leadership in professional associations (WSCA, NCA, NWCA), and participation in C-ID statewide senate initiatives.
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- D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics; please see "CTE Program Review Addenda" at:

www.deanza.edu/gov/IPBT/resources.html

Identify any significant trends that may affect your program relative to:

- 1 Curriculum content,
- 2 Future plans for your program e.g. enrollment management plans.

No significant change

Impact:	<p>During a recent mobilize.org national democracy summit on education and student success, De Anza and other bay area community college students identified access to classes and resources as the #1 challenge for cc students. Increased student access to course materials and instructors outside class via webpages, catalyst and email has helped student retention in our Speech Communication classes. We also plan to support student access and success in the following ways:</p> <ol style="list-style-type: none"> 1. Take more time in class to inform students of resources and update our webpage to support their success. 2. Increase the number of hybrid speech classes and pursue options to optimally schedule classes especially during high demand time. 3. We are currently reviewing courses/times with lower fill rates and prioritizing courses based on our college/program core mission.
Explanation:	(see D1 above)

- E. Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

No significant change	
Impact:	In addition to supporting student success in all academic work, Speech Communication prepares students for entry into professional positions in the private, non-profit, and public sectors. We will continue to make explicit the applicaiton of student learning outcomes to the workplace. Our Speech Communication Career Day event serves as outreach to the community. Both our facilitation and our hybrid classes (mediated communication) complement communication and technology training for today's industry needs.
Explanation:	

III Select IIIA or IIIB below:

Note instructions and materials for this section can be found at:

[https:// www.deanza.edu/slo](https://www.deanza.edu/slo)

A. For programs whose primarily align to the Institutional Core Competencies, ICCs: attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s)

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input checked="" type="checkbox"/> course-embedded	<input checked="" type="checkbox"/> surveys
Other, describe here:	To develop integrated pathways for student success, we must stay informed and review our program in the context of broader trends using multiple assessment instruments. We must not only create our own data, we must stay informed of existing data/research/innovations in the areas of emerging student access, success and equity, resources, college mission, and state-wide initiatives. We will review our program level outcomes in these broader frames.

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (*Division Deans shall be sent that report*). What percentage of courses that should undergo a SLOAC process are:

<input type="checkbox"/> NA	<input type="checkbox"/> waiting for sloac update	<input type="checkbox"/> complete	<input type="checkbox"/> sloac update report requested	<input type="checkbox"/> in progress	<input type="checkbox"/> waiting for updated report	<input type="checkbox"/> scheduled to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

All full and part time faculty are involved with the outcomes assessment process.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:	As a result of program level assessment, we developed our first hybrid online speech course (Public Speaking) to improve student access and success.	plan/enhancement:	Formed a workgroup to design Speech hybrid course. Course first offered Spring 2011.
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summarize result:	One of our plo's is to prepare global citizens for facilitative, dialogic communication to advocate social justice.	plan/enhancement:	In the past two years we have expanded opportunities for civic responsibility on campus and in our community and expanded peer student mentoring initiatives.
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B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s):

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input type="checkbox"/> course-embedded	<input type="checkbox"/> surveys
Other, describe here:	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (*Division Deans shall be sent that report*). What percentage of courses that should undergo a SLOAC process are:

<input type="checkbox"/> NA	<input type="checkbox"/> complete	<input type="checkbox"/> in progress	<input type="checkbox"/> scheduled to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

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4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:		plan/enhancement:	
summarize result:		plan/enhancement:	

Department Summary

IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

See: http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

V. Resource requests include: staff, faculty, materials, "B" Budget, faculty refresh, Measure C equipment

A. Please submit up to three faculty and/or staff requests below in ranked order: (copy this section as needed)

3	Rank	<input type="checkbox"/>	Replace	<input type="checkbox"/>	Growth
Position:		Faculty			
Department:		Speech Communication		Contact person	Donna Stasio
				extension	8882

1 Briefly state below how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Statement:	A new hire would replace our f.t. faculty member on extended medical leave to equalize FTEF, strengthen our program. and sustain our leadership focus.
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2 Highlight FTE, PT/FTE ratios, and WSCH that support your request below:

Our 38% FTEF is significantly below Language Arts (52%) and Overall College totals (48%).

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

Our PLO employee satisfaction survey shows our faculty are committed to excellence in all we do and have a strong sense of contribution and achievement. We need faculty support to sustain productivity and to sustain this level of excellence.

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

VA. B Detailed Budget/Measure C requests Listed Below

B. As applicable, list your requests for:

Materials, "B" Budget, faculty refresh, Measure C equipment

refer to: http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

2	Rank	Replace	x	Growth
Item Description:	Convert L43 into a smart classroom in consultation w/ department faculty to insure specific technology needs are met. (The computer cabinet in L49 is too high and dwarfs the speaker. We want to avoid this in L43.)			
Cost Estimate:				
Contact person:	Shagun Kaur			extension 8381

1 Briefly state below how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Listed in order of priority.

1. Convert L43 into a smart classroom (Funding – Measure C prioritization list) in consultation with department for specific tech needs.
Problem – Cabinet in L49 too high for student speakers. Use original L49 cabinet design for L43.
Need - Smart classroom serves our learning outcomes by creating student-centered classrooms with technologies fully blended for access to information, college resources, software support, presentation technology, and video recording technology.
2. Funds for survey monkey to support sloac/plo. Institutional research support is essential to sustain sloac/plo assessment. Need college-wide plo assessment supported by institutional research to facilitate faculty research and data sharing for accreditation.
3. Update recording equipment for student speeches (No funding currently available. As an alternative department is using one -time private grant money to obtain flip cameras. Challenges to this are – increased faculty workload; limited tech support; restricted peer feedback due to student privacy concerns on using third party software not supported by ETS)
4. Wireless connectivity in L Quad for digital peer collaboration (Funding – Measure C. Currently on ETS prioritization list)
5. Create restricted and secure online collaboration platform for instructor and peer speech/outline review.
Need - Increased collaboration and peer supported learning in traditional and hybrid classes. This is also an important need to facilitate faculty research and data sharing for accreditation.
Funding - No funding is currently available. After consultation with Dean, departmental proposal can be sent to Tech Task Force for cost/benefit analysis by committee and ETS.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

3 If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resource that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource to your program below:

Criteria:

Dean's Summary

VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

Rank	Replace	Growth
Position:		
Department:		
Contact person:		extension

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

[Redacted]

2 Address FTE, PT/FTE ratios and WSCH that support your request below:

[Redacted]

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

[Redacted]

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

Criteria: [Redacted]

B. As applicable, list your requests for:

Materials, "B" Budget, faculty refresh, Measure C equipment

refer to: http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

Rank	Replace	Growth
[Redacted]	[Redacted]	[Redacted]
Item Description: [Redacted]		
Cost Estimate: [Redacted]		
Contact person: [Redacted]		extension: [Redacted]

1 From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

Rational here: [Redacted]

2 Highlight FTE, PR/FTE ratios and WSCH that support the request below:

[Redacted]

3 If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

[Redacted]

4 Please note: It is an expectation that all resources that are allocated (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as a Dean, may use to assess the effect of this additional staff/faculty position to your program below:

[Redacted]