

Annual Program Review Update Form - Spring 2010

I. General Information

Date: 2/27/10

Program/Department:

Humanities

Authors of Report:

Salamander Breiter - Chair

II. Status Since Previous Program Review

What significant changes have occurred 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 initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

This response is larger than the 3 lines you see in this box! Our department has been working to identify the SLOs for each of our course offerings. We have moved into the assessment phase of the SLO process and are excited that we were able to complete the assessment piece for 1/3 of our courses during the winter and spring of 2010. Our SLO assessments indicated that we are having success in our classrooms. We are of course concerned about those few students who are not demonstrating success. As part of the effort to address this concern, we identified as part of our division sponsored C.A.R. project the need for early intervention strategies in each of our course offerings, complimented by sustained demonstration of concern for our student's academic wellbeing. We are excited to discuss the result of this process during our meeting in June 2010.

III. SLO Information

	Total courses offered 2010 to Spring 2011	SLOs Written	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
Courses in Program	11	11	3	8	3	3
<i>Percent</i>		100%	27%	73%	27%	27%
						Participated in a SLO Reflection & Enhancement Discussion
		Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	
Full-time Faculty in Program		3	3	3	3	3
<i>Percent</i>			100%	100%	100%	100%
Part-time Faculty in Program		10	10	0	3	3
<i>Percent</i>			100%	0%	30%	30%

SLOAC means: a complete SLO Assessment Cycle includes writing an SLO, assessing the SLO and the assessment 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.

This response is larger than the 5 lines you see in this box. Our department has written SLOs for each of our courses. We have aggressively engaged the assessment portion of the process (1/3 completed) and unfortunately found very little that surprised us. Most of our students demonstrated satisfactory or better understanding of the desired outcomes and demonstrated the skills required to proficiently address the challenges asked of them. Our department is committed to work to close the equity gap between student populations and our SLO discussions are focused on strategies to capture the success of our most vulnerable students. If anything, the SLO process has confirmed for us that our courses are indeed teaching the principles and ideas we intend them to and that students frequently demonstrate incredible talent and capacity. Our intention is to draw out this potential from ALL of our students, particularly in targeted students groups who traditionally demonstrate higher risk of non-success.

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).

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IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department: Humanities

Please submit your top three (or less) choices below in ranked order:

		Cost estimate
Item Name:	We are consistently seeking access to classrooms with smart technologies and movable chairs with seat counts of 35 and 70 students.	?
Item Name:	Any assistance with early intervention and continuous monitoring of student progress would be appreciated	?
Item Name:	Specific peer tutoring and counseling support for our most vulnerable students	?

What SLO Assessment findings, if any, support and guide the resource request?	Those students who do not demonstrate proficiency need multicultural curriculum, multimodal learning environments, and academic support
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How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	We are most concerned with our students who do not demonstrate satisfactory skill ability or proficiency with our SLO. These resource requests are aimed at identifying these students early in the quarter and getting them the resources they need to be successful...
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<p>How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?</p>	<p>The college is committed to success for all students and is making a discerned effort at closing the equity gap in success for student populations.</p>
<p>Other information that may be important to support your request?</p>	
<p>If applicable, please describe why you do not have enough funding within your current budget allocation for this request.</p>	