

2013-14 Program Review
Best Practices Form

Instructions: *Submit this form as a separate attachment with your completed Program Review.* Programs often do something particularly well; usually they have learned through assessment—sometimes trial and error—what solves a problem or makes their programs work so well. These are often called **Best Practices** and can help others. Please share the practices your program has found to be effective. The contact information lets others know whom to contact for more information. This part of Program Review is linked to the Student Success Strategic Goal: “Become an exemplary model of student success by developing and implementing best practices.” For examples of Best Practices visit the [Program Review Committee’s website](#).

Program/Department: _____ Name of Chair/Director/Manager: _____

Email Address: _____ Phone: _____

Best Practice(s):

Best Practices:

- 1) We include all adjunct faculty as equal peers in our program.
 - a. Two annual Saturday gatherings for SLO assessment, norming of expectations, updating of goals, sharing of ideas and socializing (we provide a meal for everyone)
 - b. Continuous and open two-way communication between adjunct and full-time faculty: email discussions, sharing of activities, sharing of experiences, open and welcoming environment for our adjunct faculty.
 - c. We encourage adjunct faculty, when their time permits, to become part of the campus community (joining committees, club advising, attending campus events)
 - d. We provide opportunities for professional development for our adjunct faculty: When workshops and conferences are within driving distance we provide funding and encourage adjunct faculty to attend; we keep adjunct faculty in the loop about district professional development opportunities and encourage attendance.
- 2) We assure that all faculty who teach one of our 4 courses that meet the Oral Communication requirement are on the same page through the use of:
 - a. a standardized handout packet and required reading guides
 - b. Dedicated course leads who communicate regularly with all faculty who teach their course
 - c. Syllabus guidance including the CSU GE Breadth committees requirements for courses that meet the Oral Communication requirement (each student must receive substantive evaluations for a minimum of 3 speaking assignments whose combined speaking time is no less than 22 minutes, 2 of the 3 speeches must be research-based. At least one must be persuasive and at least one must be informative).

- 3) We assure that our students are prepared to grow and go.
 - a. We have assured that every course we offer is approved as part of the CSU GE transfer pattern and that many are approved as part of IGETC.
 - b. AA-T early adopters + marketing of AA-T has led to increased completion and transfer rates.
 - c. Each semester we provide all of our students, during, class time, with a 20 minute orientation to college life, transfer pathways and the Communication major.
 - d. Helen Acosta advises our Communication majors. She has added 5 office hours per week in order to assure that all of our majors get the help they need so they can grow and go as quickly as possible.
- 4) We set clear goals and adjust them annually.
 - a. Every 6 years we have a strategic planning day in which we review what we've accomplished and set new goals for the coming years. This year we held our strategic planning day and reviewed the 40+ goals that we had achieved in the previous 6 years. At the meeting we set over a dozen new goals.
 - b. After the Spring semester each year we meet and review everything we've accomplished and make adjustment for the coming year based on current conditions.