

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	84.56	15.44	0.00
<b>Program SLO 2</b>	84.56	15.44	0.00
<b>Program SLO 3</b>	NA	NA	NA
<b>Program SLO 4</b>	75.00	25.00	0.00
<b>Program SLO 5</b>			
	81.37	18.63	0.00

What do these results mean to you?

Due to the significant lack of SLO Assessment data from more Business Department courses, these results are not reflective of the aggregate Program SLO Assessment.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?

N/A (See #1)

3. What conclusions do you draw from these results?

N/A (See #1)

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

N/A (See #1)

5. What conclusions do you draw from these results?

N/A (See #1)

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

N/A (See #1)

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

N/A (See #1)

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Although the Department feels it is responsive to the needs of its students, we are continually seeking ways to improve our program, course offerings, and access to degrees and certificates.

2. Please explain any significant changes in the Department/Program over the past year.

The Department expanded online course offerings.

3. Please briefly explain any significant changes expected in the upcoming academic year.

\* The Department acknowledges that the lack of SLO Assessment data makes this APR ineffective. The Department faculty will work to improve the timeliness of the data input.

\* The Department will create online pathways for students to obtain Business Degrees, Certificates of Achievement, and Short-Term Departmental Certificates.

\* Curriculum updates and modifications to reflect new multiple-degree policy and AS-T Degree requirements.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	81.50	17.50	1.50
<b>Program SLO 2</b>	81.50	17.50	1.50
<b>Program SLO 3</b>			
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

The data indicates that the level of mastery is very good.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?

The results are satisfactory.

3. What conclusions do you draw from these results?

The results are fine.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

5. What conclusions do you draw from these results?

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

The Programs SLOs are appropriately measuring both computer software skills and the application of those skills. No changes need to be made.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

Will continue to emphasize problem-solving in the CAO courses.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

The CAO program is undergoing a revitalization process.

Microsoft Office related courses (CAO 151, 153A, 154, 155, 120, 121, and 122) are being updated to Office 2010 this year.

Special Topics classes CAO 101XC and CAO 101XD in cloud-based applications are

2. Please explain any significant changes in the Department/Program over the past year.

An adjunct faculty member left adding to the ongoing problem finding qualified adjunct faculty to teach the CAO Adobe and Macintosh-based classes. These CAO classes are not being scheduled unless an instructor is available at the time of scheduling.

3. Please briefly explain any significant changes expected in the upcoming academic year.

Repeatability regulations will continue to impact enrollment in CAO classes. Previously, students were able to repeat CAO courses two times regardless of the length of time passed or significance of software version changes.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	75.75	25	0
<b>Program SLO 2</b>	67	33	0
<b>Program SLO 3</b>			
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

The program data are from just 1 class (CIS 120B) from winter of 2013 with only 6-8 students. Without more data, it is hard to analyze.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?  
I am neither satisfied, nor dissatisfied.

3. What conclusions do you draw from these results?  
I cannot draw any conclusions with this small data set.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
n/a

5. What conclusions do you draw from these results?

I cannot draw any conclusions with this small data set.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

It is too early to tell.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

I assume you would like me to list plans for AY 2014-2015. The main action item is to record more assessments.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N **Yes**

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N **-**

Have all course-level SLOs been mapped to program-level SLOs? Y or N **Yes**

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N **Yes**

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Currently, the CIS department is going through the Program Vitality Assessment process. The CIS courses have moderately low enrollments.

2. Please explain any significant changes in the Department/Program over the past year.

During the current academic year, all of the core web development courses will be developed to be offered both face-to-face and online concurrently.

A regular adjunct in the Networking/Hardware/IT area has left teaching for LTCC. Finding teachers may be a challenge.

3. Please briefly explain any significant changes expected in the upcoming academic year.

An outcome of the Program Vitality Assessment process is an evaluation of the program and a plan to make improvements. At the conclusion of this process, there will most likely be suggestions from the committee pertaining to changes to the department in the upcoming academic year. Please see that report.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	83.33	16.67	0.00
<b>Program SLO 2</b>	83.70	15.7	0.60
<b>Program SLO 3</b>	76	19.6	4.40
<b>Program SLO 4</b>	77.31	20.46	2.23
<b>Program SLO 5</b>			

What do these results mean to you?

Not too much. I think they are more representative than the previous year's results but I fear they are not completely accurate for a similar reason to why last year's were not +

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?

Satisfied, as stated in my response above.

3. What conclusions do you draw from these results?

That we are doing well. Need to continue on this path. And, need to increase the amount of SLO assessments to get any kind of genuine measure. Right now the numbers are way, way, too weak to get any meaningful understanding of the effectiveness of our courses. +

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

CUL 125, SLOs 3 and 4 for reasons already stated.

5. What conclusions do you draw from these results?

Again, not much. There are not enough results to make any kind of significant analysis, or to see any trends. A doubling in the number of assessments and three years of tracking would give some meaningful information.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

I feel that they are measuring the right things but I need to do a little fine tuning with adjuncts to understand the process better, and I need to have a better sampling to determine whether they are measuring the right things, or not.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

Look to increasing the number of courses SLOed (that's all adjuncts, I do all of mine); discuss with specific adjuncts the methodology to get more accurate responses.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

I feel pretty good about the current status of the Culinary Arts program based upon the data provided. We have had a progressive period of growth (at least eight years) and program stability in the areas of total student enrollments, FTEFs, degrees and certificates offered, and course success rates. Our numbers have been either consistently strong in these areas, or are improving, which is especially significant for a one person instructor department +

