

**Instructions:** The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:papemary@fhda.edu).

- Section I: Overall program description (including CTE)
- Section II: Overall student enrollment and success
- Section III: Equity
- Section IV: Assessment Cycle
- Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)	Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.
	Program Description		
	Department Name:		Speech Communication
	Program Mission Statement:	“What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies”? <a href="http://www.deanza.edu/about/missionandvalues.html">http://www.deanza.edu/about/missionandvalues.html</a>	Our core Program Level Outcomes are: <ol style="list-style-type: none"> <li>1. Increase student confidence in ability to effectively use a range of speaking, listening, and collaboration skills.</li> <li>2. Design and relate messages clearly for effective and appropriate oral communication to diverse audiences.</li> <li>3. Recognize when information is needed and have the ability to locate, evaluate, and use information effectively.</li> <li>4. Think critically through competent analysis, evaluation and response.</li> <li>5. Prepare global citizens for facilitative, dialogic communication to advocate social justice.</li> <li>6. Offer and assess hybrid and on-line communication courses.</li> <li>7. Create a culture of equity and engagement that promotes student success.</li> </ol> <p>The Program Level Outcomes listed above directly align with Institutional Core Competencies. De Anza College and our Speech Communication Department are committed to creating a culture of equity and engagement that promotes competencies in <b>communication and expression, critical thinking, and information literacy for all students</b>. Our recent changes to formally incorporate <b>information literacy</b> into all of our GE SPCH 1 and SPCH 10 courses make these the only courses on</p>

			campus that officially meet this ICC. The Speech Department prepares students to <b>think and engage critically</b> with social, cultural and environmental issues, with a raised consciousness of democratic responsibility and global interdependence. Through readings, pedagogy, facilitative practices, and guided mentoring we aim to empower students as <b>advocates for equity and justice and change agents</b> for themselves and in their local, national and global communities.
I.A.1	What is the Primary Focus of Your Program?	Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	<b>Transfer</b>
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	N/A
I.B.1	# Certificates of Achievement Awarded	If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to: <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a> Leave blank if not applicable to your program.	<b>12</b> [1-year decrease from 32 (2015) to 12 (2016)]  We have observed a notable decline in Certificates of Achievement as more students opt for the AAT degree. As a department we are committed to expanding our outreach [quick response code, brochures, and marketing], collaborating with other departments, and assessing the viability of expanding on our own certificate (CTE). Today's workforce demands essential communication, critical thinking, leadership, resume building, and collaboration skills. <sup>1</sup> To help students be workforce ready, our Speech Communication faculty/department will assess and evaluate the viability of CTE partnerships with Nursing, Child Development, Business, Paralegal, Administration of Justice, Auto Tech, Massage Therapy, and Environmental Studies.
I.B.2	# Certificates of Achievement-Advanced Awarded:	If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a> . Leave blank if not applicable	N/A

<sup>1</sup> American Institutes for Research (2013). How Career and Technical Education Can Help Students Be College and Career Ready: A Primer. Retrieved from <http://www.aypf.org/wp-content/uploads/2013/04/CCRS-CTE-Primer-2013.pdf>

		to your program.	
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	List Associate Degree Transfer awarded by you department during the current academic year. Please refer to <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a>  Leave blank if not applicable to your program.	<b>45</b> [1-year increase from 23 (2015) to 45 (2016)]
I.B.4	# AA and/or AS Degrees Awarded:	If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a>  Leave blank if not applicable to your program	<b>7</b> [1-year decrease from 9 (2015) to 7 (2016)] [3-year downward trend as more students elect AAT]
I.C.1	CTE Programs: Impact of External Trends	Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: <a href="https://www.deanza.edu/workforceed/ged/">https://www.deanza.edu/workforceed/ged/</a> 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.	
I.C.2	CTE Programs:	Career Technical Education	N/A

	Advisory Board Input:	(CTE) programs: 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.	
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	N/A
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	N/A
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable	N/A

		to your program	
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet. <a href="http://deanza.edu/ir/program-review.15-16.html">http://deanza.edu/ir/program-review.15-16.html</a>	<b>16.7 FTEF</b> [a decrease of 3.8% from 2012 to 2016]
I.E.2	# Student Employees	State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program	
I.E.3	Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching	Compare the changes in % of FT and PT faculty teaching in your department? 0 = no change; (- %) = decreased; % = increased; blank = not applicable to your program. Refer to your program review data sheet. <a href="http://deanza.edu/ir/program-review.15-16.html">http://deanza.edu/ir/program-review.15-16.html</a> .	For 2015-16 we had 35% FT faculty load. 65% of our classes were taught outside FT load. FT faculty load increased from 5.0 in 2012-13 to 5.9 in 2015-16, a 17% increase over four years; conversely, FT faculty load declined from 6.2 in 2013-14 to 5.9 in 2015-16. PT faculty load declined from 10.5 in 2012-13 to 8.0 in 2015-16, a 23% decrease.  This is not surprising as we have experienced significant reductions in staffing: <ol style="list-style-type: none"> <li>1 FT instructor retired in AY2015-16.</li> <li>1 FT instructor is on reduced workload.</li> <li>1 additional FT instructor will retire at the end of AY2016-17.</li> <li>In spite of 8 emergency adjunct hires in AY2015-16, we still had to cut 4 sections in Spring 2016. Despite aggressive marketing, we have a significantly reduced part-time faculty pool due to difficulty finding instructors for high demand classes at peak times, competitive hiring by other colleges, and the high cost of living in the Bay Area.</li> </ol>
I.E.4	# Staff Employees	State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	N/A
I.E.5	Changes in Employees/Resou	Briefly describe how any increase or decrease of	1. The Speech Communication Department has not been at full capacity for the past three years as we have experienced significant reductions in staffing:

	<p>rces</p>	<p>employees/resources has impacted your program. Leave blank if not applicable to your program.</p>	<p><b>a.1</b> FT instructor retired in AY 2015-16  <b>b.1</b> FT instructor is on reduced workload  <b>c.1</b> additional FT instructor will retire at the end of AY 2016-2017  <b>d.</b>Significantly reduced part-time faculty pool due to difficulty finding instructors for high demand classes at peak times, competitive hiring by other colleges, and the high cost of living in the Bay Area</p> <p>2. This has resulted in:</p> <p><b>a.</b> A notable 8% reduction in sections from 2012-2016 despite growing demand due to inability to staff sections.</p> <ul style="list-style-type: none"> <li>▪ In AY2015-16 a total of 8 sections were cancelled due to inability to staff them.</li> <li>▪ So far in AY2016-17 we have had to cancel 4 sections due to inability to staff them despite student demand. There is the possibility of losing an additional 4 sections in Spring 2017.</li> </ul> <p><b>b.</b> Large waitlists due to unavailability of facility space for high demand class times.</p> <ul style="list-style-type: none"> <li>▪ In Spring 2016 there were 342 students waitlisted across 53 sections as our classes consistently fill within first two weeks of registration.</li> <li>▪ In Fall 2016, there were an estimated 200 students on the waitlist; an issue further compounded due to loss of 2 unstaffed sections.</li> <li>▪ In Winter 2017 there were 166 students waitlisted across 52 sections. We capped waitlists at 6 to encourage students to enroll in open sections. However, the drop in enrollment showcases the need to offer more sections during peak demand times as those meet student need and fill up consistently.</li> </ul> <p>Every SPCH course fulfills GE requirements. Therefore, our students need assurance that they will have access to the courses required for their transfer, certificate, major, and degree requirements.</p> <p><b>c.</b> In spite of hiring 8 new PT faculty in AY 2015-16, we still are unable to meet student need for our classes.</p> <p>3. Findings from our Program Level Assessment (Speech Communication Exit Surveys, Exit Interviews, and long wait lists) document the need to offer required GE, certificate and major courses more frequently especially during prime time to meet student demand. We were unable to meet demand by our Major and Certificate students for SPCH 70 and 16, even though we <b>doubled</b> the number of SPCH 70 and SPCH 16 sections, and offered SPCH 16 on-line.</p> <p>4. Increased demand for lab space, including Language Arts Labs, limits options for online/library orientations to meet the Information Literacy Core Competency. We need to increase availability during prime time, evenings and weekends. Recent funding for video equipment now supports</p>
--	-------------	--	--

