

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

| Information Requested | Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations. | ? Trac Dat Help button will reveal (sorry no hyperlinks) |
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| I.A Department Name: | Speech Communication | |
| Program Mission Statement: | Our mission is to prepare our students with the communication skills necessary to succeed in life and to make the world a better place by applying these skills. Students gain greater knowledge and skill in communicating in meaningful, collaborative, and problem solving ways that build trust and respect and lead to creative and wise decisions. In our classrooms we co-create learning environments that embrace diversity, collaboration, critical engagement, democracy, social responsibility, technology, and authentic communication. We believe that every student, regardless of ethnicity, culture, language, disability, gender, sexual orientation, or religion, should have equitable opportunity for success in developing her/his own personal, academic, and career potential. We celebrate our diverse perspectives, goals, cultures, and traditions and through our communication education and shared experiences develop the whole person, improve the educational experience, and gain a raised consciousness of our social responsibility and global interdependence. We are continually improving our courses, exploring new ideas, and collaborating with colleagues to foster our own professional growth and to provide the best possible opportunities for our students. | You may create a new one or copy from your 2008-09 comprehensive program review. |
| What is the primary mission of your program? | Transfer | Basic Skills, Transfer, Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |

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| Choose a secondary mission of your program. | Career | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| Number of Certificates of Achievement Awarded | 16 | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program |
| Number Certif of Achievement-Advanced awarded: | | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program |
| Number AA and/or AS Degrees awarded: | 11 | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program |
| Academic Services and LR: # Faculty Served | | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| Academic Services and LR: # Student Served | | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| Academic Services and LR: # Staff Served | | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| # Faculty Employees | 2-increased | For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: http://www.deanza.edu/gov/IPBT/program_review_files.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| # Student Employees | | For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |

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| <p># Part-time Faculty Employees</p> | <p>2-increased</p> | <p>For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p> |
| <p># Staff Employees</p> | | <p>For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p> |
| <p>II.A-Growth and Decline of targeted student populations</p> | <p>1) Enrollment of targeted populations remained fairly constant for 2009-10 and 2010-11. Success rates for Asian and White remain in the 83-87 percentile in our program, followed by Filipino, Multi-ethnic, and Hispanic (78%, 77%, and 75% respectively), with a full 10% gap in success rates for Black (72%) and Pacific Islander (71%). These gaps have remained fairly constant over the past three years indicating that, despite our efforts, we have not made significant headway towards our goal to close the equity gap. Our course and program level assessment results tell us our student-centered, community building pedagogy positively influence success and retention among targeted populations, yet De Anza and other bay area community college students identify access to classes and resources, and personal hardship negatively impact targeted student populations. 2) While targeted populations remained fairly constant, the number of Pacific Islanders declined from 43 (2009-10) to a low of 28 (2010-11). We expect to increase access, growth, retention and success among Pacific Islanders by offering a course as part of the AAPI grant. 3) It is our goal to increase access, growth, and retention for all targeted populations.</p> | <p>Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm (prior to 2010 PR sheets) and www.deanza.edu/ir (2010-11 PR sheets here)</p> |
| <p>Trends in equity gap:</p> | <p>While the present state of our democracy impedes opportunity for real change in addressing issues of equity—our college, our cohorts, our department, our faculty, and many of our students believe we can work together to improve student access and success by creating formal and informal networks (cohorts, office of equity, institute of civic engagement, support services), by identifying and supporting effective practice, by</p> | <p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.</p> |