2. Please explain any significant changes in the Department/Program over the past year.

We have lost a few adjuncts from the program that I fear will either not be replaced or, at least, be very difficult to replace. Within the confines of a small town with a limited supply of potential instructors who can meet the requirements of the minimum qualifications committee. I am concerned about ever being able to replace the instructor for Cake Decorating. We are very limited in the area of Wine Studies where we need a second qualified instructor to expand and solidify our offerings. +

3. Please briefly explain any significant changes expected in the upcoming academic year.

I am proposing in the AUP that I be given the opportunity to go over the current curriculum with a fine-toothed comb to find areas where we might want to make changes. The current model has worked very well leading to the greatest success in this program's history. I would propose to look carefully over every aspect of the program to find where changes might be necessary. As I have mentioned already, there may be classes we offer now for which it will be very hard to find teachers. I am also thinking of applying a few changes to the curriculum to make it more academic, to give it more of a +



**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	86%	14%	0%
<b>Program SLO 2</b>	N/A	N/A	N/A
<b>Program SLO 3</b>	86%	14%	0%
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?  
Some students study, some don't.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?  
Satisfied.
3. What conclusions do you draw from these results?  
These results mirror a students grades and degree of effort. SLO's are just additional work that show the same thing.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
No.
5. What conclusions do you draw from these results?

None.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

None.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

None.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Bogged down by administrative work, otherwise OK.

2. Please explain any significant changes in the Department/Program over the past year.

Successful creation of Geography AA-T and C-ID for courses offered in the degree.

3. Please briefly explain any significant changes expected in the upcoming academic year.

Increased course offerings: Meteorology will be taught online twice a year (Winter/Summer) and California Geography will be taught once a year (Spring). Potential for Economic Geography to be taught online in Fall.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	85%	13%	2%
<b>Program SLO 2</b>	85%	13%	2%
<b>Program SLO 3</b>	86%	12%	3%
<b>Program SLO 4</b>	84%	14%	2%
<b>Program SLO 5</b>			

What do these results mean to you?  
Some students study, some don't.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?  
Satisfied.
3. What conclusions do you draw from these results?  
These results mirror a students grades and degree of effort. SLO's are just additional work that show the same thing.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
No.
5. What conclusions do you draw from these results?

None.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

None.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

None.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Bogged down by administrative work, otherwise OK.

2. Please explain any significant changes in the Department/Program over the past year.

Successful creation of Geology AS-T and C-ID for courses offered in the degree.

3. Please briefly explain any significant changes expected in the upcoming academic year.

An additional GEL 110 course will taught online in Fall.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	21 (68%)	9 (29%)	1 (3%)
<b>Program SLO 2</b>	20 (64%)	8 (26%)	3 (10%)
<b>Program SLO 3</b>	7 (30%)	14 (61%)	2 (9%)
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

The majority of the students showed mastery or some understanding of the material as outlined in the SLO statements. +

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?

Satisfied

3. What conclusions do you draw from these results?

Students are showing reasonable success.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

No. The program SLO's have been satisfied. In each SLO, 90 % of the students showed a mastery or some understanding of the material.

5. What conclusions do you draw from these results?

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

The existing SLOs are attainable and represent the course content.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

No actions will be taken. I am satisfied with the SLOs.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Adjunct faculty has taught 100% of the workload for 2013/2014 academic year.

For the 2013/2014 academic year the adjuncts have taught the equivalent of 1.79 FTEF.

2. Please explain any significant changes in the Department/Program over the past year.

The chemistry department lost its full time instructor and has used adjunct faculty to teach 100% of the load. The college did create a full-time temporary position for one employee who has managed the administrative duties and taught labs to meet the requirements of the temporary position.

3. Please briefly explain any significant changes expected in the upcoming academic year.

The chemistry department does expect to begin the hiring process soon and hopefully will retain a full time instructor for the 2015/2016 academic year.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	69.5	28.17	2.33
<b>Program SLO 2</b>	N/A	N/A	N/A
<b>Program SLO 3</b>	76.33	18.00	5.67
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

These results indicate that nearly all students in the classes assessed this year achieve either mastery or some understanding of the material. Very few students fail to

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?

Yes, I am satisfied - the results are good.

3. What conclusions do you draw from these results?

The results are as would be expected from courses with students who have passed several prerequisite courses and who tend to be highly motivated.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

No particular course assessment stands out. Nearly all students achieved mastery or some understanding of each student learning outcome.

5. What conclusions do you draw from these results?

Again, the courses assessed this year require several prerequisites and 100% of the students are working toward transfer to a four year college. They are highly motivated and generally do well in the course, as reflected in the student learning outcomes.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

I find the course SLOs more meaningful than program SLOs in assessing my courses. The Program SLOs were agreed upon by the entire science division, and they are general enough to apply to any science course, therefore I do not foresee any changes to the program SLOs. I find the course SLOs more specific to my curriculum and therefore

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

For AY 2013 - 2014, I do not see any need to revise the SLOs that I use for my courses, nor any changes to the way specific topic were covered in the courses that were assessed this year.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

The department has maintained a steady number of FTES, although if the Astronomy course (PHS 111) were included, the department would show an increase in FTES and in number of course offerings. The success rate of students is excellent, always greater than 90%. Pretty much all students taking physics transfer to four year universities (data not provided by OIRP). The greatest challenge in the department is working with insufficient laboratory equipment

2. Please explain any significant changes in the Department/Program over the past year.

There were no significant changes to the physics department over the past year.

One small change - the department began offering Astronomy two times per year, rather than once.

3. Please briefly explain any significant changes expected in the upcoming academic year.

The physics department does not anticipate any significant changes in the upcoming year.

The department will continue to try to offer the new physical science course - PHS 102 - Survey of Concepts in Chemistry and Physics. Some modifications to this course may be submitted to the curriculum committee so that the course will correspond to C-ID descriptors and can be included in elementary education degree requirements.



