

Annual Program Review Update Form - Spring 2010

I. General Information

Date: June 3rd, 2010

Program/Department:

Physics

Authors of Report:

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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.

We lost our third full timer and then, after two years of vacancy, replaced the position. So we now are back to our traditional three full time teachers. But this has led to an uneven distribution of load between full and part time physics teachers over that period of time and so load assesment and distribution could gyrate and appear

III. SLO Information

Courses in Program	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
	Percent	Percent	Percent	Percent	Percent	Percent
	10	10	0	10	0	0
		100%	0%	0%	0%	0%

Full-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion
	Percent	Percent	Percent	Percent	Percent
	3	3	0	3	3
		100%	0%	0%	100%
Part-time Faculty in Program	3	2	0	2	2
Percent		67%	0%	0%	67%

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.

The department discussions have achieved a unanimous consensus that our SLO's accurately reflect the academic expectations of our faculty for their students in a manner that can be quantitatively evaluated such that we are confident in the resultant quality of education that we present and achieve. For example, one SLO for physics 2A is: "critically examine new, previously un-encountered problems, analyzing and evaluating their

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: Physics

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

Item Name:	Spectroscopes	Cost estimate \$10,000
Item Name:	Microwave optics	\$16,000
Item Name:	DC power supplies	\$7,000

What SLO Assessment findings, if any, support and guide the resource request?	A typical SLO for a lab oriented class in physics states: "gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories." The three items above all facilitate a greater ability to perform tasks in experimental physics. This is
How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	Currently we lack a full compliment of equipment for many of our labs. The result is that we have to have more than two students per lab set up. This typically allows the "extra" student to fall into a passive mode and a result of not being engaged is student failure. Having a full compliment of equipment means more students can be more fully engaged in thei learning in the lab. We need to guarantee continuing lab technical support (technician), without which laboratory equipment becomes almost moot.
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?	We are certain that the more a student is engaged, the more the student will have a greater chance of success.
Other information that may be important to support your request?	
If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	