			faculty to record lecture presentations to supplement teaching; and to navigate hybrid modality for adapting materials for online.
	<b>Enrollment</b>		
II.A	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to <a href="http://deanza.edu/ir/program-review.15-16.html">http://deanza.edu/ir/program-review.15-16.html</a>	<p>Enrollment declined 2.0% and number of sections declined by 8.1% from 2012-13 to 2015-16. To break down this data, a Quarterly Census Enrollment Comparison Report from AY2012-13 to AY2015-16-for the department reveals the following:</p> <ol style="list-style-type: none"> <li>1. Fall Quarter: Highest enrollment in Fall 2014 (1,679) in 61sections and the lowest in Fall 2013 (1,584) with 59 sections. The net difference has been 95 students. The enrollment for Fall 16 was 1,602.</li> <li>2. Winter Quarter: Highest enrollment in Winter 2014 (1,650) in 63 sections and the lowest in Winter 2017 (1,523) with 55 sections. With 8 less sections in Winter 2017, we should have lost 240 students but only lost 127 students; a testament to our faculty and their hard work and willingness to consistently take students over cap.</li> <li>3. Spring Quarter: Highest enrollment in Spring 2013 (1,606) in 64 sections and the lowest in Spring 2014 (1,523) with 53 sections. That means we lost 11 sections but only 83 students.</li> </ol> <p>Understaffing in the department and insufficient room availability has made it impossible to offer an adequate number of sections to meet demand which has negatively impacted our enrollment</p> <p>Despite (a) hiring 8 additional PT Faculty in AY 2015-16, (b) full-time faculty teaching multiple overloads to accommodate demand/prevent classes from being cancelled, (c) taking students over cap, (d) increasing hybrid and on-line classes, (e) capping waitlists at 6 to encourage students to enroll in open sections, (f) working with our dean to optimally schedule classes—we still are unable to meet student need for our classes.</p> <p>Nonetheless, <b>we have not only maintained consistently high productivity levels, but increased them over the past 4 years (437 for 2015-16, a 3% increase in 4 years and a clear reflection of taking more students in fewer sections).</b></p> <p>Two replacement positions approved for AY2017-18 will positively impact number of sections and enrollment trajectory. Nonetheless, given the current circumstances we will still be understaffed and overenrolled.</p>
II.B.1	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	<b>Success rates have increased for targeted and non-targeted populations.</b> The overall success rate of our targeted population rose to 79% in 2015-16 from 76% in 2012-13 [3% increase]

			<p><b>Current success rates for all Speech Communication students is 84%</b>; which is <i>significantly higher</i> than the overall <i>college success rate</i> [77%] and the <b>highest in the Language Arts Division</b>.</p> <ol style="list-style-type: none"> <li>1. Our goal is to close the achievement gap between Targeted Groups (79%) and Not Targeted Groups (87%).</li> <li>2. Nearly all of our targeted populations show gains in success rates from 2012-13 to 2015-16:             <ul style="list-style-type: none"> <li>▪ <b>African American – 6% increase</b> [80% in 2015-16 from 74% in 2012-13]</li> <li>▪ <b>Filipino – 3% increase</b> [84% in 2015-16 from 80% in 2012-13]</li> <li>▪ <b>Latino/a – 1% increase</b> [77% in 2015-16 from 76% in 2012-13]</li> <li>▪ <b>Pacific Islander – 2% increase</b> [75% in 2015-16 from 73% in 2012-13]</li> </ul> </li> <li>3. Our Native American population has shown dips in success rates, based on a <i>very</i> limited data set [19 students AY2015-16]. The Speech Department continues to support our Native American student population through college-wide initiatives aimed at increasing retention and success:             <ul style="list-style-type: none"> <li>▪ Teach CREM courses under Impact AAPI and LINC classes; both of which have proven records in fostering students’ success in targeted populations. We will share pedagogical strategies learned from these experiences in future department meetings/retreats.</li> <li>▪ Increase student awareness and engagement with support groups [<b>FYE, APAAI</b>] and learning resources [<b>WRC, Library, Listening Speaking Lab</b>] via in class announcements, listing resources in the syllabus, department webpage and in-person counseling.</li> <li>▪ Partner with counseling to ensure that Native American students are supported and mentored with early interventions such as the Starfish Early Alert Program.</li> <li>▪ Support our Native American students on personal, academic, and cultural levels via programs like the newly formed Men of Color peer and faculty counseling program.</li> </ul> </li> </ol>
II.B.2	Plan if Success Rate of Program is Below 60%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <a href="http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf">http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf</a> If course success rates in your program fall below 60%, what are the department’s	<b>Current success rate for all Speech Communication students is 84%</b> and we are committed to growing it further.



		<p>plans to bring course success rates up to this level? Leave blank if N/A.</p>	
<p>II.C</p>	<p>Changes Imposed by Internal/External Regulations</p>	<p>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.)</p>	<ol style="list-style-type: none"> <li>1. Compliant with the Student Transfer Agreement Reform Act (SB 1440), we were one of the first two departments at De Anza to develop and offer the [Communication Studies] AA degree Transfer Model Curricula (TMC), which has resulted in an increase in AAT degree completion. This with personalized instructor counselling has made transfer seamless for students planning a bachelor's degree in Communication Studies at a CSU campus. <b>AAT degrees awarded doubled from 23 in 2014-15 to 45 in 2015-16.</b><sup>2</sup></li> <li>2. We also <b>revised our curriculum effective Fall 2016 which has driven our assessment, training, retreats, curriculum updates and teaching and learning pedagogy. Specifically now the curriculum:</b> <ul style="list-style-type: none"> <li>▪ Better aligns our SLOs with CID descriptors in the discipline, making our AAT better aligned with state standards.</li> <li>▪ Reflects a transformative shift in our discipline to an equity and social justice framework.<sup>3</sup></li> <li>▪ Formally incorporates/integrates information literacy into all of our GE SPCH 1 and SPCH 10 courses, making these the only courses on campus to officially meet this ICC</li> <li>▪ Has increased unit count in all SPCH classes from 4 units to 5 units</li> </ul> </li> <li>3. We <b>increased the number of course offerings for online/hybrid</b> and moved to a 100% hybrid program; a move supported with the college wide increase in hybrid enrollment.<sup>4</sup></li> <li>4. With more companies shifting their training, hiring, client interface, yearly investor meetings etc. online, the <b>changed curriculum for our SPCH70, SPCH16, and SPCH15</b> courses reflects a greater pedagogical emphasis on this growing form of <b>mediated communication</b> and its impact on future jobs and market trends.<sup>5</sup></li> <li>5. We have also added a more integrated emphasis on issues of <b>equity in the workplace</b> and use of alternative forms of leadership like facilitation.</li> <li>6. Our AA degree and Certificates have declined as students increasingly prefer the AAT degree in today's turbulent economic times. We plan to assess/evaluate the viability of keeping both an AAT</li> </ol>