**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	N/A	N/A	N/A
<b>Program SLO 2</b>	N/A	N/A	N/A
<b>Program SLO 3</b>	N/A	N/A	N/A
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?  
Satisfied that I didn't have to do assessments this year.
3. What conclusions do you draw from these results?

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?
5. What conclusions do you draw from these results?

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N **Yes**

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N **Yes**

Have all course-level SLOs been mapped to program-level SLOs? Y or N **Yes**

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N **Yes**

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Bogged down by administrative work, otherwise OK.

2. Please explain any significant changes in the Department/Program over the past year.

New lab course starting in Spring 2014. Successful creation of PHS 117 (Oceanography + Lab).

3. Please briefly explain any significant changes expected in the upcoming academic year.

The new lab course could require additional funds (i.e. for supplies) to support the program in the longterm.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	93.50	3.89	2.06
<b>Program SLO 2</b>	94.40	3.40	1.20
<b>Program SLO 3</b>	89.50	7.00	3.50
<b>Program SLO 4</b>	89.42	5.50	4.25
<b>Program SLO 5</b>	91.75	5.20	2.55

What do these results mean to you?

These results tell me that the majority of students are achieving mastery of the Program Level SLO's, but there seem to be some inconsistencies with SLO #2, and #3. It makes +

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?

Overall, I am satisfied with the results associated with each Program SLO. I mean, I would love to have 100% of students achieving "Mastery" of all SLO's, but that is probably unrealistic! After further reflection on the % of students achieving "No Understanding" I found that they all come from the same course (ECE 126). This makes +

3. What conclusions do you draw from these results?

I believe that the majority of students are achieving "Mastery" of course content and SLO's, but as I stated above, most of the "No Understanding" came from the same class. I need to take a look at the most recent assessment of this class to figure out why. It could be that students not even completing the assessment were included in the +

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

ECE 126 stands out particularly because it is the only course that shows any numbers in the "No Understanding" column. This course is (and was) being taught online, by an out of the area adjunct. It may be that she included students who did not complete assignments in her assessments, or it may be that she needs support in her teaching methodology and/or course content. It may also be related to the SLO itself, but it +

5. What conclusions do you draw from these results?

My conclusions about this particular class (ECE 126) is that I need to do some research into why the assessments show such a high number of "No Understanding". Other than this particular course, I am extremely satisfied with assessment data. The majority of students are demonstrating "mastery" on all course level SLO's.

6. To what degree are your Program SLOs measuring the "right" things? Describe the changes, if any, you want to make to them this year?

I believe that the Program SLO's are measuring the "Right" things. ECE courses are aligned with the rest of California in terms of course content, objectives, and SLO's.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

To continue as we are for the most part. I will be addressing the course that seems to be assessing lower than the rest of the classes.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

The ECE department continues to be a successful program in terms of student retention and student success. Distance Education numbers have increased while face-to-face enrollments have decreased. I am not sure as to why this is happening, except that DE courses seem to meet the working student's need for flexibility. Additionally, success rates for DE courses are higher than those for F2F courses. I believe this is because retention rates in DE is higher than in F2F. Overall enrollment seems to have dipped a +

2. Please explain any significant changes in the Department/Program over the past year.

Significant changes this past academic year include:

\*Submission and approval of the AS-T in ECE by the Chancellor's office

\*Submission and approval and alignment of the lower division 8 courses by the California Alignment Project

\*Reclassification of faculty member to 1.0 with .50 re-assignment time to direct child development center

\*Hiring of an additional adjunct to teach online courses +

3. Please briefly explain any significant changes expected in the upcoming academic year.

I don't expect any significant changes to the ECE program in the upcoming academic year.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	N/A	N/A	N/A
<b>Program SLO 2</b>	N/A	N/A	N/A
<b>Program SLO 3</b>	N/A	N/A	N/A
<b>Program SLO 4</b>	N/A	N/A	N/A
<b>Program SLO 5</b>	N/A	N/A	N/A

What do these results mean to you?

The two economics courses being taught are not considered a "program" at this time. Both ECO 101 and ECO 102 have course-level SLOs.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?  
N/A
3. What conclusions do you draw from these results?  
N/A

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
N/A
5. What conclusions do you draw from these results?

Department/Program: Economics Division: \_\_\_\_\_ Academic Year (AY): 2013-14

N/A

6. To what degree are your Program SLOs measuring the "right" things? Describe the changes, if any, you want to make to them this year?

N/A

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

N/A

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N No

Have all course-level SLOs been mapped to program-level SLOs? Y or N No

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N No

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

The Economics "program" had an increase in Annual FTES of 1.65 from 2011-12 to 2012-13.

2. Please explain any significant changes in the Department/Program over the past year.

The significant change from the 2011-12 to the 2012-13 was offering the ECO 102: Principles of Microeconomics online. The course is now offered once a year face-to-face and three times per year online.

3. Please briefly explain any significant changes expected in the upcoming academic year.

The ECO 101: Principles of Macroeconomics is now being offered online. It was scheduled to be offered online in the winter 2014 quarter as a late start (10 week delivery). The course will now be offered again online in the spring 2014 quarter as a late start course.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	55.00	25.00	20.00
<b>Program SLO 2</b>	81.94	11.19	7.50
<b>Program SLO 3</b>	78.50	16.50	5.00
<b>Program SLO 4</b>	76.00	19.00	5.00
<b>Program SLO 5</b>	75.64	16.50	8.57
<b>Program SLO 6</b>	40.00	40.00	20.00

What do these results mean to you?

The results for SLOs #1 and #6 remain low in terms of the percentages of students achieving "mastery." If we combine the numbers of those achieving "mastery" with those

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?

