

Program/Discipline: \_\_\_\_\_

## Annual Program Review Update

Art

**Annual Program Review Update**

**\*Be sure to include information from all three campuses.**

Program/Discipline: \_\_\_\_\_

Submitted by (names): \_\_\_\_\_

Contact Information (phone and email): \_\_\_\_\_

Dean / V. P.: \_\_\_\_\_

Validation Date: \_\_\_\_\_

**1. Program/Discipline Changes**

Has there been any change in the status of your program or area since your last Annual Update? (Have you shifted departments? Have new degrees or certificates been created by your program? Have activities in other programs impacted your area or program? For example, a new nursing program could cause greater demand for life-science courses.)

**Note:** curricular changes should be addressed under **12 (Curriculum)**.

No (go to next question)

Yes (describe the changes below):

## 2. Program/Discipline Trends

Review and analyze the Enrollment data (Table 2.01) provided by Institutional Research and answer the following questions:

### Table 2.01 Enrollments

*Number of students enrolled at census date*

For the purposes of these charts here, course sections have been broken down by class start time. The definitions for each start time are as follows:

- Early Morning                      Before 10:00AM
- Prime Time                         From 10:00AM to 2:30PM
- Late Afternoon                    From 2:30PM to 5:30PM\*/6:00PM
- Evening                             5:30PM\*/6:00PM and later
- Weekend                            Saturday or Sunday classes
- TBA                                  No scheduled start time

\* Evening is defined differently for semesters prior to Fall 2009

Each classification was weighted according to the following schedule:

- Weekend
- Evening
- Late Afternoon
- Early Morning
- Prime Time

If a section had start times that fell into more than one category, it would be placed in the higher weighted category. For example, if a section met on a Saturday and started at 10:30AM, it would be considered a Weekend section.

5.1 b

		2005 - 2006							2006 - 2007							2007 - 2008							2008 - 2009						
		Early Morning	Prime Time	Late Afternoon	Evening	Weekend	TBA	Total	Early Morning	Prime Time	Late Afternoon	Evening	Weekend	TBA	Total	Early Morning	Prime Time	Late Afternoon	Evening	Weekend	TBA	Total	Early Morning	Prime Time	Late Afternoon	Evening	Weekend	TBA	Total
Art	Fill Rate	60%	68%	77%	55%	80%	23%	65%	57%	65%	68%	63%	64%	33%	63%	65%	60%	61%	56%	56%	63%	60%	61%	61%	63%	54%	47%	69%	61%
	Enrollment	331	822	225	220	20	7	1,625	421	811	287	252	32	10	1,813	503	546	333	493	27	50	1,952	580	618	431	391	40	286	2,346
	Sections	26	52	12	22	1	6	119	35	50	19	21	2	6	133	31	42	20	39	2	7	141	37	44	24	34	5	18	162
	FTES	66.22	167.5	52.8	50.8	4.43	1.23	342.99	92.76	162.26	68.95	55.28	1.58	1.44	382.26	102.25	112.76	68.22	105.57	5.16	6.07	400.03	122.89	127.51	93.09	88.08	8.65	35.71	475.93
	WSCH	2,238	4,740	1,188	2,106	108	540	10,920	3,204	4,332	1,890	1,944	51	486	11,907	2,916	3,606	1,872	3,627	126	540	12,687	3,690	3,672	2,376	3,114	432	1,143	14,427

a. Describe how changes in the discipline or area are impacting the data shown in the table above.

b. Describe how changes outside the discipline or area are impacting the data shown in the table above.

Review and analyze the Enrollment data (Table 2.02) provided by Institutional Research and answer the following questions:

**2.02 Course Success Rates**

*Percentage of students enrolled at census receiving a grade of A, B, C, or Credit*

## 5.1 b

	2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled
ART-10	83%	135	68%	116	80%	66	75%	77	74%	93
ART-11	71%	17	58%	12	88%	16			80%	10
ART-110	87%	52	72%	18	76%	17	78%	18	80%	15
ART-14	100%	17	67%	33					81%	16
ART-146	100%	11								
ART-151					100%	11				
ART-16	68%	19								
ART-163	69%	16			81%	16				
ART-165							78%	23		
ART-166			95%	21						
ART-17	77%	394	77%	359	75%	399	69%	455	72%	577
ART-18	78%	18	87%	15	60%	5	75%	40	74%	34
ART-18L					100%	2				
ART-19	84%	50	74%	61	89%	44	87%	47	79%	48
ART-1A	78%	79			78%	23	67%	12	55%	87
ART-1B	68%	47	88%	26	81%	31	68%	19	72%	43
ART-2	81%	115	76%	127	74%	166	77%	167	72%	177
ART-20			69%	13						
ART-22	83%	66	86%	43	84%	45	67%	49	76%	67
ART-23	85%	104	72%	68	76%	71	78%	51	73%	56
ART-26					100%	9	60%	15		
ART-28					82%	11				
ART-31A	74%	170	76%	121	74%	181	77%	163	68%	226
ART-31B	84%	76	83%	70	78%	95	70%	143	68%	107
ART-32	78%	9	95%	19	100%	18	67%	9	100%	27
ART-35	77%	167	85%	143	77%	163	83%	173	78%	137
ART-36					73%	15				
ART-37	100%	5	69%	16	100%	4	100%	1		
ART-38	67%	3	93%	15	100%	14	100%	4		
ART-3A	75%	59	70%	23	80%	55	86%	37	65%	40
ART-3B	83%	12								
ART-4	79%	218	87%	142	79%	87	77%	172	68%	323
ART-40		1	86%	7	100%	9	100%	12	94%	16