<sup>2</sup> De Anza Institutional Research and Planning (2017). Awards by degree type and major. Retrieved from [http://deanza.fhda.edu/ir/deanza-research-projects/2016-17/Language\\_Arts.pdf](http://deanza.fhda.edu/ir/deanza-research-projects/2016-17/Language_Arts.pdf)

<sup>3</sup> National Communication Association (2016). The role of the Communication discipline on campus and beyond. Retrieved from <http://tinyurl.com/z4y3axp>

<sup>4</sup> De Anza Institutional Research and Planning (2016). DeAnza College Census Enrollment Comparisons Report Winter 2015 to Winter 2016. Retrieved from <http://tinyurl.com/jfz9gxx>

<sup>5</sup> National Association of College and Employers (Nov 18, 2015). Job Outlook 2016: Attributes employers want to see on new college graduate' resumes. Retrieved from <http://tinyurl.com/jdba4r9>

			and AA degree. We will assess/evaluate the viability of CTE partnerships with Nursing, Child Development, Business, Paralegal, Administration of Justice, Auto Tech, Massage Therapy, and Environmental Studies.
	<b>Equity</b>		
III.A	Growth and Decline of Targeted Student Populations	Briefly, address student enrollment data relative to your program's growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to <a href="http://deanza.edu/ir/program-review.15-16.html">http://deanza.edu/ir/program-review.15-16.html</a> )	<ol style="list-style-type: none"> <li><b>1. The overall success rate of our targeted population has risen to 79% in 2015-16 from 76% in 2012-13 [3% increase].</b></li> <li>Enrollment of African American, Filipino, Native American, and Pacific Islander has historically hovered at disproportionately low levels and we must do better as a college community to make our students feel welcomed, included, supported, and respected.</li> <li><b>3. We have observed notable enrollment growth among Filipina and Latino/a populations</b> despite overall enrollment declines in communication studies classes. We expect continued growth in targeted student enrollment and recovery in not-targeted student enrollment with two new faculty hires.</li> </ol>
III.B	Closing the Student Equity Gap:	What progress or achievement has the program made relative to the plans stated in your program's 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: <a href="http://deanza.edu/gov/IPBT/program_review_files.html">http://deanza.edu/gov/IPBT/program_review_files.html</a>	<ol style="list-style-type: none"> <li><b>1. We currently have an 8% equity gap [AY2015-16], a significant decline from 11% in 2012-13 and less than the college wide gap of 11%.</b> Even with these increased success rates among Targeted Groups, we continue to develop initiatives to eliminate the disproportionate impact among student groups.</li> <li><b>2. We made progress in closing the equity gap by 3% over the past 4 year period</b> with a confluence of departmental initiatives reflective of our emerging equity pedagogy: <ol style="list-style-type: none"> <li>Revised syllabi, rubrics, grading practices, instructor and peer feedback processes, webpages, text adoptions, and 100% of our course outlines reflect equity pedagogy and assessments referenced in 2.e.</li> <li>Provided online/in person instructor support to ease transition to 5-unit hybrid based on assessed challenges for both students and faculty. <b>This has resulted in us maintaining our success numbers even with the changed modality.</b></li> <li>Created 7 information literacy videos that aid our students in not just academic readiness and success but also engage them to be critical thinkers and informed citizens. This has helped the college meet its information literacy ICC and has shown to help underprepared students enrolled in basic skill courses.</li> <li>Coordinated with Counseling and redesigned department website to update information and for</li> </ol> </li> </ol>

			<p>easier navigation leading to a clear, streamlined process especially for our majors to ensure they met all transfer /degree deadlines on time. This led to doubling AAT degree completion numbers.</p> <ul style="list-style-type: none"> <li>e. Created a culture of inclusiveness where our students feel welcomed, supported, and respected by training and mentoring faculty in culturally inclusive pedagogical practices.             <ul style="list-style-type: none"> <li>▪ We first assessed needs of our students with two equity questions added to pre- and post-surveys administered to all speech students across all sections all quarters in 2013-14 and 2014-15 and 2015-16. The data, tabulated by Institutional Research, consistently shows that co-creating inclusive, supportive, culturally rich learning environments is key to student engagement, empowerment, retention and success. <b>90% of student respondents to our PRCA-24 survey “felt valued and included in their speech class by instructors and peers”, based on a sample of 216 students from all F2015-W16 speech sections and tabulated by Institutional Research.</b> This confirms equity research that states that activities that encourage engagement, participation, and sharing of personal experiences help to foster a strong community, and ultimately student retention and success.<sup>6</sup></li> <li>▪ At department meetings and retreats we then reflected on the data and shared goals and best practices to create collaborative, inclusive, facilitative learning communities, where students feel safe to express their individuality, share their cultures and life experiences, speak their truths, speak out against injustices, and facilitate change.</li> </ul> </li> <li>f. Offered course as part of AAPI grant to support college-wide endeavors to close the equity gap.</li> <li>g. Supported students with peer tutors, mentors, cross-cultural partners, support services, and resources on campus like WRC, library orientations and Listening and Speaking Lab listed in course syllabi.</li> </ul> <p>Prepared students for job interviews and to communicate effectively in work environments in all speech classes and via mentoring, guest speakers in department Career Day and by revisions made in curriculum to address this.</p>
III.C	Plan if Success Rate of Targeted Group(s) is Below	In accordance with ACCJC requirements, the college has adopted an institutional	We have <b>80% or higher course success rate for African American and Filipino/a students</b> in our program and have higher than <b>75% course success rate for all ethnic groups.</b> We are committed to growing it further.

