



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program LANGUAGE ARTS/SPEECH

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The Speech Communication Program teaches Glendale Community College's diverse learners the skills to research effectively, think critically, express themselves concisely in an organized and passionate fashion, and take their responsible places in our society.

Please list the **most significant achievement** accomplished since your last program review.

We were able to hire an additional fulltime faculty member to better serve the needs of our students.

List the current major strengths of your program

1. A talented, diverse and dedicated faculty.
2. Not all, but a great number of motivated students.
3. Administrative support for the Speech Communication Program during these fiscally trying times.

List the current weaknesses of your program

1. We still need at least two more fulltime faculty members and immediate replacements for retiring faculty based upon student enrollment numbers.
2. Inadequate funding; we realize all programs are suffering.
3. We still have unfulfilled equipment needs(e.g. video cameras and more and better physical facilities for Speech Team practice sessions).

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
AMERICAN SIGN LANGUAGE	2007-2008	50	4.6	345	0.0%	69.5%	72.4%	0
	2008-2009	64	4.4	466	0.0%	102.8%	75.7%	0
	2009-2010	45	3.3	429	0.0%	104.8%	75.4%	0
	2010-2011	52	3.2	509	0.0%	97.0%	78.7%	0
	% Change 4-Yr.Trend	+3.3% stable	-29.9% decreasing	+47.5% increasing	-- increasing	+39.6% increasing	+8.7% stable	--
FOREIGN LANGUAGE	2007-2008	531	29.2	579	52.5%	82.8%	76.4%	7
	2008-2009	559	29.8	598	51.9%	90.7%	74.8%	18
	2009-2010	549	28.7	609	54.5%	98.6%	77.2%	12
	2010-2011	503	27.5	581	55.7%	100.2%	76.0%	15
	% Change 4-Yr.Trend	-5.3% stable	-5.7% stable	+0.4% stable	+6.1% stable	+21.1% increasing	-0.5% stable	+114.3% increasing
JOURNALISM	2007-2008	20	1.5	422	30.4%	46.3%	71.1%	0
	2008-2009	17	1.3	422	36.8%	44.4%	72.4%	0
	2009-2010	27	1.5	559	30.4%	75.9%	74.1%	0
	2010-2011	32	3.7	280	63.7%	92.7%	66.2%	0
	% Change 4-Yr.Trend	+58.2% increasing	+138.7% increasing	-33.7% decreasing	+109.6% increasing	+100.2% increasing	-6.9% stable	--
MASS COMM.	2007-2008	79	2.2	1,144	72.7%	99.9%	79.6%	3
	2008-2009	78	2.2	1,129	72.7%	101.6%	78.0%	2
	2009-2010	79	2.2	1,138	72.7%	118.1%	80.2%	2
	2010-2011	72	2.2	1,037	72.7%	113.4%	82.8%	1
	% Change 4-Yr.Trend	-9.4% stable	+0.0% stable	-9.4% stable	+0.0% stable	+13.6% increasing	+4.0% stable	-66.7% decreasing
SPEECH	2007-2008	234	15.1	494	56.2%	84.3%	77.7%	17
	2008-2009	235	14.7	511	55.0%	99.8%	77.9%	10
	2009-2010	248	14.8	534	48.7%	99.5%	74.8%	5
	2010-2011	225	15.4	465	49.3%	96.2%	+1.7%	6
	% Change 4-Yr.Trend	-3.8% stable	+2.2% stable	-5.9% stable	-12.2% decreasing	+14.1% increasing	stable	-64.7% decreasing
LANGUAGE ARTS DIVISION TOTAL	2007-2008	914	52.6	553	49.2%	82.6%	75.5%	27
	2008-2009	954	52.3	580	48.9%	93.6%	76.1%	30
	2009-2010	948	50.5	597	49.3%	100.2%	77.6%	19
	2010-2011	883	52.0	540	51.6%	99.6%	76.2%	22
	% Change 4-Yr.Trend	-3.4% stable	-1.1% stable	-2.3% stable	+5.0% stable	+20.5% increasing	+0.9% stable	-18.5% decreasing

1.1. Describe how these trends have affected student achievement and student learning:

Lack of sufficient fulltime faculty has kept FTES, FTEF, WSCH and success rate trends stable and fulltime % and awards trends decreasing. Had the Speech Communication Program been properly staffed and funded, these indicators would be more favorable. .