5.1 b

	2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled
ART-42									75%	36
ART-43A	72%	83	77%	35	79%	123	83%	58	79%	84
ART-43B	100%	17	80%	15	85%	13	75%	12	75%	8
ART-44	100%	5	100%	4						
ART-45			70%	10						
ART-46							91%	11	55%	20
ART-46B									100%	5
ART-47	71%	7								
ART-5	73%	11								
ART-52	73%	80	70%	50	74%	74	75%	85	76%	62
ART-53	77%	22	38%	13	67%	12	94%	18	95%	19
ART-54	67%	3	80%	5	100%	8	100%	2	33%	3
ART-56	100%	11	56%	18	76%	21	71%	17	69%	13
ART-57	81%	16	71%	34	86%	36	70%	20	63%	27
ART-58	100%	5	71%	7	78%	9	75%	8	71%	14
ART-59	95%	22	100%	18	86%	22	88%	16	78%	37
ART-60	68%	47	83%	40	76%	37	81%	37	74%	38
ART-60L	100%	8	100%	13	100%	13	85%	20	86%	14
ART-62	88%	16	92%	24	56%	9	91%	23	100%	11
ART-62L	55%	11	54%	13	63%	16	73%	11	82%	11
ART-64	81%	31			65%	17			67%	9
ART-64L									73%	11
ART-66									74%	19
ART-67							94%	17		
ART-72									84%	19
ART-87			76%	37	80%	20	100%	4		
ART-88			93%	15						
ART-99	86%	56			100%	29	86%	122	84%	25
ART-99A									38%	8
ART-99B									77%	31
ART-99E									78%	9
Total	79%	2311	78%	1819	78%	2032	77%	2168	72%	2632

a. Describe how changes in the discipline or area are impacting the data shown in the table above.

b. Describe how changes outside the discipline or area are impacting the data shown in the table above.

Review and analyze the Enrollment data (Table 2.03) provided by Institutional Research and answer the following questions:

**Table 2.03 Course Retention Rate**

Percentage of students enrolled at census receiving a grade other than W (Withdraw)

5.1 b

	2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled
ART-10	92%	135	91%	116	85%	66	90%	77	87%	93
ART-11	94%	17	67%	12	100%	16			100%	10
ART-110	94%	52	72%	18	82%	17	94%	18	100%	15
ART-14	100%	17	88%	33					81%	16
ART-146	100%	11								
ART-151					100%	11				
ART-16	89%	19								
ART-163	88%	16			81%	16				
ART-165							78%	23		
ART-166			95%	21						
ART-17	89%	394	91%	359	88%	399	90%	455	90%	577
ART-18	83%	18	87%	15	80%	5	90%	40	88%	34
ART-18L					100%	2				
ART-19	90%	50	92%	61	91%	44	91%	47	83%	48
ART-1A	85%	79			91%	23	67%	12	69%	87
ART-1B	81%	47	92%	26	90%	31	84%	19	91%	43
ART-2	96%	115	89%	127	89%	166	88%	167	88%	177
ART-20			69%	13						
ART-22	91%	66	91%	43	87%	45	84%	49	87%	67
ART-23	92%	104	82%	68	83%	71	90%	51	91%	56
ART-26					100%	9	87%	15		
ART-28					100%	11				
ART-31A	86%	170	85%	121	88%	181	90%	163	86%	226
ART-31B	96%	76	90%	70	93%	95	86%	143	84%	107
ART-32	89%	9	95%	19	100%	18	78%	9	100%	27
ART-35	84%	167	91%	143	86%	163	92%	173	87%	137
ART-36					73%	15				
ART-37	100%	5	75%	16	100%	4	100%	1		
ART-38	67%	3	93%	15	100%	14	100%	4		
ART-3A	93%	59	83%	23	89%	55	95%	37	90%	40
ART-3B	83%	12								
ART-4	89%	218	92%	142	93%	87	89%	172	85%	323
ART-40		1	100%	7	100%	9	100%	12	100%	16

5.1 b

	2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled
ART-42									83%	36
ART-43A	90%	83	91%	35	89%	123	90%	58	93%	84
ART-43B	100%	17	93%	15	92%	13	92%	12	88%	8
ART-44	100%	5	100%	4						
ART-45			80%	10						
ART-46							100%	11	75%	20
ART-46B									100%	5
ART-47	71%	7								
ART-5	82%	11								
ART-52	90%	80	88%	50	93%	74	85%	85	90%	62
ART-53	91%	22	69%	13	67%	12	94%	18	95%	19
ART-54	100%	3	80%	5	100%	8	100%	2	67%	3
ART-56	100%	11	61%	18	81%	21	82%	17	77%	13
ART-57	88%	16	85%	34	92%	36	90%	20	85%	27
ART-58	100%	5	100%	7	100%	9	88%	8	93%	14
ART-59	95%	22	100%	18	100%	22	100%	16	89%	37
ART-60	85%	47	98%	40	86%	37	92%	37	87%	38
ART-60L	100%	8	100%	13	100%	13	95%	20	93%	14
ART-62	88%	16	100%	24	100%	9	96%	23	100%	11
ART-62L	55%	11	54%	13	69%	16	73%	11	82%	11
ART-64	81%	31			76%	17			78%	9
ART-64L									73%	11
ART-66									84%	19
ART-67							94%	17		
ART-72									84%	19
ART-87			81%	37	90%	20	100%	4		
ART-88			93%	15						
ART-99	93%	56			100%	29	93%	122	92%	25
ART-99A									88%	8
ART-99B									94%	31
ART-99E									89%	9
Total	89%	2311	89%	1819	89%	2032	89%	2168	87%	2632

a. Describe how changes in the discipline or area are impacting the data shown in the table above.

b. Describe how changes outside the discipline or area are impacting the data shown in the table above.