<sup>6</sup> Academic Senate for California Community Colleges (Spring,2010). Practices that promote equity in basic skills in California community colleges. Retrieved from <http://tinyurl.com/hs6nyf3>

	60%	<p>standard for successful course completion at or above 60%</p> <p><a href="http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf">http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf</a></p> <p>Are success rates of targeted groups at or above 60%? If not, what are the department's plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students.</p>	
III.D	Departmental Equity Planning and Progress	<p>What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan?</p>	<p>We have made progress in our 2015-16 Equity Plan, with our faculty continuing to demonstrate leadership in developing initiatives to create a culture of equity and engagement that promotes student success. In AY2015-16 and AY2016-17 we paid considerable attention in to developing faculty and thereby student success strategies in the transition to 5-unit hybrid, Learning Management System (LMS), and inclusion of Information Literacy in our program. Specifically:</p> <ol style="list-style-type: none"> <li>1. We added <b>equity questions in our quarterly survey administered in all speech classes</b> for the years 2014-15 and 2015-16. This data has been discussed at our annual department retreats and strategies devised to close the equity gap further like use of OER resources, facilitative pedagogical strategies, and balancing emotional and cognitive learning.</li> <li>2. Assessed and reflected on challenges to faculty and students regarding transition needs for training and support to 5-unit hybrid, LMS, and Information Literacy transition via peer feedback sessions [30 minute in person dialogs in AY2015-16] and technological survey [AY2016-17].<sup>7</sup></li> <li>3. Directly responded to the data gathered by shaping 3 department retreats around assessed needs. <ul style="list-style-type: none"> <li>▪ January 2016 - Provided training and mentoring for Catalyst coupled with instructional design concepts to achieve <b>100% successful faculty LMS adoption for teaching 5-unit hybrid</b>.</li> </ul> </li> </ol>

<sup>7</sup> DeAnza Speech Communication Department. [Information Literacy and Technology Use Survey](#) (2017). Posted in TracDat.

			<ul style="list-style-type: none"> <li>▪ May 2016 - Based on assessment results, facilitated FT and PT faculty best practices dialogue to support transition to 5-unit hybrid, LMS, and Information Literacy.</li> <li>▪ January 2017 – Based on Information Literacy and Technology Use Survey, closed the loop through reflection transition to 5-unit hybrid, LMS, and Information Literacy.</li> </ul> <p>4. Collaborated with counselors to:</p> <ul style="list-style-type: none"> <li>▪ Explore student success initiatives aimed at providing students with clear information regarding Communication Studies Certificate and Degree programs.</li> <li>▪ Develop a plan for seamless transition with department name change from Speech Communication to Communication Studies.</li> <li>▪ Discuss curriculum changes from 4-5 units and addition of Information Literacy.</li> </ul> <p>As a follow up to faculty expressed assessed need for resources and best practices in closing the equity gap, we:</p> <ol style="list-style-type: none"> <li>1. <b>Developed 7 Information Literacy Videos and 25 assessment tools</b> in partnership with Learning Resources and Marketing; a valuable resource for any class.<sup>8</sup></li> <li>2. Undertook initiatives to adopt affordable texts, including open educational resources (OER) to ensure equity of access. 7% of our sections use completely OER materials and 100% of our online units use OER materials. We are committed to growing this number to 15%.</li> <li>3. Developed strategies and a faculty resource library to increase student accessibility to academic resources thereby improving student success. We are committed to migrating this to Canvas and growing it.</li> <li>4. <b>Included equity pedagogy in our SPCH70 and SPCH16 classes</b> in the context of oppression, embedded racism/sexism/inequality, organizational hierarchy, leadership and gender, perception management, and role of technology in relationships.</li> <li>5. <b>Modeled facilitation tools</b> like ice breakers, world café, and concentric circles etc. to engage in deeper, more nuanced and personal discussions on equity and social justice via shared readings; exercises (Pie of Life); discussions at monthly department meetings; department and division annual retreats; attendance of regional conferences; and <b>mentoring faculty in using</b></li> </ol>
--	--	--	---

<sup>8</sup> Department of Speech Communication (2016). Information Literacy Video Series. Retrieved from <http://www.deanza.edu/library/infoliteracy.html>

			<p><b>equity pedagogy in their classrooms.</b><sup>9</sup></p> <ol style="list-style-type: none"> <li>6. Facilitated department retreat workshop on <b>designing syllabi to represent equity pedagogy from a strength based instead of deficit based frame.</b></li> <li>7. Modeled faculty equity walk at department retreat to sharpen and focus inclusion initiatives, and especially to <b>open dialogue about the challenges and disparities faced within institutions of learning.</b></li> <li>8. Designed department SLO assessments that make it easier for all FT and PT faculty to participate in the assessment process. This has enhanced our ability to assess the needs of all our students and better shape policy and pedagogy to address those needs.</li> </ol> <p>In addition to committing to our department equity goals, our FT faculty continue to be part of the institutional dialog and effort to close the equity gap. Specifically:</p> <ol style="list-style-type: none"> <li>1. <b>Partner and liaise with LA Division Equity Core Team</b> to develop and implement campus equity action plans. Help division equity core team plan and facilitate division meeting with presentations from Outreach and Men of Color Community, Veteran's Services, and STEM to share information and insights about a variety of campus resources and programs that support student success.</li> <li>2. Become the campus faculty coordinator for On-line Education. This position supports campus-wide initiatives to transition from Catalyst to Canvas and mentor faculty in on-line pedagogy.</li> <li>3. <b>Train student facilitators</b> to facilitate various equity based dialogues in their classes, on campus, at conferences, and in their extended communities.</li> <li>4. <b>Participate/Lead campus-wide equity training/workshops/retreats/community conversations</b> (Sexual Harassment Training, Equity Walk, Inclusive Syllabi, Compassionate Communication in the Classroom, Compassionate Communication with colleagues, Cultural Humility, Advocates Supporting LGBTQ, Suicide and Anti-bullying, etc.).</li> <li>5. <b>Join the OER Task Force</b> for the state Faculty Association.</li> </ol> <p>We will continue with all of the above and <b>PLAN</b> to:</p>
--	--	--	--

<sup>9</sup> Department meeting notes

			<ol style="list-style-type: none"> <li>1. Transition to Canvas in AY2016-17.</li> <li>2. Develop student orientations at the beginning of every quarter to help students succeed with use of Canvas.</li> <li>3. Develop strategies to help students get the most out of online/hybrid classes</li> <li>4. Design Major’s and Certificate brochure to provide guidance and information in transfer, academic, and career planning.</li> <li>5. Facilitate student panel represented by our targeted groups and other student-focused equity initiatives in collaboration with other campus equity partners.</li> </ol>
--	--	--	--

	Assessment Cycle		
IV.A	PLOAC Summary	Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled “XXX PLOAC Work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	<p><b>100%</b></p> <p>7/7 PLOs [100%] assessed in Cycle 2</p> <p>12 PLO Reflections and Analysis [171%] using multiple assessment measures in Cycle 2</p>
IV.B	SLOAC Summary	Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled “XXX SLOAC work- Active Only” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100.	<p><b>58%</b></p> <p>14/24 SLOs [58%] assessed in Cycle 2</p> <p>15 Reflection &amp; Analysis (63%)</p>

		(N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	
	Resource Requests		
V.A	Budget Trends	Describe impact, if any, 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>Community Colleges remain vital to California, whether it is to prepare students for transfer, workforce education and training/retraining, basic skills, and/or to prepare for millennials and keep California's social structure and economy strong. Increased state budget allocations<sup>10</sup>, support these multitude of goals,<sup>11</sup> and have the potential to:</p> <ol style="list-style-type: none"> <li>1. Improve opportunities for target groups; incentivize equity initiatives, and help to close the achievement gap.</li> <li>2. Grow existing and transformative Basic Skills Initiatives.</li> <li>3. Augment recruitment/outreach initiatives, support services, and financial aid for marginalized students resulting in growth and success rates for target populations at De Anza College.</li> <li>4. Support Zero-Textbook costs to students.</li> <li>5. Improve opportunities for academic advising and counseling for all students.</li> <li>6. Expand workforce program initiatives including CTE Pathways Program.</li> <li>7. Increase ratio of Full Time faculty.</li> <li>8. In the short term contribute to workload creep, stress and burnout; however if thoughtfully managed with release time, stipends, incentives, recognition, and mindfulness may positively affect our campus culture by empowering our faculty, staff, and administrators.</li> </ol> <p>Other related external factors:</p> <ul style="list-style-type: none"> <li>▪ High cost of living in the bay area creates a crisis in recruiting and retaining high quality</li> </ul>

