

Annual Program Review Update Form - Spring 2010

I. General Information

Date: 24-May-10

Program/Department:

Speech Communication

Authors of Report:

Donna Stasio

II. Status Since Previous Program Review

What significant changes have occurred since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

Our new faculty hire has significantly strengthened our program by filling a gap in SPCH 10 instruction and in support of our technology initiatives. SLO Assessment, an on-going component of our faculty training, mentoring, and professional development, continues to serve as a change agent. We credit progress in our assessment initiatives to

III. SLO Information

Courses in Program	Total courses offered 2010 to Spring 2011	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
	SLOs Written				
Percent	8	9	0	7	3
	100%	113%	0%	88%	38%

Full-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion
	Percent	6	6	6	6
		100%	100%	100%	100%

Part-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion
	Percent	24	14	24	24
		58%	100%	100%	100%

reflection and enhancement phase.

SLOAC Discussion and Analysis: Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

One of the goals of the Speech Communication Department at DeAnza is to establish positive learning communities in our classrooms that are culturally and socially responsive to diverse learning needs. We introduce two key studies in this program review that facilitate sustained growth for all students: 1) Managing Communication Apprehension, and 2) Transformative Pedagogy in Conversation: The Role of Instructor Interventions in Peer Feedback for Speech Outline

Suggestions for the SLOAC Discussion & Analysis:

Detailed data supporting some or all of the statistics shown above.

Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.

What your goals were for any of the percentages above, and whether you achieved that goal.

Evidence of value derived from the SLOAC process within your program.

Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).

IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department: Speech Communication

Please submit your top three (or less) choices below in ranked order:

Item Name:	Cost estimate
Adequate release time to carry out department, division, campus, district and community initiatives. Insufficient	\$6,500
Correct course load disparity by increasing .0909 load values to represent equivalent course loads with similar academic rigor, preparation, reading, research, and writing	
Support specialty programs: Speech/Debate Team, Facilitator Training, and Speaking and Listening Lab	\$10,000

What SLO Assessment findings, if any, support and guide the resource request?	
How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	
How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?	Adequate release time and load equity would support faculty initiatives to foster informed discussion, develop resources, and promote solutions in areas that directly impact our college mission (e.g. DARE, LinC, SLO assessment, faculty training, student facilitation, and District Senate leadership).
Other information that may be important to support your request?	
If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	Implemented in Language Arts during Fall 2009, impacting Speech and Reading