Review and analyze the Enrollment data (Table 2.04) provided by Institutional Research and answer the following questions:

**Table 2.04 English and Mathematics Basic Skills Data for Course Success (F2005-F2008)**

5.1 b

	PASSED 1A		ENGL-1A		ENGL-150		ENGL-350		READ-360		UNKNOWN	
	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled
ART-10	83%	42	66%	74	75%	65	71%	28	50%	8	77%	74
ART-11			100%	3	71%	14	0%	1	100%	2	75%	8
ART-110	100%	1	64%	11	0%	1	80%	5	100%	2	79%	48
ART-14	86%	7	100%	7	50%	8					45%	11
ART-17	85%	249	75%	405	70%	354	56%	149	49%	37	67%	331
ART-18	94%	16	74%	19	80%	10	0%	1			75%	20
ART-18L	100%	1									100%	1
ART-19	93%	41	85%	39	68%	31	60%	10	100%	2	82%	50
ART-1A	87%	15	56%	16	43%	7					70%	10
ART-1B	83%	30	83%	23	73%	11					75%	12
ART-2	88%	116	75%	146	75%	154	72%	61	40%	15	62%	68
ART-22	87%	30	72%	18	89%	18	33%	3	100%	2	78%	93
ART-23	81%	57	72%	53	81%	32	60%	5	50%	2	69%	72
ART-26	67%	6	75%	4	100%	1	100%	1			75%	12
ART-28			100%	3	100%	2					67%	6
ART-31A	71%	80	71%	115	70%	121	67%	39	88%	16	76%	173
ART-31B	82%	74	72%	61	70%	57	67%	12	75%	4	71%	131
ART-32	100%	19	100%	7	100%	5	100%	2			90%	40
ART-35	86%	116	83%	131	80%	119	65%	40	63%	8	79%	119
ART-3A	85%	27	81%	27	60%	30	79%	14	100%	1	74%	39
ART-4	89%	133	84%	166	68%	106	69%	13			62%	50
ART-40	100%	3	88%	8	100%	6	100%	3	100%	1	92%	13
ART-42	67%	3	83%	6	67%	3	0%	1			71%	7
ART-43A	88%	48	76%	70	75%	36	71%	14			82%	84
ART-43B	83%	12	89%	9	100%	3	100%	2	0%	1	73%	11
ART-52	71%	35	73%	37	60%	25	100%	8	67%	6	75%	121
ART-53	92%	13	100%	6	71%	7					68%	31
ART-54	33%	3									86%	7
ART-56	67%	12	62%	13	75%	8			100%	1	72%	29
ART-57	54%	13	50%	6	50%	4	50%	2	100%	2	79%	61
ART-58	86%	7	100%	1	50%	2					76%	21
ART-59	91%	11	100%	3							84%	56
ART-60	82%	39	81%	32	60%	10	100%	5	100%	1	80%	46
ART-60L	100%	13	83%	6	100%	3	100%	1	100%	1	93%	27
ART-62	100%	5	100%	9	67%	3			0%	1	88%	49
ART-62L	67%	3	67%	3	100%	2					65%	43
ART-64	100%	1	67%	3	25%	4	100%	1	100%	1	69%	16
ART-64L	50%	2									78%	9
ART-67	100%	3	100%	2							92%	12
Total	84%	1286	77%	1542	72%	1262	66%	421	62%	114	74%	2011

## 5.1 b

	TRANSFER-LVL		MATH-120		MATH-380		MATH-375		MATH-371		UNKNOWN	
	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled
ART-10	88%	41	66%	29	67%	55	65%	46	77%	26	77%	94
ART-11	100%	1			80%	5	60%	5	75%	8	78%	9
ART-110	75%	4	100%	5	57%	7	100%	5	100%	3	73%	44
ART-14	100%	6	100%	2	67%	3	56%	9	50%	2	55%	11
ART-17	82%	291	81%	189	69%	291	61%	265	62%	82	69%	407
ART-18	71%	14	92%	12	50%	8	100%	4	100%	7	76%	21
ART-18L	100%	1									100%	1
ART-19	89%	38	83%	23	75%	28	90%	21	70%	10	77%	53
ART-1A	77%	13	78%	9	29%	7	67%	6	50%	2	73%	11
ART-1B	82%	22	75%	12	90%	10	70%	10	100%	3	79%	19
ART-2	85%	134	90%	78	68%	112	71%	99	69%	39	63%	98
ART-22	74%	19	88%	17	93%	15	78%	9	60%	5	79%	99
ART-23	73%	48	75%	24	84%	32	79%	28	80%	10	68%	79
ART-26	100%	2	33%	3	100%	3	50%	2	100%	1	77%	13
ART-28	100%	1	100%	1	100%	3					67%	6
ART-31A	71%	66	68%	65	71%	83	67%	102	88%	24	76%	204
ART-31B	82%	62	76%	42	71%	48	57%	35	73%	15	74%	137
ART-32	100%	18	100%	6	100%	4	100%	4	100%	3	89%	38
ART-35	86%	105	78%	73	81%	84	86%	76	52%	27	80%	168
ART-3A	88%	25	65%	17	76%	25	71%	28	67%	6	76%	37
ART-4	87%	159	85%	74	70%	61	61%	44	73%	11	76%	119
ART-40	100%	2	100%	5	100%	6	100%	6	75%	4	91%	11
ART-42	83%	6	100%	3	0%	3	100%	1			71%	7
ART-43A	86%	56	76%	25	76%	41	75%	16	83%	6	80%	108
ART-43B	86%	7	83%	6	83%	6	100%	3	0%	1	80%	15
ART-52	71%	35	63%	19	64%	22	65%	17	89%	9	77%	130
ART-53	75%	8	67%	3	75%	4	100%	5			76%	37
ART-54	0%	1			50%	2					86%	7
ART-56	67%	15	63%	8	75%	8	60%	5	100%	1	73%	26
ART-57	43%	7	50%	2	75%	4	60%	5	67%	3	76%	67
ART-58	80%	5							0%	1	80%	25
ART-59	90%	10	100%	2			100%	2			84%	56
ART-60	92%	36	81%	16	67%	9	71%	17	67%	3	79%	52
ART-60L	93%	14	100%	4	100%	2	100%	4			93%	27
ART-62	100%	6	100%	2	75%	4	100%	3	67%	3	88%	49
ART-62L	50%	2	0%	1	100%	2	100%	1	100%	2	65%	43
ART-64	100%	2			75%	4	100%	1	33%	3	63%	16
ART-64L	100%	1					100%	1			67%	9
ART-67	100%	3					100%	1			92%	13
Total	83%	1286	79%	777	72%	1001	69%	886	70%	320	75%	2366