<sup>10</sup> 2016-17 Final Budget Update, California Community Colleges Chancellor's Office, Memo from Mario Rodriguez Acting Vice Chancellor, 7 Jul 2016. Retrieved from [http://www.deanza.edu/budgetinfo/announcements/News07\\_07\\_16.html](http://www.deanza.edu/budgetinfo/announcements/News07_07_16.html)

<sup>11</sup> Faculty Compensation and the Crisis in Recruiting and Retaining Faculty of High Quality, Academic Senate of the CSU, 2005. Retrieved from [http://www.calstate.edu/AcadSen/Records/reports/statement\\_on\\_faculty\\_salariesfinal.pdf](http://www.calstate.edu/AcadSen/Records/reports/statement_on_faculty_salariesfinal.pdf)



			<p>faculty and a diverse faculty pool.<sup>12</sup></p> <ul style="list-style-type: none"> <li>▪ The great disparity between salaries of professionals in the education sector compared to the private sector in the bay area adds to the crisis in recruiting and retaining high quality faculty and a diverse faculty pool.</li> <li>▪ Even though De Anza tuition has stayed flat over the past three years<sup>13</sup>, more students work to pay tuition, books, and cost to live in the bay area. As a result, it takes many students longer to complete their community college education.</li> </ul> <p>Internal factors: According to the projections Vice Chancellor Kevin McElroy shared at the District wide Conversation on Enrollment on March 7th, even with marginal increases in enrollment FHDACCD will have a budget deficit in 5 years. As a department we are concerned about enrollment and the resultant loss of funding for initiatives, professional growth and hiring. We look forward to supporting all initiatives launched by the district to boost enrollment.</p>
V.B	Funding Impact on Enrollment Trends	Describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: <a href="http://deanza.edu/ir/program-review.15-16.html">http://deanza.edu/ir/program-review.15-16.html</a>	<ol style="list-style-type: none"> <li><b>1. Academic Skills</b> - The educational level of 89% of our enrolled students in 2012-13 and 2013-14 was a HS/equivalent. The number climbed to 91% by AY 2014-16. Research<sup>14</sup> indicates more of our students are coming underprepared for college.</li> <li><b>2. Increased need for Hybrid/Online classes</b> - More than a quarter (28%) of higher education students are enrolled in at least one on-line course making distance learning a continuing growth trend for the past 13 years.<sup>15</sup></li> <li><b>3. Support Services</b> - Our students need increased access to online tutoring, academic assistance, and online mentoring. All of these programs have been reduced or eliminated due to decreased budget which has adversely impacted our ability to close the equity gap.</li> </ol> <p>As noted in V.A college/wide budget/program reductions have affected our program:</p> <ol style="list-style-type: none"> <li><b>1.</b> Reduced number of sections resulted in enrollment decline. Enrollment declined 2.0% and number of sections declined by 8.1% from 2012-13 to 2015-16.</li> <li><b>2.</b> Economically disadvantaged/marginalized students are denied access to classes when we cancel low-enrolled sections weeks prior to the start of the quarter.</li> <li><b>3.</b> Reduced support for debate program resulted in reduction in # students on the debate team.</li> </ol>
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth,	<b>1 Growth</b>

<sup>12</sup> The 2015-16 Budget: Proposition 98 Education Analysis, Legislative Analyst Office, 2015. Retrieved from <http://www.lao.ca.gov/reports/2015/budget/higher-education/hed-budget-analysis-022715.pdf>

<sup>13</sup> Tuition, Fees, and Estimated Student Expenses, De Anza College, National Center For Education Statistics, 2015. Retrieved from <https://nces.ed.gov/collegenavigator/?id=113333#accred>

<sup>14</sup> California Community College Student Success Task Force (2015). Advancing Student Success in California Community Colleges. Retrieved from [http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF\\_FinalReport\\_Web\\_010312.pdf](http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF_FinalReport_Web_010312.pdf)

<sup>15</sup> Online Learning Consortium, 2017. Retrieved from [https://onlinelearningconsortium.org/news\\_item/report-one-four-students-enrolled-online-courses/](https://onlinelearningconsortium.org/news_item/report-one-four-students-enrolled-online-courses/)

		None Needed Unless Vacancy	
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	<ol style="list-style-type: none"> <li><b>1. Inability to Staff sections</b> –There has been a notable 8% reduction in sections from 2012-2016 despite growing demand due to inability to staff sections. <u>Our steadily increasing productivity numbers over the last 4 years</u> reflect that we have served more students with fewer sections. In AY 2015-16, a total of 8 sections were cancelled due to an inability to staff them. <b>In Spring 2017, 4 sections will be cancelled in spite of being at peak times due to inability to find faculty to teach them.</b></li> <li><b>2. Hiring 8 additional PT Faculty in AY 2015-16</b> – In spite of hiring 8 new PT faculty in AY 2015-16, we still have not been able to meet student need for our classes. In Fall 2016, due to insufficient faculty we offered 2 fewer sections which impacted enrollment. <b>In Winter 2017, we were only able to meet need by having full time faculty teach double overloads.</b></li> <li><b>3. Increased FT Faculty Overload</b> – In AY 2015-16, <b>3 out of 6 full-time faculty are teaching a double overload every quarter</b> to accommodate demand; sustain our program; and prevent classes from being cancelled. <b>In AY 2015-16 65% of our classes were taught outside FT load.</b> These measures are only temporary solutions and are neither equitable nor sustainable.</li> <li><b>4. Long Waitlists</b> – In Winter 2017, we had 166 students waitlisted across 52 sections. In spring 2016 there were 342 students waitlisted across 53 sections as our classes consistently fill within first two weeks of registration. <b>Every SPCH course fulfills GE requirements.</b> Therefore, our students need assurance that they will have access to the courses required for their transfer, certificate, major, and degree requirements.</li> <li><b>5. WSCH increased by 20% for all courses</b> – Changing the unit count from 4 to 5 resulted in a 20% increase in WSCH for all courses in the department. This has led to increased load for faculty with same number of sections being offered.</li> <li><b>6. Range of Courses offered</b> - The range and number of courses/sections has declined over the past three years, and will continue to decline without additional faculty. We especially anticipate a gap in course offerings for organizational communication and facilitation – both of which are in high demand academically and professionally<sup>16</sup>. These courses are also required by our majors; a number that doubled in AY 2016-17.</li> <li><b>7. Mentoring and long term Planning</b> – All full time faculty in the department have worked at</li> </ol>

<sup>16</sup> National Association of College and Employers (Nov 18, 2015). Job Outlook 2016: Attributes employers want to see on new college graduate' resumes. Retrieved from <http://tinyurl.com/jdba4r9>