The numbers for SLO #1 and #6 certainly leave room for improvement. The real issue with the results, to be honest, is that the combination of classes assessed create rather confusing results, some not so informative. The only classes assessed in this round are Eng 151B, Eng 151W, Eng 205, Eng 207, Eng 208A, and Eng 211. It may be more

3. What conclusions do you draw from these results?

If we look at the 151 sections alone, it appears that there is still work to be done to help students achieve the "mastery" of the various SLOs at the appropriate level. We are hoping to see improvement in the first Program SLO assessments through our current efforts at "acceleartion." which focus much more on scaffolding for reading and

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

There is one assessment in English 151W that lists 100% mastery (SLO 2, which for English 151W is "Analyze and evaluate college-level readings through written responses and summaries"). It seems unlikely that all of the students achieved mastery of this outcome, even though it may be true.

5. What conclusions do you draw from these results?

It suggests that we need to keep working closely with our faculty, including adjunct faculty to make the assessment process accurate and useful. We have seen, in the fall quarter of 2013-14, more participation in the process by our adjuncts. There is still work to be done, however, particularly in terms of making the process productive and, more

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

One of the big changes we want to keep our eye on is the assessments for English 152. Despite the fact that we have not changed the curriculum, the beginning of the acceleration project has resulted in a philosophical change for many of the instructors teaching these courses. The focus is on “backward” design, working on the concepts and

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

We need to take a closer look at both the assessment schedule and the ways in which we are receiving the assessment data in reports in order to provide the department with more useful information. We need also to watch our assessments for SLO #1 and #6 in particular to see if trends toward lower percentages continue in these areas. We will also continue to try to offer training and SLO/assessment packets to our adjunct instructors to

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes  
 Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes  
 Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes  
 Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

According to the data provided, we notice the following (note: our data is separated into English and Foundational English, with English 152 included with the transfer-level courses):

\*Our student numbers, both in overall English FTES (104.73) and in distance education classes (25.26), are the lowest they have been in the past 5 years.

\*Our success rates in face-to-face English classes have seen a decline, while our

2. Please explain any significant changes in the Department/Program over the past year.

We completed the forms and curricular requirements for the AA-T in English, and we are waiting for Chancellor's Office approval of this degree. We hope this will increase the number of degrees we award in English and make it easier for our students to transfer in English.

The main changes we have seen in the department over the past year include a review and reduction of our adjunct pool in the interest of consistency and quality. We are also

3. Please briefly explain any significant changes expected in the upcoming academic year.

We have the opportunity to apply to send a second team to the CAP workshops for next year (beginning in June). We are putting together an application that identifies our desire to formulate a pilot Accelerated English 101 class (with, perhaps, a support section as well). This course would be open to students who tested into 152 (as well as those who tested into 101 and whose schedule it fit better). We would like to send 3-4 instructors who teach at both the 152 and transfer levels with the idea that we would pilot the class in the 2014-2015 academic year.



**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	N/A		
<b>Program SLO 2</b>	N/A		
<b>Program SLO 3</b>	N/A		
<b>Program SLO 4</b>	N/A		
<b>Program SLO 5</b>	N/A		

What do these results mean to you?

N/A

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?

N/A

3. What conclusions do you draw from these results?

N/A

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

N/A

5. What conclusions do you draw from these results?

N/A

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

N/A

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

N/A

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N -

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N -

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N -

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

2. Please explain any significant changes in the Department/Program over the past year.

We underwent a comprehensive evaluation and assessment of the program. As part of our findings, we developed new curriculum in the areas of Computer, Math, Housekeeping, Literacy and Advanced level.

3. Please briefly explain any significant changes expected in the upcoming academic year.

We are in the process of developing new curriculum in the areas of our current levels 1-4, Culinary, Childcare, Healthcare and Automotive. We are looking at revamping the GED course and becoming a GED testing site. We are developing better assessments and an orientation.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>			
<b>Program SLO 2</b>			
<b>Program SLO 3</b>			
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?
3. What conclusions do you draw from these results?

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?
5. What conclusions do you draw from these results?

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?
  
7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?
  
8. Status of Student Learning Outcomes (SLOs) for your department/program:  
  
Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N -  
Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N -  
Have all course-level SLOs been mapped to program-level SLOs? Y or N -  
Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N -

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.  
Outside a few core GSE classes, this program continues to struggle. There are many natural allies for GSE within the South Lake Tahoe area but so far the magic partnership has not been discovered.
  
2. Please explain any significant changes in the Department/Program over the past year.  
GSE 103, which is a required for the WLD AA/Certificate, has experienced a significant increase in student enrollment.
  
3. Please briefly explain any significant changes expected in the upcoming academic year.  
I understand there is talk about an Environmental Studies degree at LTCC. I am not aware of the details of this plan but I expect that it will impact GSE.

# Annual Program Review (APR) Report 2013-14

## Fire Science

### AWARDS

	Award Type	Award Title	Awards Conferred
2009-10	AA Degree	Fire Science	2
	Certificate	Firefighter I	18
	Certificate	Fire Science	1
2010-11	AA Degree	Fire Science	7
	Certificate	Firefighter I	13
	Certificate	Fire Science	5
2011-12	AA Degree	Fire Science	7
	Certificate	Firefighter I	3
	Certificate	Fire Science	3
2012-13	AA Degree	Firefighting & Emer Operations	3
	AA Degree	Fire Science	3
	Certificate	Firefighter I	4
	Certificate	Firefighting & Emer Operations	1
	Certificate	Fire Science	1
2013-14	AA Degree	Firefighting & Emer Operations	2
	AA Degree	Fire Science	1
	Certificate	Firefighter I	6
	Certificate	Firefighting & Emer Operations	1

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	38.00%	51.00%	11.00%
<b>Program SLO 2</b>	50.25%	38.25%	11.50%
<b>Program SLO 3</b>	41.33%	53.67%	5.00%
<b>Program SLO 4</b>	41.33%	53.67%	5.00%
<b>Program SLO 5</b>	41.33%	53.67%	5.00%
Program SLO 6	41.33%	53.67%	5.00%
Program SLO 7	53.00%	30.50%	16.5%

What do these results mean to you?