Given the data, what patterns can be identified in the success rate in individual courses based on the students' skill level? Identify any important changes since the last review.

How has the discipline/program responded to these patterns and how will the discipline/program respond in the next three years?

**3. Labor Market Review (for occupational programs)**

Occupational programs must review their labor market data.

Provide a narrative that addresses the following issues

- a. Documentation of lab market demand
- b. Non-duplication of other training programs in the region.
- c. Effectiveness as measured by the employment and completion success of its students.

**4. Budget Resources**

List your area's budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

Category	Unrestricted Funds	Restricted Funds
Supply and printing budget		
Equipment replacement and repair budget		
Professional Development		

Work-study funding		
Additional Budget Items		

Is the funding for these areas adequate?  Yes  No

If not, describe the impact of unaddressed needs on your discipline or program.

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**5. Learning Resource Center Resources**

Is the level of resources provided by the Library (Learning Resource Center) adequate?

Yes  No If No, Complete the following:

**Library Needs Not Covered by Current Library Holdings<sup>1</sup>** Needed by the Unit over and above what is currently provided.  
These needs will be communicated to the Library

<p><b>List Library Needs for Academic Year _____</b></p> <p>Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.</p>
<p><b>1.</b> <u>Reason:</u></p>
<p><b>2.</b> <u>Reason:</u></p>
<p><b>3.</b> <u>Reason:</u></p>
<p><b>4.</b> <u>Reason:</u></p>
<p><b>5.</b> <u>Reason:</u></p>
<p><b>6.</b> <u>Reason:</u></p>

<sup>1</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**6. Faculty**

Table 6.01 – Faculty Load Distribution by semester

		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
		FTEF	% of Total	FTEF	% of Total	FTEF	% of Total	FTEF	% of Total
Art	Associate Faculty	9	76%	9	69%	10	72%	12	71%
	Regular Staff/Non-Overld	2.24	24%	3.09	31%	2.95	28%	3.79	29%
	Total	11.07	100%	11.90	100%	12.97	1.00	15.62	1.00

a. Describe the status of any approved, but unfilled **full-time** positions.

- b. If you are requesting a **Full-Time Faculty** position, fill out the current faculty position request form and attach it to this document.

c. If your **Associate Faculty** needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty

**7. Staff Resources**

Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area. (To add additional rows to this table, press **Tab** when the cursor is in the far right-hand cell)

Staff Employed in the Program

5.1 b

Assignment (e.g., Math, English)	Full-time (classified) staff (give number)	Part-time staff (give number)	Gains over Prior Year	Losses over Prior Year (give reason: retirement, reassignment, health, etc.)

Do you need more full-time of part-time classified staff?  Yes  No  
 If yes, fill out the current staff request form (**to be provided by Administrative Services**)

**8. Facilities, and Classroom Technology**

Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? Yes No

If No was checked, complete a Facility Form for each instructional space that does not meet the needs of this discipline/program. Additional facilities forms are available at the end of this document for each separate facility being addressed.

**Facilities, and Classroom Technology Form**  
**Program/Disciplines: \_\_\_\_\_ Submitted by: \_\_\_\_\_**  
**Year: \_\_\_\_\_**

List classroom or instructional space name/number:			
Check if any of the following are not adequate:			
<input type="checkbox"/> Ventilation / room temp	<input type="checkbox"/> ADA access	<input type="checkbox"/> Number of seats / work stations	<input type="checkbox"/> Technology (computers, projectors, internet)
<input type="checkbox"/> Other (briefly describe):			
Describe the specific action and cost to make this space adequate for your instructional needs:			
List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.			
Sections:		Students:	
Describe how these changes will improve student learning outcomes:			

**9. Equipment**

Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline?  Yes  No

If No was checked, complete an equipment form.

If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:  
(To add additional rows to this table, press **Tab** when the cursor is in the far right-hand cell)

Equipment	Price, include tax and shipping	Number of students using equipment each semester	Describe how the equipment allows achievement of program/discipline educational outcomes

**Equipment Repair**

Does the equipment used for your discipline/program function adequately, and does your current budget adequately provide adequate funds for equipment repair and maintenance? *This does not include classroom specific equipment repair described in the facilities section.*  Yes  No

If No, provide the following information to justify a budget allotment request:  
(To add additional rows to this table, press **Tab** when the cursor is in the far right-hand cell)

Equipment requiring repair	Repair Cost / Annual maintenance cost	Number of students using equipment each semester	Describe how the equipment allows achievement of program/discipline educational outcomes

**10. Learning Outcomes Assessment Update**  
**Program and Course Learning Outcomes**

Refer to the assessment analysis forms that track discipline meetings held to summarize and discuss SLO assessment. Use that information to complete the following table for each SLO and/or PLO analyzed during the previous academic year. Additional tables are available at the end of this document to summarize the results for each SLO and/or PLO analyzed.