			De Anza for less than 15 years. New faculty will ensure that we: <ul style="list-style-type: none"> <li>a. Have time available to train, mentor, and support FT and PT faculty in online and information literacy instruction.</li> <li>b. Participate in college committees like Equity Action Council, Curriculum, IPBT, TTF.</li> <li>c. Grow our program, especially to create new opportunities to increase enrollment and improve success of targeted groups.</li> </ul>
V.D.1	Staff Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	N/A
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	N/A
V.E.1	Equipment Requests	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested	Over \$1000
V.E.2	Equipment Title, Description, and Quantity	<ul style="list-style-type: none"> <li>• Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related,</li> </ul>	Hardware <ul style="list-style-type: none"> <li>• Replace lecterns [units required =4] in all speech classrooms. [\$300 per unit x 4 = \$1200]<sup>17</sup></li> <li>• 3D Viewing glasses like Google Cardboard [\$10 per unit x 35 = \$350]<sup>18</sup></li> </ul> Software

<sup>17</sup> Saeco Products 8922BL Scoot Multi-Purpose Lectern , Black

<sup>18</sup> Google Cardboard 3D VR glasses (2017) Retrieved from <https://tinyurl.com/i6gd5wk>

		<p>expected life of item, recommended warranties etc.</p> <ul style="list-style-type: none"> <li>• Did this request emanate from a SLOAC or PLOAC process?</li> <li>• Does this item require new or renovated infrastructure (e.g. wireless access, hardware access, electric, water or heat sources . . .)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Virtual Speech App</b> [\$10 per user per month for virtual speech simulation] [enterprise license available for unlimited users which will bring down the per user price]<sup>19</sup>.</li> <li>• <b>myvoicevibes.com</b> [\$20 per student per quarter]<sup>20</sup>. This voice analysis software will require a multi user or campus license and installation in the LA labs or the Listening and Speaking Center.</li> <li>• <b>GoREACT</b> [\$20 per student per quarter before 30% education discount]<sup>21</sup>. Using this video feedback software will require a multi user or campus license and installation in the LA labs or the Listening and Speaking Center.</li> </ul>
V.E.3	Equipment Justification	<ul style="list-style-type: none"> <li>• Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need.</li> <li>• Who will use this equipment?</li> <li>• What would the impact be on the program with or without the equipment?</li> <li>• What is the life expectancy of the current equipment?</li> </ul>	<p><b>Hardware:</b> Lecterns are used by both faculty and students and should be a standard presentation aid in every speech class.</p> <ol style="list-style-type: none"> <li>1. The lectern is an important tool for speakers and an anchor for those who experience speech anxiety.</li> <li>2. Speakers need to practice using a lectern to prepare for future situations where they will be expected to use a lectern.</li> <li>3. From equity perspective a) comfort in interpersonal distance (high-low power distance) and (b) high-low context is directly related to reduction in communication apprehension especially amongst our targeted population.<sup>22</sup></li> </ol> <p><b>Software:</b> Faculty who use these video feedback (VF) and virtual speech (VS) software say students can reduce communication apprehension and improve communication skills more in a matter of weeks than they would over a full quarter. Over the last 4 years the PRCA24 survey has been conducted each quarter across all speech classes to measure our main SLO and PLO – reducing communication apprehension in our students. More than two-thirds of students in our oral communication classes experience a high degree of speech anxiety at the beginning of the quarter. The data overwhelming attests that (a) collaborative spaces and a supportive communication climate via class interaction and activities, (b) immediate objective feedback, (c) practice/repetition, and (d) the ability to visualize results and learn from their experiences are the biggest contributors to reducing communication apprehension.</p>

<sup>19</sup> Virtual Speech App (2017). Retrieved from <http://virtuallspeech.com/pricing>  
<sup>20</sup> VoiceVibes (2017). Retrieved from <http://www.myvoicevibes.com/pricing.html>  
<sup>21</sup> Goreact (2017). Retrieved from <https://goreact.com/pricing#/>  
<sup>22</sup> Cardot, J. (1982). Communication Apprehension and Intercultural Nonverbal Coding.  
 McCroskey, J. C., & And, O. (1977). *Aspects of Communication Apprehension: A Symposium*.

		<ul style="list-style-type: none"> <li>How does the request promote the college mission or strategic goals? Refer to mission: <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a>)</li> </ul>	<p>By using these virtual speech (VS) apps along with the 3D glasses, our students (especially those who are very nervous) can practice and desensitize themselves. The various apps listed boost self-awareness and enable students to lower their communication apprehension; to develop stronger vocal elements of their presentations and allow instructors to provide inline comments on a video production. These applications are not only compatible with the way our students learn in a tech enriched environment but allow for more focused feedback especially for our targeted student population.</p> <p>This equipment will be used by the faculty and students of the department and without it we cannot:</p> <ol style="list-style-type: none"> <li>1. Provide VS training platforms that boost self-awareness, achieve more realistic and immersive speaking experiences, and reduce communication apprehension.</li> <li>2. Successfully implement the new curriculum effective Fall 16 [with emphasis on equity] and the changed medium of instruction [hybrid/online] for ALL speech courses as this change needs to be supported by mediated instruction and engagement.</li> <li>3. Teach our students to successfully navigate a changing personal and professional communication environment. Change in curriculum in SPCH70 and SPCH15 require additional web hosting/conferencing software/hardware to instruct and mentor students in new modalities of interaction and collaboration across various platforms, cultures and regions; mirroring the changed landscape of modern industries.</li> <li>4. Retain the competitive lead in success and transfer our program enjoys amongst other Bay Area colleges.<sup>23</sup></li> </ol>
V.F.1	Facility Request	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.	<ol style="list-style-type: none"> <li>1. Replace/add chairs in L45, L48 and L49 with new ones that support collaborative pedagogy.</li> <li>2. Sound baffling in existent classroom to allow for reduction in noise transference and interference between classrooms.</li> <li>3. Gradated lighting system in all speech classrooms to ensure effective delivery and optimum recording of student and instructor speeches.</li> <li>4. Replace all chalkboards with white boards [L48, L45, L43]</li> <li>5. Increase electrical outlets in all rooms and replacement of ones that do not work.</li> <li>6. Install working drop down door stand that attaches to the door [L49]</li> <li>7. <b>Increase in availability of classrooms that support collaboration and facilitative pedagogy during peak times between 8:30 a.m. and 1:30 p.m.</b></li> </ol>
V.F.2	Facility	<ul style="list-style-type: none"> <li>Do you have assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. The facilitative pedagogy in our discipline requires chairs that can be set up around tables and moved</li> </ol>

<sup>23</sup> Top 100 Associate Degree Producers (Sep 17, 2015). Top 50 Associate degrees: Communication, Journalism, & related programs. Community College Week, pp. 20