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| | advocating for effective public policy, and by using our communications and convening capacity to build public will for change. We believe that with the support of these initiatives, and with what we do in our classrooms, we will make significant headway in closing the equity gap. | |
| Closing the student equity gap: | <p>To close the equity gap we will:</p> <ol style="list-style-type: none"> 1) Open our classrooms for inclusiveness and equality; 2) Assess our program and courses to determine how best to achieve the highest possible success rates for inclusiveness and equality; 3) Use innovative technology to support student success; 4) Increase student access to course materials and instructors outside class via webpages, catalyst, and e-mail; 5) Take more time in class to inform students of resources and update our webpages to support their success; 6) Increase the number of hybrid speech classes; 7) Optimally schedule classes especially during high demand time; 8) Partner with cohorts, Institute of Community and Civic Engagement, and Office of Equity to support our college vision of equity; 9) Increase access, growth, retention and success among Pacific Islanders by offering a course as part of the AAPI grant; 10) Offer LinC classes; 11) Train adjunct faculty to teach multiple preps. This is imperative with our low 32% FTEF. | <p>What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation.</p> <p>If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p> |
| Overall growth/decline in # students: | Enrollment has remained constant. No notable growth or decline in overall number of students. | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| Changes imposed by internal/external regulations | We are one of the first two departments at De Anza to develop and offer the Communication Studies AA degree Transfer Model Curricula (TMC) to increase associate degree completion. This option, compliant with the Student Transfer Agreement Reform Act (SB 1440), is intended to make transfer seamless for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. | Address program changes implemented 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? (e.g. any curriculum, program reorganization, staffing etc.) |
| Progress in “Main Areas of Improvement” | 1) Our two most recent faculty hires have strengthened student access, support, assessment, and representation. Both new hires have made significant contributions to our department and college. Both are diverse in their education and ethnicity, and are committed to closing the equity gap. One is our technology specialist and has designed and taught our public speaking hybrid offering. Another has updated our webpages and | Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions. |

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| | <p>created an informal speech communication network using a student generated newsletter and web blog. 2) L43 was converted to a smart classroom. 3) 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. 4) We continue to have a disproportionately low (32%) FTEF. 5) In spite of program reductions and budget cuts, we continue to find creative ways to sustain specialty courses for Speech 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.</p> | |
| <p>CTE Programs: Impact of External Trends:</p> | <p>1) Our students are technology savvy social networkers and multi-taskers (work, school, social, family). In response to external trends and needs of our students we have implemented the Public Speaking hybrid offering and many of our faculty are integrating technology in ways that support current use by our student population. 2) We continue to champion learning communities, LinC our courses, and offer civic engagement opportunities for our student facilitators. We need more of our classrooms set up to accommodate these initiatives.</p> | <p>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.</p> |
| <p>CTE Programs: Advisory Board Input:</p> | | <p>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.</p> |
| <p>IV. A Budget Trends</p> | <p>While Measure C assures us most classrooms will be smart and we will have upgrades and refresh of classrooms, beyond this our budget is abysmal. This makes even more urgent our grass roots initiatives; our commitment to democracy, social responsibility, and equity; and what we do in our classrooms on a daily basis to break down barriers, open doors to equity, and create a new vision for our students.</p> | <p>Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information.</p> |

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| <p>Enrollment Trends</p> | <p>Consistent with college-wide trends, enrollment declined 3.8% between 2009-10 and 2010-11, a direct result of imposed budget reductions. We could increase enrollment, respond to long wait lists, and create more opportunities for access and success by offering more classes during peak hours if classrooms were available.</p> | <p>Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.</p> <p>If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information.</p> |
| <p>V. A -Faculty Position Needed</p> | <p>Vacancy.</p> | <p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p> |
| <p>Staff Position Needed</p> | | <p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary.</p> |
| <p>Justification for Faculty/Staff Positions:</p> | <p>1) A new hire would replace Kim Pearce (no longer active full-time member of our department), equalize FTEF, strengthen our program. and sustain our leadership focus. 2) Donna Stasio will begin Article 18 reduced work load starting 2012-13, resulting in even lower FTEF (currently 32%).</p> | <p>Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.</p> |
| <p>Equipment Request</p> | <p>Upgrade recording equipment for student speeches from analog (vhs) to digital (could be dvd or memory stick) in L48, L49, L43, and L45. Initial estimates suggest that the cost of this can range from \$500-\$1000 per room change. Final cost will be determined after consultation with ETS. Does not require new or renovated infrastructure.</p> | <p>A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.</p> |
| <p>Equipment Title and Description, Quantity</p> | <p>Digital recording equipment—one each in L48, L49, L43, and L45.</p> | <p>Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardware access, electric, water or heat sources . . .)</p> |
| <p>Equipment Justification</p> | <p>Make digital recording more accessible to our student population. This is also an important step for further integration of technology in our traditional and hybrid course and is in alignment with the College Technology Master Plan.</p> | <p>Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.</p> |