	<p>Course SLO Measured:</p> <p style="text-align: center;"><u><b>Or</b></u> PLO Measured :</p>
Describe assessment tool/ assignments faculty/staff used to measure the SLO or PLO.	
Summarize the overall results of your department, including performance data if applicable.	
How will your department address the needs and issues that were revealed by your assessment?	
List the TOP 3 TO 6 actions/changes faculty judge will <u>most</u> improve student learning	
Provide a timeline for implementation of your top priorities.	

	<p>Course SLO Measured:</p> <p style="text-align: center;"><u>Or</u> PLO Measured :</p>
<p><b>Describe assessment tool/ assignments faculty/staff used to measure the SLO or PLO.</b></p>	
<p><b>Summarize the overall results of your department, including performance data if applicable.</b></p>	
<p><b>How will your department address the needs and issues that were revealed by your assessment?</b></p>	
<p><b>List the TOP 3 TO 6 actions/changes faculty judge will <u>most</u> improve student learning</b></p>	
<p><b>Provide a timeline for implementation of your top priorities.</b></p>	

Indicate where learning outcome assessment forms (Course-Discipline, Course-Section) are archived (e.g, Division Office, Dean’s Office). This is required to provide accreditation documentation of the District’s assessment activities.

**11. Curriculum Update**

Identify curricular revisions and innovations undertaken

a.            in the last year.

b.            planned for the coming year.

c. Complete the grid below. The course outline status report can be located at:  
[http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum\\_Course\\_Outlines.htm](http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm)  
 (To add additional rows to this table, press **Tab** when the cursor is in the far right-hand cell)

Course	Year Course Outline Last Updated	Year Next Update Expected

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.

**12. Action Plans**

List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.

**13. Goals and Plans. Address either item a. or b. in the section below**

**a.** If you have undergone a comprehensive review, attach your Quality Improvement Plan (QIP) and address progress made on the plan and list any new plans that have been developed (using a new QIP form).

QIP Attached

**b.** If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status of reaching that goal and/or completing the plan.

List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR's Strategic Plan. (CR's strategic plan is located on the web at <http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp>).

**Additional Forms**

**Facilities and Classroom Technology Form**

List classroom or instructional space name/number:			
Check if any of the following are not adequate:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ventilation / room temp	ADA access	Number of seats / work stations	Technology (computers, projectors, internet)
<input type="checkbox"/> Other (briefly describe):			
Describe the specific action and cost to make this space adequate for your instructional needs:			
List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.			
Sections:		Students:	
Describe how these changes will improve student learning outcomes:			

**Facilities and Classroom Technology Form**

List classroom or instructional space name/number:			
Check if any of the following are not adequate:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ventilation / room temp	ADA access	Number of seats / work stations	Technology (computers, projectors, internet)
<input type="checkbox"/> Other (briefly describe):			
Describe the specific action and cost to make this space adequate for your instructional needs:			
List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.			
Sections:		Students:	
Describe how these changes will improve student learning outcomes:			

**Facilities and Classroom Technology Form**

List classroom or instructional space name/number:			
Check if any of the following are not adequate:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ventilation / room temp	ADA access	Number of seats / work stations	Technology (computers, projectors, internet)
<input type="checkbox"/> Other (briefly describe):			
Describe the specific action and cost to make this space adequate for your instructional needs:			
List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.			
Sections:		Students:	
Describe how these changes will improve student learning outcomes:			

**Facilities and Classroom Technology Form**

List classroom or instructional space name/number:			
Check if any of the following are not adequate:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ventilation / room temp	ADA access	Number of seats / work stations	Technology (computers, projectors, internet)
<input type="checkbox"/> Other (briefly describe):			
Describe the specific action and cost to make this space adequate for your instructional needs:			
List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.			
Sections:		Students:	
Describe how these changes will improve student learning outcomes:			

**Program and Course Learning Outcomes**

	<p>Course SLO Measured:</p> <p style="text-align: center;"><u>Or</u> PLO Measured :</p>
<p><b>Describe assessment tool/ assignments faculty/staff used to measure the SLO or PLO.</b></p>	
<p><b>Summarize the overall results of your department, including performance data if applicable.</b></p>	
<p><b>How will your department address the needs and issues that were revealed by your assessment?</b></p>	
<p><b>List the TOP 3 TO 6 actions/changes faculty judge will <u>most</u> improve student learning</b></p>	
<p><b>Provide a timeline for implementation of your top priorities.</b></p>	

**Program and Course Learning Outcomes**

	<p>Course SLO Measured:</p> <p style="text-align: center;"><b><u>Or</u></b> PLO Measured :</p>
<p><b>Describe assessment tool/ assignments faculty/staff used to measure the SLO or PLO.</b></p>	
<p><b>Summarize the overall results of your department, including performance data if applicable.</b></p>	
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<p><b>Provide a timeline for implementation of your top priorities.</b></p>	

**Program and Course Learning Outcomes**

	<p>Course SLO Measured:</p> <p style="text-align: center;"><b><u>Or</u></b> PLO Measured :</p>
<p><b>Describe assessment tool/ assignments faculty/staff used to measure the SLO or PLO.</b></p>	
<p><b>Summarize the overall results of your department, including performance data if applicable.</b></p>	
<p><b>How will your department address the needs and issues that were revealed by your assessment?</b></p>	
<p><b>List the TOP 3 TO 6 actions/changes faculty judge will <u>most</u> improve student learning</b></p>	
<p><b>Provide a timeline for implementation of your top priorities.</b></p>	