These results are very comprehensive and reveal the consistency of the learning that is occurring in the Humanities program.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?

The assessment results show strong numbers of students achieving mastery.

3. What conclusions do you draw from these results?

The main conclusion is that students are learning and that the content & scope of the courses is appropriate.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

HUM101 consistently reports the lowest percentage of mastery at 25%. This is something the dean will look into.

5. What conclusions do you draw from these results?

A review of the course outline of record & the individual course syllabus for HUM 101 is in order.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

All Program SLOs will be reviewed this year for relevancy. Seven Program SLOs seems to be a little excessive.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

Review of Program SLOs.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

The Humanities program has been very consistent since 2009-10. Each year there are eight sections offered with only one class cancelled in the last four years. There has been a reduction of annual FTES with a 36% decline from 2011-12 to 2012-13.

2. Please explain any significant changes in the Department/Program over the past year.

The 36% decline as noted above also includes a change from 2008-09 when 66% of the program's FTES came from distance education to 2012-13 where 100% of the FTES is a result of distance education offerings.

3. Please briefly explain any significant changes expected in the upcoming academic year.

We are considering two options for the Mythology class. One is to offer face-to-face classes and the other is to cross-list this Humanities class with an English section.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	75.75%	21.75%	2.50%
<b>Program SLO 2</b>	68.00%	29.50%	2.50%
<b>Program SLO 3</b>	81.50%	13.50%	5.00%
<b>Program SLO 4</b>	68.00%	29.50%	2.50%
<b>Program SLO 5</b>			

What do these results mean to you?

These results demonstrate the consistency in the program. Most students achieved at a level that is very promising.

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?

I am satisfied with the results of Program SLOs 1, 2, 4. Program SLO 3 needs to be revisited to determine its relevancy.

3. What conclusions do you draw from these results?

The program continues to meet the needs of its students. New course have been developed in this program, so we should experience growth in the next few years.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

COM 122 is the course offered every quarter and the assessments confirm its vitality. Having data from Program SLO 3 helps to build out a more complete picture of the program.

5. What conclusions do you draw from these results?



That the program continues to be strong.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

The Program SLOs are measuring the right things & there are no proposed changes for this year.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

We will be measuring the results of the new courses that have been added.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

The department is very consistent with total section offerings ranging between 5-7. There is expected growth in the 2014-15 academic year.

2. Please explain any significant changes in the Department/Program over the past year.

There is a continued growth in distance education offerings with these now producing 88.7% of the department's FTES. With the build-out of the Broadcasting classes, the expectation is that these numbers will continue to rise.

3. Please briefly explain any significant changes expected in the upcoming academic year.

The department will begin to roll out its Broadcasting sequence.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	67.40%	21.80%	10.80%
<b>Program SLO 2</b>	73.00%	27.00%	0.00%
<b>Program SLO 3</b>	72.00%	14.00%	14.00%
<b>Program SLO 4</b>	72.00%	14.00%	14.00%
<b>Program SLO 5</b>	72.25%	17.25%	10.50%
<b>Program SLO 6</b>	72.25%	17.25%	10.50%

What do these results mean to you?

No courses were due for assessment in 2013-14.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?

The results are from past assessments. They need to be updated during the next assessment cycle.

3. What conclusions do you draw from these results?

N/A

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

N/A

5. What conclusions do you draw from these results?

N/A

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

N/A

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

N/A

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

As another adjunct - only department, the major method of delivery is online. Since 2009-10, over 90% of the courses are offered online.

2. Please explain any significant changes in the Department/Program over the past year.

There has been a significant decline in FTES with a 28% loss. In 2012-13, all program offerings were online.

3. Please briefly explain any significant changes expected in the upcoming academic year.

We are promoting some face-to-face course offerings.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	69.7	25.33	6.67
<b>Program SLO 2</b>	62.71	27.86	10.86
<b>Program SLO 3</b>	68.76	26.33	5
<b>Program SLO 4</b>	69.5	24.75	5.75
<b>Program SLO 5</b>			

What do these results mean to you?

These aggregate numbers compel one to query the variation amongst course offerings.

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?

Not satisfied, Mastery levels should be higher and Some Understanding and No Understanding are too high.

3. What conclusions do you draw from these results?

I need to evaluate the SLOs and examine what changes need to be made and work with other faculty to elevate numbers.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

Yes, HIS112 abysmal levels of Mastery.

5. What conclusions do you draw from these results?

Inquiry necessary in order to understand deviation.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

SLOs will be examined in the near future.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

Examine any other available data and evaluative process to gain better understanding of process.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Department led by new full time faculty and will expand course offerings and working with adjunct faculty to achieve SLOs.

2. Please explain any significant changes in the Department/Program over the past year.

New Department Lead Faculty.

3. Please briefly explain any significant changes expected in the upcoming academic year.

Review of course listings with the possibility of offering new courses.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	96.14	3.86	0
<b>Program SLO 2</b>	96.14	3.86	0
<b>Program SLO 3</b>			
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?

We are highly satisfied with the assessment results.

3. What conclusions do you draw from these results?

ISSI students are achieving mastery in the areas of communicating in Spanish and demonstrating understanding of cultures of different Spanish speaking countries in the 11 levels of the program.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

SPA 124 reached an 85% Students Achieving Mastery. This level of achievement is lower than that in most other levels at 90%-100%.

