

Annual Program Review Update Form - Spring 2010

I. General Information

Date: 4-Jun-10

Program/Department:

English

Authors of Report:

Tim Shively, English Dept. 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.

Changes have been primarily budgetary, in particular the elimination of our Developmental Readiness program, impact of course reductions in developmental and transfer-level composition, and the elimination of funding for our Placement Test Coordinator and other faculty interests. Despite these challenges, English continues its

III. SLO Information

Courses in Program Percent	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
		36	36	0	3	0%
		100%	0%	0%	0%	0%

Full-time Faculty in Program Percent	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
			0	25	20
		80%	0%	0%	0%

Part-time Faculty in Program Percent	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
			0	75	8
		11%	0%	0%	0%

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.

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: English

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

	Cost estimate
Item Name: 1 FTEF for Basic Skills and Transfer Level Composition Courses	\$65,000
Item Name: DOC Cameras and Projector	2000
Item Name: 	

What SLO Assessment findings, if any, support and guide the resource request?	
How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	Restoration of FTEF for Basic Skills and Transfer-Level Classes will move us closer to meeting the high student demand as evidence by our waitlists. Also, Given the shortage of "Smart classrooms and the predicted lag time in updating current classrooms to a full "smart" suite of equipment, we feel that supplying as many classrooms as possible with a DOC camera would enhance writing instructor's versatility in using texts in the classroom, enable more immediate display and revision strategies of student writing and dramatically reduce photocopying costs associated with instructional materials.
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?	Additional FTEF for Basic Skills and Transfer-Level Classes will allow us to serve targeted student populations who are new to De Anza. It is often the case that by the registration date for new students, the majority of our offerings are closed with waitlists.
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.	reduction in course offerings for the 2009-2010 academic year due to economic dow