**Program and Course Learning Outcomes**

	<p>Course SLO Measured:</p> <p style="text-align: center;"><b><u>Or</u></b> PLO Measured :</p>
<p><b>Describe assessment tool/ assignments faculty/staff used to measure the SLO or PLO.</b></p>	
<p><b>Summarize the overall results of your department, including performance data if applicable.</b></p>	
<p><b>How will your department address the needs and issues that were revealed by your assessment?</b></p>	
<p><b>List the TOP 3 TO 6 actions/changes faculty judge will <u>most</u> improve student learning</b></p>	
<p><b>Provide a timeline for implementation of your top priorities.</b></p>	

**College of the Redwoods**  
**Comprehensive**  
**Instructional Program Review**

**Early Childhood Education**

**Signature Page**

Programs of Study \_\_\_\_\_

Degrees: \_\_\_\_\_

Certificates: \_\_\_\_\_

Subject Areas Reviewed: \_\_\_\_\_

We certify that this program review document represents the plans, goals, and critical analysis of this instructional program. Please enter name and signature

Author(s): \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Division Chair: \_\_\_\_\_

Date: \_\_\_\_\_

Dean / V. P.: \_\_\_\_\_

Validation: \_\_\_\_\_

## **Responding to Questions**

The document includes questions to which programs respond. After each question is an answer box. If you type your response in the answer box, it will expand to contain your complete answer. Any kind of formatting can be included in the answer box, including different typefaces. Some formatting (such as bulleted lists) can affect the borders of the answer box, but this can be cleaned up using the usual Word formatting commands.

## **For information on Program Review:**

*If you have questions about the College of the Redwoods Program Review process or the Program Review Word document, contact:*

Marjorie Carson  
Vice President of Instruction  
marjorie-carson@redwoods.edu

For questions regarding data included in this document, please contact:

Martha Davis  
Director, Institutional Research  
707-476-4364  
martha-davis@redwoods.edu

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## Overview

Please give a brief overview of your instructional program. Describe the relationship of your program to the mission of the college.

### **College of the Redwoods Mission Statement**

The Redwoods Community College District has a commitment both to our students and to our community. We are committed to maximizing the success of each student with the expectation that each student will meet her or his educational goal, achieve appropriate learning outcomes in his/her courses and programs, and develop an appreciation for life-long learning. In partnership with other local agencies, we are also committed to enriching the economic vitality of the community whom we serve. The following are three equally important, primary missions of the Redwoods Community College District:

1. Associate Degree and Certificate Programs
2. Academic and Transfer Education
3. Professional and Technical Education

### **Program**

--

## Section 1

### Demand, Success, and Retention

This section relates to the following goal(s) of the college

#### Strategic Master Plan:

- Goal 4.** Contribute to the economic, cultural and social well-being of the North coast community  
**Goal 5.** Ensure student access

#### 1.01. Demand, Fill Rates & Success

Analyze the enrollment and success data provided by Research & Planning and answer the following questions.

#### *Part 1. Enrollments*

For the purposes of these charts here, course sections have been broken down by class start time. The definitions for each start time are as follows:

- Early Morning Before 10:00AM
  - Prime Time From 10:00AM to 2:30PM
  - Late Afternoon From 2:30PM to 5:30PM\*/6:00PM
  - Evening 5:30PM\*/6:00PM and later
  - Weekend Saturday or Sunday classes
  - TBA No scheduled start time
- \* Evening is defined differently for semesters prior to Fall 2009

Each classification was weighted according to the following schedule:

- Weekend
- Evening
- Late Afternoon
- Early Morning
- Prime Time

If a section had start times that fell into more than one category, it would be placed in the higher weighted category. For example, if a section met on a Saturday and started at 10:30AM, it would be considered a Weekend section.

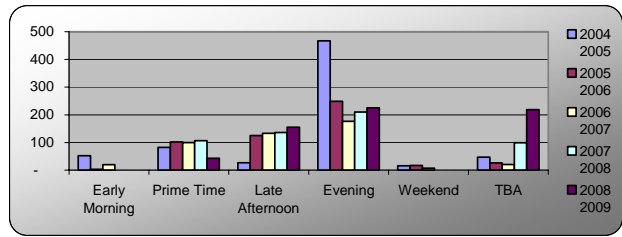
Note: *Tables are provided by Program for overall for non-AA programs. Data include all Distance Education Courses.*

*Tables are provided on a district-wide basis for Liberal Arts Areas Of Emphases Data from the 2008-2009 Academic Year is currently incomplete. This data will be subject to change upon the completion of the 2008-2009 Academic Year. Due to data factors, some of the tables in this document include data for that year, others do not.*

**Table 1.01A. Enrollments**

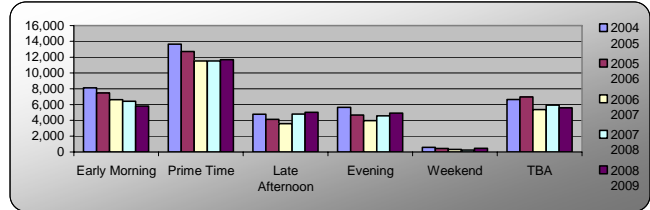
Number of students enrolled at census date

	Enrollment				
	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
Early Morning	52	3	20	-	-
Prime Time	82	102	100	107	43
Late Afternoon	27	125	133	136	155
Evening	467	249	177	210	225
Weekend	16	17	7	-	-
TBA	47	26	21	99	219
Total	691	522	458	552	642



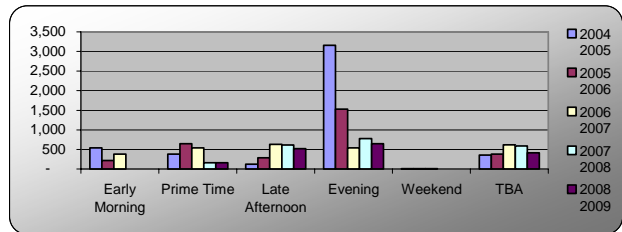
Number of students enrolled at census date (total enrollment district wide)