	<p>Justification</p>	<p>data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.</p> <ul style="list-style-type: none"> <li>• Who will use this facility?</li> <li>• What would the impact be on the program with or without the facility?</li> <li>• What is the life expectancy of the current facility?</li> <li>• How does the request promote the college mission or strategic goals?</li> </ul>	<p>for ease of collaboration. The current chairs are missing, broken or have foldable tablet arms making it difficult to collaborate. In our smaller classrooms like L48 and L43, they leave limited space for presenters to stand or present in teams.</p> <ol style="list-style-type: none"> <li>2. Our equity assessments (PRCA24 – An SLO and PLO measure) confirm a classroom arrangement conducive to collaboration, participation, and sharing of personal experiences helps to foster a strong community, reduce apprehension, and ultimately student retention and success. All of this is done via ice breakers, peer feedback, performance exercises, presentations, etc. involving movement and noise, which is disruptive to other classes in the vicinity. In addition our assessments show:             <ul style="list-style-type: none"> <li>▪ Noise from adjacent classrooms and outside noise has often resulted in a speaker losing their place, causing unnecessary stress and loss of confidence. Confidence plays a key role in mastering communication apprehension.</li> <li>▪ Noise distractions adversely affect ability of students to focus.</li> <li>▪ Noise distractions impede the recording of student speeches.</li> <li>▪ Noise distractions interfere with verbal feedback of student speeches.</li> </ul> </li> <li>3. Our classes have single electrical switches for lights and the rooms have poor to no natural light. This makes it difficult for our students to:             <ul style="list-style-type: none"> <li>▪ See the images/text on PowerPoint and simultaneously read board instructions</li> <li>▪ For students with disabilities to see the screen and write at the same time. This is an issue of inclusion and access for our veteran population as well.</li> </ul> </li> <li>4. Writing on chalkboards is messy and difficult to read, which is an equity and ADA compliance concern.</li> <li>5. All our classes are hybrid. Our students need more electrical outlets in our classrooms for their iPads, laptops and other smart devices to             <ul style="list-style-type: none"> <li>▪ Support reduction in printing</li> <li>▪ Engage in mediated pedagogy</li> <li>▪ Use web based tools for collaboration and information literacy in the classroom.</li> </ul> </li> <li>6. Our ability to increase staffing, offer more sections of our high demand classes [SPCH16, SPCH70], and increase enrollment has been severely hampered by limited classroom space and availability. Currently we run 50-55 sections each quarter out of primarily 4 classrooms [L43, L45, L48, L49]. Two of these classrooms [L43 and L48] are not conducive to facilitative pedagogy with limited space for movement, zero sound baffling, no natural light and a classroom configuration that is inadequate for speeches.</li> </ol>
--	----------------------	--	---

V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	<p>To grow equity initiatives we need:</p> <ol style="list-style-type: none"> <li>1. Professional Development stipends/release time/support/resources to transition to Canvas in AY 2016-17 and ongoing subsequent training/support</li> <li>2. Professional Development and faculty resource library for teaching hybrid and information literacy</li> <li>3. Mentoring/training/professional development for two new f-t faculty hires approved for AY2017-18 and eight new p-t faculty hires (slo's/plo's, equity, hybrid on-line, canvas, information literacy)</li> <li>4. Online/video/in person student orientations at the beginning of every quarter to help students succeed with use of Canvas</li> <li>5. Strategies to help students get the most out of online/hybrid classes</li> <li>6. Major's and Certificate brochure to provide guidance and information in transfer, academic, and career planning</li> <li>7. Resources to advance Open Resource initiatives for Zero-Textbook cost to students</li> </ol>
V.H.1	Other Needed Resources	List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects.	<ol style="list-style-type: none"> <li>1. <b>Success rate of Targeted Population</b> - Our success rates for targeted populations are higher (79%) than the college success rates (70%) for 2015-16. We have managed a 3-4% increase in success rates in the last four years even as higher numbers of students enrolled from targeted populations [1,982 in 2012-13 to 2,128 in 2015-16].             <ol style="list-style-type: none"> <li>a. Historically our targeted populations have challenges in college readiness and success<sup>24</sup>. The higher number of students lacking in college readiness has put a tremendous workload on our faculty to ensure student success.</li> <li>b. We need more early intervention and counselling support to ensure our withdrawal and non-success rates for the population can be further decreased. Budget cuts have impacted our ability to obtain dedicated counsellors for LA that serve speech communication students.</li> </ol> </li> <li>2. <b>Support for Distance Education</b> - There is a 25% increase in FTES for online classes between Winter 16 and Winter 17 within the Language Arts Division. Furthermore, with all of speech classes becoming hybrid, the lack of funds for stipends and reassigned time has impacted department's ability to train in changing instructional technologies (Catalyst to Canvas); design hybrid/online course content; adapt instructional materials to different learners; and mentor others in the department, all of which in turn impacts success rates for hybrid/online classes.</li> </ol>

<sup>24</sup> California Community College Student Success Task Force (2015). Advancing Student Success in California Community Colleges. Retrieved from [http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF\\_FinalReport\\_Web\\_010312.pdf](http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF_FinalReport_Web_010312.pdf)

			<p><b>3. Support for Assessment and Training</b> - The disproportionately high number of emergency adjunct hires in AY 2015-16 [8] along with changes in curriculum has put a tremendous burden on the full time faculty. All incoming faculty and existing faculty have to be trained in two LMS, mentored in online pedagogy, and provided information literacy guidance and resources. This along with increased responsibilities with SLOs, shared governance, special projects (Honors, speech majors etc.) has meant that faculty does a lot more and need help/compensation for training and mentoring.</p> <p><b>4. Need for Counsellor</b> – The department in last two AY 2015-16 and 2016-17 has experienced (a) a changed medium of instruction, (b) addition of information literacy ICC, (c) increased unit count, (d) and a department name change. We have in the last year doubled our number of AAT degrees awarded. In the absence of a counselor for our department, this has put a tremendous burden on ft faculty who along with their teaching load now has to increasingly step in to inform, mentor and guide students through the process of transfer. In order to help our targeted population and to increase our success rates, we need a dedicated counselor for our program.</p>
V.H.2	Other Needed Resources Justification	Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	<p>Seventeen of our twenty faculty (full and part time) completed a survey (link) that enabled us to assess/evaluate recent program changes including the hybrid unit change from 4-5 units, use of a Learning Management System, and inclusion of Information Literacy. The results/findings serve to focus our attention on where additional support is needed:</p> <p><b>1. 100% of Speech faculty transitioned to using a Learning Management System (LMS) for their hybrid classes.</b> 14 use Catalyst and 3 use Canvas. 100% will transition to Canvas in AY2016-17. Faculty needs training and ongoing support in this transition. Specifically:</p> <ul style="list-style-type: none"> <li>a. Continued opportunities to share with colleagues successful practices for teaching hybrid 5-unit classes and for inclusion of Information Literacy.</li> <li>b. Help using the LMS gradebook, balancing on-line vs in-class instruction, and taking roll on Canvas.</li> <li>c. A department resource library with a focus on technical support and best practices for using Canvas.</li> <li>d. Development of student training and orientation at the beginning of the quarter and ongoing technical support to navigate the LMS.</li> </ul> <p><b>2. 76% of Speech faculty assigns Information Literacy Video Modules in their classes.</b> Most use multiple videos during any given quarter. Faculty requested additional support in the form of sharing ideas/assignments successfully used by colleagues to cover our Information Literacy requirement. We facilitated a best-practices session at our department retreat and will continue to share best-practices and create an Info Lit resource library with assignments and activities.</p>