- 1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

With the AA transfer degree, we expect enrollments and success rates to increase.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No
	n/n	%	n/n	%	n/n	%	
SPEECH		100%		100%		100%	No

- 2.1. Please comment on the percentages above.

There is always room for improvement; however, we are pleased with our progress.

- 2.2. a) Please provide a **link*** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
 b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
 c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

- a) Programs and Degrees:Departments and Divisions:Language Arts Division.
 Link – <http://www.glendale.edu/languagearts/SLOPLO>
 b) As a result of the newly approved Communication transfer major, the Speech Communication Department is in the process of developing a second program learning outcome for this new transfer major. The courses acceptable in this new major differ somewhat from the existing Speech Communication AA degree which necessitates realignment of curricular elements and program learning outcomes.
 c) SLO's and assessments are written. We are continuing the assessment process.

- 2.3 a) Please provide a **link** to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
 b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

- a) Link – <http://www.glendale.edu/languagearts/SLOPLO> Also in the college SLO website(all assessments have been submitted).

- b) Assessments indicate favorable student achievement of SLO's
- c) As a result of assessments conducted last fall, the Speech Communication 104 curriculum was changed to require more written work. No other changes to report at this time.

2.4 Please list all courses which have been reviewed in the last academic year.

Note: Curriculum Review is required by the Chancellors Office every 6 years.

Speech Communication 100, Speech Communication 101, Speech Communication 103, Speech Communication 104 and Speech Communication 191.

2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

*Speech Communication AA
*Communication transfer major

2.6 For each program that was reviewed, please list any changes that were made.

We are in the process of making changes to the Communication transfer major.

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

The Speech Communication Department is involved in ongoing discussion and review of all course offerings, most notably forensics, Speech Communication 101 and the newly offered "Intercultural Communication" class.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Two additional fulltime faculty	Better student learning
Expanded course offerings to meet the needs of students	Better student learning
Continued development and upgrading of technology	Better student learning
Replacement of faculty vacancies	Better student learning

2011 PROGRAM REVIEW**LANGUAGE ARTS-SPEECH**
New Classroom Space**I:LA.Sp-1****Section 4**
Resource Request

Type of Request: ☐ Facilities/Maintenance ☐ Classroom Upgrades ☒ New space
☐ Instructional Equip. ☐ Non-Instructional Equip ☐ Conference/Travel ☐ Training
☐ Computer/Hardware ☐ Software/Licenses ☐ Supplies ☐ Other

Mandatory: Is this request for one-time funding? ☐ OR Does this request require ongoing funding? ☒

If this is a repeat request, please list the Resource ID code or year requested: _____

Mark if the following apply to this request: ☐ Health & Safety Issue ☐ Legal Mandate
☐ Accreditation Requirement ☐ Contractual Requirement

4.1. Clearly describe the resource request.

I. All other campus extracurricular organizations have defined spaces for their particular needs. Most, if not all, community colleges and universities throughout the state, and indeed the nation, have such space for their Speech/Debate teams to practice and store equipment.

II. New classroom space. Our program requires level 3 classrooms with video/audio recording equipment to meet the SLO's and the prevailing academic standards of the discipline.

Amount requested \$ _ cost of classroom _____ Breakdown of cost (if applicable):

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

- I. Speech Communication 190,191,192 and 193: all SLO's/ and forensics: PLO
 II. Currently a number of Speech Communication 101 classes are being scheduled in rooms without proper equipment. Projected enrollment increases(see 1.0) will exacerbate this problem.

4.3. What measurable outcome will result from filling this resource request?

- I. As noted under 4.2
 II. Improved fulfillment of Speech Communication 101 SLO's and enhanced general learning.

APPROVALS

AGENCY		DECISION									
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported								X		
	Adequately supported										
	Not supported										
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans		Other:			
Standing Committee Review of Resource Request Committee: Academic Affairs						Prioritization Score					