5. What conclusions do you draw from these results?

The results indicate to us that the curriculum is effectively presented and that the students are mastering the curriculum presented. The results indicate that the instructors are preparing students for mastery at the appropriate levels. The results of 85% at SPA 124 could indicate degree of difficulty of the subject matter for students at this level, +

6. To what degree are your Program SLOs measuring the "right" things? Describe the changes, if any, you want to make to them this year?

Program SLOs are measuring the appropriate instructional components as indicated on the course outline and curriculum of grammar, communication and cultural awareness. No changes are anticipated.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

Considering the results of the Program SLOs, a review of those courses with less than 100% mastery will take place including course outlines, curriculum, materials and instructional strategies implemented.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Based on the material provided (SLO results of 96.14%) and on program evaluations from students completing the program (191 responses from a total of 400 students), students are achieving mastery at the appropriate level. 96% of the students who submitted evaluations "Strongly Agree" that the program/courses met their expectations. The program is effective in terms of SLOs and in terms of student evaluation. Enrollment in classes is near maximum, retention is 99.1%. Success is 91.6% according to the data. +

2. Please explain any significant changes in the Department/Program over the past year.

Significant changes:

1. More outreach via social media
2. Increase of returnees to ISSI
3. Increased community support
4. Increase in Cultural Break-out session topics
5. Lower number of educators participating in the program
6. Overall lower numbers of participants +

3. Please briefly explain any significant changes expected in the upcoming academic year.

1. Addition outreach to potential students
2. Change of date: earlier in August
3. Increased number of students, as a result of outreach and date change
4. Increase in number of educators attending, as a result of outreach and date change
5. New mini-courses in grammar and conversation added to the program based on student evaluations
6. Additional and new Community Education ISSI Sunday courses +

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments and answer the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	100.00	0.00	0.00
<b>Program SLO 2</b>	92.17	7.83	0.00
<b>Program SLO 3</b>	88.70	6.30	0.00
<b>Program SLO 4</b>	98.00	2.00	0.00
<b>Program SLO 5</b>	N/A	N/A	N/A

What do these results mean to you?  
See Response 3.

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?

Yes. While the results for Program SLO 3 dipped from 93.43% last year, in general, I am satisfied with these results.

3. What conclusions do you draw from these results?

The Music Department has improved its overall level of Student Learning Outcomes from the previous year fairly significantly.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

Yes. The percentage of students achieving mastery for MUS113 SLOs 1 and 2 was 72%.

5. What conclusions do you draw from these results?



After checking the narrative from the SLO report in Tracdat, it appears that 72% is actually an improvement from the previous assessment for SLO1 where only 55% were achieving mastery on this fairly difficult SLO. On SLO 2 there was an issue with several of the students following directions for the assessment. I anticipate these numbers will improve.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

I am satisfied at this time that the current Program SLOs are appropriate. I do not foresee making any changes.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2013-14?

It is believed that the high percentage of students achieving no understanding for the SLOs from MUS104B from the previous year was an outlier. At this point I have no plans to take any further actions for AY 2013-14.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? YES

Have all program-level SLOs been identified and submitted to the SLO Committee? YES

Have all course-level SLOs been mapped to program-level SLOs? YES

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? YES

---

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Even with a significant drop in FTES from 70.39 to 49.60, Music remains in the top 10 programs in terms of enrollment. Still one of the main challenges will be maintaining healthy enrollment and also increasing productivity, especially after the changes discussed in the most recent CPR (i.e., repeatability, fee increases, loss of the Good Neighbor policy, etc.) The Department is working on new scheduling strategies and building the Commercial Music aspect of the program particularly with new course offerings. Course success rates remain high at 86.1% overall.

2. Please explain any significant changes in the Department/Program over the past year.

In addition to the items mentioned in No. 1, the remodel of F125 faced some logistical and organizational challenges that were overcome to begin use in Fall 2013 for Pro Tools, Recording, DMA, Video, and Piano classes. Repeatability if some courses has called for scheduling and curricular changes. Enrollments in these classes continue to be monitored.

Department/Program:       MUSIC       Division:       VAPA/HUM       Academic Year (AY):       2013-14      

3. Please briefly explain any significant changes expected in the upcoming academic year.

With the addition of the new soccer coach who also holds minimum qualifications in Music (Trumpet, Brass, Conducting specialties), there is the opportunity to build the instrumental performance aspect of the traditional program. We are also looking at developing more collaboration with Digital Media Arts and Commercial Music with the possibility of team-taught classes and a collaborative Digital Media “show.”

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	57.25%	39.75%	3.00%
<b>Program SLO 2</b>	67.25%	29.75%	3.00%
<b>Program SLO 3</b>	61.00%	36.00%	3.00%
<b>Program SLO 4</b>	69.67%	26.33%	4.00%
<b>Program SLO 5</b>			

What do these results mean to you?

These results support the learning that is happening in this program.

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?  
I'm not satisfied with the 5% Mastery of Course SLO 2 in REL 107. Will investigate.

3. What conclusions do you draw from these results?  
Overall, these results show a clear focus and attainment of Program SLOs.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
As stated above, the 5% mastery in REL 107.

5. What conclusions do you draw from these results?

The program is continuing to meet student needs.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

They are measuring student learning, and the results are very positive.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

To develop a more aggressive assessment schedule.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

The program has suffered enrollment decline like many of the adjunct - only programs. There will be growth seen in the 2013-14 data based on the development of new courses.

2. Please explain any significant changes in the Department/Program over the past year.

There has been a significant decline in FTES with a 28% loss. In 2012-13, all program offerings were online.