			<p><b>3. 83% of our faculty conduct classroom assessments.</b> Most administer the PRCA-24 pre- and post-assessments sent out at the beginning and end of every quarter. We review and reflect on assessment findings several times throughout the year at opening day meetings, department meetings, convocations, and retreats. We will include classroom assessments as a measure in our faculty review process. Faculty requested continued support and dialogue with SLO/PLO assessments.</p> <p><b>4. Increased demand for lab space,</b> including Language Arts Labs, limits options for online/library orientations needed <b>to meet the Information Literacy Core Competency.</b> Faculty requested increased lab availability during prime time, evenings and weekends to meet the Information Literacy Core Competency.</p> <p><b>5.</b> Recent funding for video equipment now supports faculty to record lecture presentations to supplement teaching and to navigate hybrid modality for adapting materials for online.</p>
<p>V.J.</p>	<p>“B” Budget Augmentation</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? Refer to <b>mission:</b>  <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a>)</p> <p>State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.</p> <p>If you do not deal with the B</p>	<p>Additional “B” Budget Augmentation will support:</p> <ol style="list-style-type: none"> <li><b>1.</b> Marketing brochures, posters and bookmarks for various outreach, student success, and counselling programs on campus to disseminate information on the changes within the department and increase our number of degrees and certificates awarded.</li> <li><b>2.</b> Printing allowance to adapt to the unit increase from 4 to 5 as new instructional modules are designed and tested.</li> <li><b>3.</b> Software adoption, training and continued support to enable curriculum to grow and adapt with the changes in the field [online conferring; instructor video lectures; teaching apps].</li> <li><b>4.</b> Teaching resources including flip charts.</li> <li><b>5.</b> Stipends for part time faculty to attend professional development events and to take leadership roles in department initiatives (SLOs, equity, create/update webpages, training to teach courses they don’t currently teach). These are steps in the right direction to engage part-time faculty in the broader work of our college.</li> <li><b>6.</b> Stipends/release time for faculty engaged in staff development and college initiatives (SLOs, equity initiatives, training/mentoring)</li> <li><b>7.</b> Support on college platforms to record, caption, and host sensitive and protected content like student speeches, facilitation recordings, instructor video lectures.</li> <li><b>8.</b> Money to maintain newly acquired recording equipment; extended warranties; and yearly cloud based video storage needs.</li> </ol>

		budget directly, you can use the comment: “please refer to the Dean’s summary”.	
V.K.1	Staff Development Needs	<p>What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: <a href="http://deanza.edu/about/missionandvalues.html">http://deanza.edu/about/missionandvalues.html</a> and strategic goals (page 15 <a href="http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf">http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf</a>)</p>	<ol style="list-style-type: none"> <li>1. Training and workshops especially as the department transitions to the new LMS; adapts PLO/SLOS to the changed curriculum; expands on Information Literacy ICC and changed course design [hybrid].</li> <li>2. Stipends for PT faculty experienced in online instruction to mentor faculty on best practices for on-line instruction.</li> <li>3. Training on how to successfully transfer best practices from face-to-face to online instruction to create similar outcomes.</li> <li>4. Information and assistance in navigating copyright and fair use with materials both online and in print; without which we cannot support the changed curriculum [ICC-Information Literacy] and use of Catalyst/Canvas and other LMS for instruction in a hybrid/online class.</li> <li>5. Increased training in online pedagogy; finding and integrating Open Educational Resources, Creative Commons images and text and integrating Catalyst/Canvas in traditional courses.</li> <li>6. Training/mentoring for faculty to teach multiple preps.</li> <li>7. More workshops dedicated to best practices and pedagogy of inclusion and collaboration.</li> <li>8. Training in making our pt faculty more aware of resources on campus (equity section)</li> <li>9. More online tutoring for our students (equity section)</li> </ol>
V.K.2	Staff Development Needs Justification	<p>Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need</p>	<p>In the past year, as we have geared up for the changes in our curriculum; incorporation of Information Literacy ICC; and change in medium of instruction (hybrid) with minimum help from the college resulting in faculty within the department shouldering the responsibility of (a) training new faculty in online pedagogy and LMS; (b) designing online learning materials; and (c) implementing the materials according to college policies on fair use etc.</p> <p>This has been done with no compensation or release time putting a tremendous burden on faculty and delaying the process. This also impacts the ability of the department to hire, train, and mentor the additional 8 new pt faculty brought on board to meet staffing needs.</p> <p>This has also put a tremendous burden on our pt faculty who have had to (a) learn online pedagogy; (b) learn 2 new LMS; (c) design an online unit for all their classes; (d) learn how to teach this new modality to students. This is an ongoing challenge with limited college support.</p>
VI.	Closing the Loop	<p>How do you plan to reassess the outcomes after receiving each of the additional resources requested above?</p>	<p><b>Assessments for requested resources over the past five years:</b></p> <ol style="list-style-type: none"> <li>1. We have successfully transitioned to 100% hybrid model for our course offerings.</li> <li>2. 100% of our faculty are currently using an LMS for the 1 unit online (n=17) <b>3 Canvas 14</b></li> </ol>

		<p>N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?”</p>	<p><b>catalyst.</b></p> <ol style="list-style-type: none"> <li>3. We will have 100% of the faculty transition to college supported Canvas by AY 2016-17.</li> <li>4. We purchased new recording equipment and will design a metric in assessment cycle 3 to assess impact on student success.</li> <li>5. We will continue to assess the number of faculty who use the information literature modules. (76%)</li> <li>6. We are developing/migrating online modules and OER resources in Canvas to create a resource library for faculty.</li> <li>7. We will be embedding assessment in these online modules.</li> <li>8. We will use the data enquiry tool to initiate facilitative dialogs as a department to assess reasons for equity gap.</li> <li>9. We will in our meetings/workshops develop, and share pedagogical strategies to close the equity gap.</li> <li>10. We will continue to assess student level of usage and understanding of the new LMS-Canvas.</li> </ol> <p><b>Assessments for resource requests in this program review/We have and will continue to:</b></p> <ol style="list-style-type: none"> <li>1. Monitor enrollment to manage classroom usage.</li> <li>2. Assess student and faculty technology usage and stay current in emerging technologies and applications in education and in the workplace.</li> <li>3. Assess program level outcomes/core competencies across our program.</li> <li>4. Do our info lit assessments.</li> <li>5. Embed assessment in online modules.</li> <li>6. Include best practices in our information literacy modules based on what we have learned from prior assessments.</li> <li>7. Schedule and support Canvas training/transition Winter/Spring 2017 for hybrid 5<sup>th</sup> online unit for our faculty.</li> <li>8. Schedule a department retreat on closing the equity gap and online pedagogy in AY 2017-18.</li> <li>9. Train/mentor new faculty in online pedagogy and new preps.</li> </ol>
	Submitted by:	APRU writer’s name, email address, phone ext.	Prepared by Donna Stasio and Shagun Kaur in collaboration with Alex Kramer, Brandon Gainer, Elaine Lee, Matt Abrahams and Russell Hong <a href="mailto:kaurshagun@fhda.edu">kaurshagun@fhda.edu</a> x8381
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	03/23/2017