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| <p>Facility Request</p> | <p>1) A fifth (one more) dedicated classroom to meet enrollment/instructional needs. 2) Refresh L45, L48, L49.</p> | <p>Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility</p> |
| <p>Facility Justification</p> | <p>1) Need dedicated classroom to respond to student enrollment, scheduling, and long wait lists. 2) Recommended refresh cycle every 5 years. Much of our equipment is well beyond 5 years, is unreliable, and needs constant fixes (which are not always possible given high use rate of classroom and equipment).</p> | <p>Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.</p> |
| <p>B Budget Augmentation</p> | <p>\$500. for supplemental instructional resources (dvd). Our existing inventory is sorely dated. Use of current supporting video resources aligns with multiple learning approaches and innovative use of instructional technology.</p> | <p>How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".</p> |
| <p>Staff Development Needs</p> | <p>1) Continue to cross train faculty to teach multiple preps so we have coverage for all of our course offerings. 2) SLO/PLOAC faculty development and training. 3) Training in emerging technology to support student access and success.</p> | <p>What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p> |
| <p>SLOAC and PLOAC summary</p> | <p>1) In an assessment of staff development needs we found that 88% of our full- and part-time faculty would be interested in developing/enhancing their skills and approaches to teaching Speech 10: Fundamentals of Oral Communication. 2) Digital recording is more accessible to our student population. Important highlights from an assessment to help us determine current and future classroom technology needs to enhance the learning experience in our speech classrooms include the following: <ul style="list-style-type: none"> <input type="checkbox"/> 25% of faculty (full- and part-time) use the mounted cameras to record student speeches <input type="checkbox"/> 37% use De Anza or their own hand-held video cameras to record student speeches <input type="checkbox"/> 88% would record student speeches directly to USB devices if provided an easy-to-use way to digitally record student speeches <input type="checkbox"/> Students prefer digital memory stick to analog for recording speeches </p> | <p>What did you learn from your SLOAC and PLOAC activities this year?</p> |

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| | <p>3) Our students are listening. Important highlights from the listening habits survey conducted winter quarter 2012 include:</p> <ul style="list-style-type: none"> ❑ 71% of respondents that took the pre-survey stated that they were “very great” or “great” at showing signals encouraging the speaker to continue-during a conversation, while 78% of respondents of the post-survey stated that they were “very great” or “great” at showing interest with signals during a conversation. ❑ 67% of respondents who took the pre-survey stated that their ability to keep the discussion focused on the speaker was “very great” or “great”, while 86% of those who took the post-survey stated that their ability to keep the discussion focused was “very great” or “great”. ❑ 66% of respondents that took the pre-survey stated they were “very great” or “great” at picking out the underlying tone or feeling as well as the facts during a conversation, while 77% of those who took the post-survey stated they were “very great” or “great” at identifying the tone and picking out the facts. ❑ What most helped students improve their listening skills were active listening assignments, group activities, feedback, self reflection essays, and the pre- and post- listening habits surveys. | |
| <p>Future plans</p> | <p>We have already assessed the above requests and will continue to:</p> <ol style="list-style-type: none"> 1) Monitor enrollment to manage classroom usage. 2) Assess student and faculty technology usage and stay current in emerging technologies and applications in education and in the workplace. 3) Assess demand for and success of hybrid speech classes. 4) Assess critical thinking across our program. | <p>How do you plan to reassess the outcomes of receiving each of the additional resources requested above?</p> |
| <p>Submitted by:</p> | <p>Donna Stasio and Shagun Kaur stasiodonna@fhda.edu x8882 kaurshagun@fhda.edu</p> | <p>APRU writer’s name, email address, phone ext.</p> |