3. Please briefly explain any significant changes expected in the upcoming academic year.

We are promoting some face-to-face course offerings.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>			
<b>Program SLO 2</b>			
<b>Program SLO 3</b>			
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?  
CalWORKs SLOs are currently being developed/updated, and assessments are scheduled for spring 2015.
3. What conclusions do you draw from these results?

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
N/A
5. What conclusions do you draw from these results?

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

SLOs for this program are currently being updated to better reflect the program goals.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N No

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N No

Have all course-level SLOs been mapped to program-level SLOs? Y or N No

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N -

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

There was no data packet provided by the OISP for this program.

2. Please explain any significant changes in the Department/Program over the past year.

The CalWORKs technicians position has been eliminated, and the EOPS/CARE Counselor-Coordinator now has CalWORKs responsibilities.

3. Please briefly explain any significant changes expected in the upcoming academic year.

This program will become part of a larger annual program review process encompassing most areas within Student Services.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.


**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	46%	38%	16%
<b>Program SLO 2</b>	92%	7%	1%
<b>Program SLO 3</b>			
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?  
 I am fairly satisfied with SLO #2, which has shown improvement since the last time it was measured. However I would like to continue decreasing the percentage of students who have no understanding of the program requirements. I am very satisfied with SLO #2 as 92% demonstrated mastery or some understanding of the educational plan. 
3. What conclusions do you draw from these results?  
 Overall, students in the EOPS program are aware of the requirements of the program and demonstrate this understanding by completing an educational plan, having contact with a counselor, and submitting a progress report.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
 N/A
5. What conclusions do you draw from these results?

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

The current SLOs are appropriate for this program.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

Over the next year, we will implement a mass-texting option for EOPS/CARE students that will allow the Coordinator to remind students of program requirements.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N No

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N No

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N -

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

There was no data packet provided by the OISP for this program.

2. Please explain any significant changes in the Department/Program over the past year.

There is a new Dean of Student and Academic Support Services. However, there have been significant staffing reductions in the front office of Student Services. For example, the CalWORKs technicians left the College and the position was not filled. The EOPS/CARE Counselor-Coordinator now has CalWORKs responsibilities. Also, a full-time front office position has been rehired as part-time; therefore, this person will likely be limited in the amount of support they can offer the EOPS/CARE programs.

3. Please briefly explain any significant changes expected in the upcoming academic year.

These programs will become part of a larger annual program review process encompassing most areas within Student Services.



**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	X		
<b>Program SLO 2</b>	X		
<b>Program SLO 3</b>	X		
<b>Program SLO 4</b>	X		
<b>Program SLO 5</b>	X		

What do these results mean to you?  
 Successful course completions in Anthropology average 80.6% and in Sociology average 83.8%. These indicate mastery of program-level SLOs.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?  
 Yes.
  
3. What conclusions do you draw from these results?  
 Both programs are in good shape in terms of enrollments, productivity, and student mastery.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
 No.
  
5. What conclusions do you draw from these results?

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

I believe that they are measuring the correct things in both programs.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

I will continue to monitor the status of programs and student learning. This will be undertaken in a proactive and conceptual sense.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N **No**

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N **Yes**

Have all course-level SLOs been mapped to program-level SLOs? Y or N **No**

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N **Yes**

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Both programs are in good shape.

2. Please explain any significant changes in the Department/Program over the past year.

A few new courses have been offered, including a new special topics.

3. Please briefly explain any significant changes expected in the upcoming academic year.

None are anticipated.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	N/A		
<b>Program SLO 2</b>			
<b>Program SLO 3</b>			
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?  
 No results-beginning program 2013-14.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?  
 N/A

3. What conclusions do you draw from these results?  
 N/A

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
 N/A

5. What conclusions do you draw from these results?

N/A

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

Will review program SLOs 2013-14.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

N/A

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Ethnic Studies has been rolled out winter 2014 with ETH202B, enrollment at 18 students. Will continue second quarter sequence in spring. New full time faculty lead teaching courses.

2. Please explain any significant changes in the Department/Program over the past year.

Courses now offered by new full time faculty.

3. Please briefly explain any significant changes expected in the upcoming academic year.

New course offerings expanding Ethnic Studies Department.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	75.5	23	1.5
<b>Program SLO 2</b>	75.5	23	1.5
<b>Program SLO 3</b>	75.5	23	1.5
<b>Program SLO 4</b>	75.5	23	1.5
<b>Program SLO 5</b>			

What do these results mean to you?

Data from 2011-12 without any deviation across all SLO's is difficult to gauge.

2. Are you satisfied/dissatisfied with the assessment results associated with each Program SLO?

Would be satisfied with past academic years results which may provide more telling insights into student learning.

3. What conclusions do you draw from these results?

Need recent numbers.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

No, all similar.

5. What conclusions do you draw from these results?

It appears 75% of the students are mastering all SLOs.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

Would like to view more recent data to assess if changes are necessary.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

2014-15 I would like to coordinate with all faculty in department to ensure we are all on the path to achieving SLOs

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Department is now led with new full time faculty to continue core courses, while identifying other courses to be offered.

2. Please explain any significant changes in the Department/Program over the past year.

New full time faculty member.

3. Please briefly explain any significant changes expected in the upcoming academic year.

Offering courses other than POL101.

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	95%	5%	0
<b>Program SLO 2</b>	95%	5%	0
<b>Program SLO 3</b>	95%	5%	0
<b>Program SLO 4</b>	N/A		
<b>Program SLO 5</b>	N/A		

What do these results mean to you?

The results show that our students are doing very well and that teaching methods are effective.

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?  
Very satisfied.

