Annual Program Review Update Form - Spring 2010

 I. General Information
 Date: 24-May-10

 Program/Department:
 Speech Communication

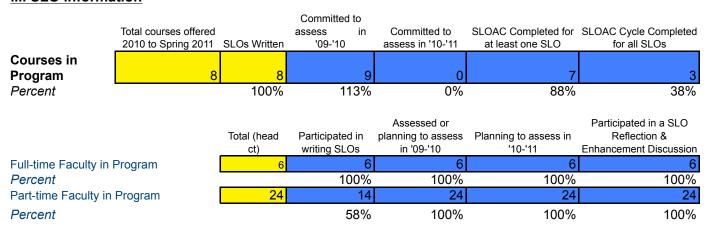
 Authors of Report:
 Donna Stasio

II. Status Since Previous Program Review

What significant changes have occured 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 initialtives, "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



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: Cost estimate			
		time to carry out department, division, nd community initiatives. Insufficient	\$6,500
		ad disparity by increasing .0909 load nt equivalent course loads with similar	
		programs: Speech/Debate Team, g, 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?			
		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 informatio important to sup	n that may be port your request?		
		Implemented in Language Arts during Fall	2009, impacting Speech and Reading D