	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
Early Morning	8,107	7,468	6,602	6,426	5,812
Prime Time	13,631	12,702	11,520	11,526	11,667
Late Afternoon	4,775	4,127	3,588	4,801	5,002
Evening	5,645	4,671	3,968	4,579	4,926
Weekend	587	441	320	238	477
TBA	6,641	6,944	5,366	5,912	5,584
Total	39,386	36,353	31,364	33,482	33,468



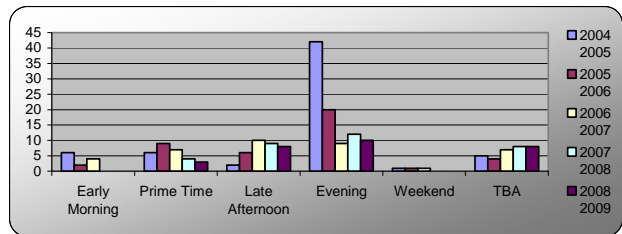
**Table 1.01B. Weekly Student Contact Hours (WSCH)**

	WSCH				
	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
Early Morning	540	216	378	-	-
Prime Time	378	648	540	162	162
Late Afternoon	126	288	630	612	522
Evening	3,159	1,530	540	774	648
Weekend	9	9	9	-	-
TBA	360	378	621	594	414
Total	4,572	3,069	2,718	2,142	1,746



**Table 1.01C. Number of Section**

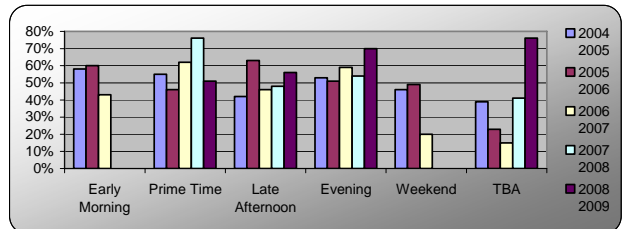
	Sections				
	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
Early Morning	6	2	4	0	0
Prime Time	6	9	7	4	3
Late Afternoon	2	6	10	9	8
Evening	42	20	9	12	10
Weekend	1	1	1	0	0
TBA	5	4	7	8	8
Total	62	42	38	33	29



**Table 1.01D. Fill Rate**

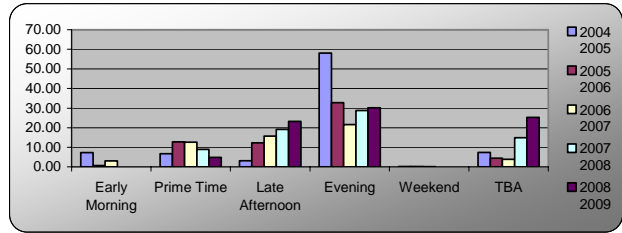
Percentage of available seats filled (census enrollment divided by class size)

	Fill Rates				
	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
Early Morning	58%	60%	43%	0%	0%
Prime Time	55%	46%	62%	76%	51%
Late Afternoon	42%	63%	46%	48%	56%
Evening	53%	51%	59%	54%	70%
Weekend	46%	49%	20%	0%	0%
TBA	39%	23%	15%	41%	76%
Total	52%	49%	47%	52%	66%



**Table 1.01E.**  
**FTES**

	FTES				
	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
Early Morning	7.27	0.63	3.02	0.00	0.00
Prime Time	6.78	12.86	12.55	8.89	4.90
Late Afternoon	3.12	12.27	15.7	19.15	23.19
Evening	58.01	32.77	21.56	28.75	30.17
Weekend	0.27	0.24	0.07	0	0
TBA	7.34	4.47	3.96	14.91	25.3
Total	82.8	63.25	56.86	71.71	83.56



Review and analyze the fill rate data (Tables 1.01 A-E) provided by Institutional Research and answer the following questions:

1. Overall, is your enrollment increasing, decreasing, or remaining the same?

2. Is your enrollment growing/declining for sections scheduled at particular times, or is the growth consistent? Review the detailed data by course to see if there are trends in specific courses.

**1.01F. Course Success Rates**

*Percentage of students enrolled at census receiving a grade of A, B, C, or Credit*

	2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled
ECE-1	68%	126	54%	57	72%	120	58%	64	67%	118
ECE-10									67%	15
ECE-10LB1				3	100%	1				
ECE-10LB2	67%	3	50%	2	50%	2				
ECE-10LB3	94%	17	100%	7	88%	8	88%	24		
ECE-10LC	90%	20	67%	12	82%	11	88%	25		
ECE-11	70%	10	85%	20						
ECE-12	86%	22	88%	8	89%	45	65%	48	59%	27
ECE-13	69%	13	68%	19					68%	37
ECE-14	94%	17					90%	10	83%	35
ECE-18	80%	25	98%	43	83%	35	72%	65	65%	52
ECE-2									63%	127
ECE-20	75%	12	100%	16			85%	13	67%	27
ECE-21			85%	20						
ECE-23	100%	9							47%	30
ECE-24	100%	2								
ECE-2M	78%	18	71%	17						
ECE-2Y	67%	124	72%	89	67%	95	69%	113		
ECE-40	67%	3			60%	5	100%	1		
ECE-5	62%	84	65%	126	64%	98	76%	96	63%	103
ECE-6									61%	38
ECE-6CH	67%	45	83%	46	67%	18	86%	49		
ECE-6FA	93%	27	85%	27	81%	16	90%	29		
ECE-7	79%	71	80%	45	76%	41	70%	61	56%	71
ECE-9	79%	42	75%	8	100%	5	92%	24	54%	56
ECE-99	88%	56	100%	17	100%	7				
Total	75%	746	75%	582	73%	507	74%	622	63%	736

Review the program success rates in the table above (1.01F) and use the text box below to answer the following questions. Be thorough and be sure to touch on any significant change in the data.