3. What conclusions do you draw from these results?

The high success rate suggests that teaching methods are effective in the Theatre Department. A higher percentage of students were motivated to complete course work according to the standards set for the class.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

Only one course, THE 105A Beginning Acting, was assessed. The high success rate suggests that teaching methods are effective.

5. What conclusions do you draw from these results?

The Theatre Department is effective in current teaching methods and practices.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

I am happy with the Program SLOs and do not anticipate making any changes.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

Continue with current effective teaching methodology, as well as looking for ways to improve.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Status of Items From Last Unit Plan:

None of the requests from last year's plan that required funding have been accomplished.

Action I.D. 6 dealing with the continued creation of an Improvisation group and offering performances has been successfully implemented with three shows in the 2012/2013 year. These performances were very successful and had high audience attendance. +

2. Please explain any significant changes in the Department/Program over the past year.

In the fall of 2012, almost all of the department's curriculum had to be rewritten in response to the new repeatability policies taking affect 2013/2014. The major impact was on the Improvisation courses and the production courses. Twenty pieces of new curricula were created.

Budget for productions continues to be an issue, especially with the college's recent need to dig deeper for cuts. +

3. Please briefly explain any significant changes expected in the upcoming academic year.

We will continue to monitor the impact of repeatability on our department. Budget cuts may have an impact.

Administration's desire to use the theatre as a classroom for other departments starting fall 2013 has a negative impact on Theatre Department and has the potential to disrupt our instructional program.



**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	91.12	7.96	.92
<b>Program SLO 2</b>	92.03	7.14	.83
<b>Program SLO 3</b>	92.08	6.96	.86
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

The program is working for most participants (92%) Internship and Work Experience Students but there is always room for improvement and better +

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?  
I would like to see the 'some understanding' category decrease by 50% to 3.5 and I will work toward this objective.
3. What conclusions do you draw from these results?  
The overall program is effective with regard to the value for student's career growth but as noted, there is always room for improvement.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
SLO 1 'Identify and demonstrate key workplace skill competencies in order to strengthen career marketability and labor value' stands out as an opportunity with a slightly higher 'some understanding' result of 7.96 and a slightly lower 'mastery' of 91.12.
5. What conclusions do you draw from these results?

With limited resources, it will be important to prioritize the focus so I will pinpoint SLO 1 as a key communication effort with students. Once progress is made here, I can focus on the next.

6. To what degree are your Program SLOs measuring the "right" things? Describe the changes, if any, you want to make to them this year?

I am confident that all 3 SLOs are measuring the correct criteria but with that said, more can be done to deliver desired results toward student career preparation.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

For 2013-14, I plan to hone in on both the set up of expectations and the debriefing of insights with the students in order to move students from 'some understanding' to 'mastery'. This means taking more time in the Orientation meeting and in the debrief end of quarter meetings with students to make sure they completed their feedback forms accurately and with thoughtfulness. +

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

The program continues to offer a strong utility value to most all of the participating students (interns and work experience) with regard to career preparation (interview skills, worksite skills building, professionalism and networking experiences, resume strengthening and more). In addition to the work experience students getting their desired units, they are also learning new career building methods and are given important tools to take with them to next horizons. +

2. Please explain any significant changes in the Department/Program over the past year.

We successfully implemented the 6-week work experience program and each quarter 1 to 2 students take advantage of this option. This captures additional FTES for the department it would not have had otherwise. With repeatability, however, we will need to consider another class code in order for students to participate more than once (we have had to turn away a few).

We have successfully rolled out solid outreach for the Internship program (per recent +

3. Please briefly explain any significant changes expected in the upcoming academic year.

The changes anticipated are not significant changes but are rather an ongoing process of improvement as described above. Here is an outline:

- 1) pinpointing to improve SLO 1
- 2) continue to conduct outreach and promotion for the work experience category
- 3) help to ensure improved student resume based on direct accomplishments from the worksite experience
- 4) review and development of communication efforts toward Hispanic and Female +

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	89.17	10.83	0.0
<b>Program SLO 2</b>	87.10	12.90	0.0
<b>Program SLO 3</b>	85.00	15.00	0.00
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?  
 We are offering quality insructions to our students.

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?  
 Yes, due to the fact that we have strong communication within the department and work with adjuncts to improve instruction. Our rates have improved since 2012-13. We are thoroughly satisfied.
3. What conclusions do you draw from these results?  
 We assess often and we commuicate well. We are offering a department training to offer continual improvement and close the loop.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?  
 No, they are all positive. We have a departmental vision that we follow.
5. What conclusions do you draw from these results?

We focus heavily on teaching strategies and learning. Our results reflect that.

6. To what degree are your Program SLOs measuring the “right” things? Describe the changes, if any, you want to make to them this year?

We are basing them on the guidelines of language proficiency and mapping our courses to the Program SLOs in which they reflect language acquisition.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

We will continue to offer a yearly department meeting that reinforces these successful actions. We are satisfied, so no further actions will be taken.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

## ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

1. Our DE program in Spanish is growing, while our face-to-face FTES is declining slowly.

2. Our success rates has been steady at an average 88% for the last three years.

3. We continue to award AA degrees and certificates in Spanish.

4. A comprehensive selection of languages are offered yearly, based on student/community interest

2. Please explain any significant changes in the Department/Program over the past year.

1. Offering a new degree within our department (AA-T in Spanish)

2. After a 5-year hiatus, we have been approved for a study-abroad program to Guatemala in summer 2014. :)

3. We have lost our instructional supply budget.

3. Please briefly explain any significant changes expected in the upcoming academic year.

1. Begin to create an online Spanish degree; this includes taking several courses to the online modality.

2. We expect to see our full-time instructors instruct more in an online capacity, perhaps 100% online.