- 1) Identify overall changes in success rates. To what do you attribute these changes?
- 2) How do course success rates compare to the overall success rates for the program?
- 3) Provide a plan (if necessary) within Section 5.01 for adjusting to changes in success and retention. SLO and PLO assessment results might help to determine the required **adjustments**.

**Table 1.01G. Course Success Demographics**

**Early Childhood Education Success by Demographics**

	2005 - 2006	2006 - 2007	2007 - 2008
CR Overall	68%	68%	67%
Program Overall	75%	73%	74%
<b><i>Ethnicity Group</i></b>			
African-American	14%	33%	69%
American Indian/Alaskan Native	71%	81%	76%
Asian	84%	73%	84%
Hispanic	81%	79%	71%
Pacific Islander	0%	67%	100%
White	76%	73%	74%
Unknown	74%	57%	74%
<b><i>Age Group</i></b>			
17 or less	0%	0%	100%
18 to 21	53%	50%	59%
22 to 25	67%	63%	72%
26 to 30	70%	80%	75%
31 to 40	84%	81%	84%
41 to 50	85%	82%	84%
51 and over	84%	85%	87%
<b><i>Gender Group</i></b>			
Female	77%	74%	75%
Male	58%	54%	58%

Comment on data comparisons among the ethnic, age and gender breakdowns.

**Table 1.01H. Course Retention Rate**

*Percentage of students enrolled at census receiving a grade other than W (Withdraw)*

	2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled
ECE-1	89%	126	81%	57	85%	120	80%	64	87%	118
ECE-10									80%	15
ECE-10LB1			67%	3	100%	1				
ECE-10LB2	100%	3	100%	2	100%	2				
ECE-10LB3	94%	17	100%	7	100%	8	96%	24		
ECE-10LC	95%	20	92%	12	100%	11	96%	25		
ECE-11	80%	10	90%	20						
ECE-12	95%	22	100%	8	100%	45	81%	48	89%	27
ECE-13	100%	13	79%	19					86%	37
ECE-14	94%	17					100%	10	86%	35
ECE-18	92%	25	98%	43	97%	35	85%	65	88%	52
ECE-2									89%	127
ECE-20	92%	12	100%	16			85%	13	89%	27
ECE-21			90%	20						
ECE-23	100%	9							87%	30
ECE-24	100%	2								
ECE-2M	83%	18	94%	17						
ECE-2Y	96%	124	87%	89	93%	95	87%	113		
ECE-40	67%	3			60%	5	100%	1		
ECE-5	89%	84	88%	126	86%	98	91%	96	86%	103
ECE-6									79%	38
ECE-6CH	89%	45	91%	46	89%	18	92%	49		
ECE-6FA	93%	27	96%	27	88%	16	100%	29		
ECE-7	97%	71	89%	45	93%	41	90%	61	82%	71
ECE-9	95%	42	100%	8	100%	5	96%	24	82%	56
ECE-99	91%	56	100%	17	100%	7				
Total	92%	746	90%	582	90%	507	89%	622	86%	736

Review the program retention rates in the table above (1.01H) and use the text box below to answer the following questions. Be thorough and be sure to touch on any significant change in the data.

- 1) Identify changes in retention rates. To what do you attribute these changes?
- 2) Review retention rates by course. How do course retention rates compare to the program rate overall?
- 3) Provide a plan (if necessary) within Section 5.01 for adjusting to changes in success and retention. SLO and PLO assessment results might help you determine needs.

**Table 1.01I Overall Success Rate in Courses in Major by Students' English and Math Level**

	PASSED 1A		ENGL-1A		ENGL-150		ENGL-350		READ-360		UNKNOWN	
	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled
ECE-1	70%	33	64%	66	56%	73	54%	48	45%	11	73%	94
ECE-11	100%	3	60%	5	100%	3	100%	2	100%	1	83%	6
ECE-12	80%	15	75%	12	45%	11	67%	3	0%	1	83%	46
ECE-13	70%	10	64%	14	33%	3	100%	1	0%	1	74%	27
ECE-14	80%	5	80%	5	80%	5	50%	2			70%	10
ECE-18	93%	15	70%	23	67%	18	91%	11	33%	3	89%	28
ECE-2	25%	4	40%	5	27%	11	36%	11	20%	5	88%	25
ECE-20	71%	14	58%	12	100%	2	100%	1			93%	27
ECE-40	33%	3	100%	2								
ECE-5	76%	45	63%	75	67%	64	54%	41	32%	19	75%	114
ECE-6	63%	8	43%	7	63%	8	100%	2	100%	1	58%	12
ECE-7	78%	23	78%	41	56%	25	54%	13	75%	4	73%	62
ECE-9	63%	8	67%	15	63%	8	100%	3	33%	3	83%	30
Total	74%	186	66%	282	60%	231	59%	138	39%	49	78%	481
	TRANSFER-LVL		MATH-120		MATH-380		MATH-375		MATH-371		UNKNOWN	
	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled
ECE-1	74%	38	54%	13	52%	52	57%	72	71%	34	68%	116
ECE-11	100%	1	100%	2	33%	3	100%	6	100%	4	75%	4
ECE-12	86%	14	43%	7	75%	12	43%	7	100%	1	81%	47
ECE-13	67%	12	64%	11	67%	3	25%	4	50%	2	79%	24
ECE-14	100%	3	80%	5	100%	4	50%	4	0%	1	70%	10
ECE-18	72%	18	89%	9	80%	15	75%	20	67%	6	87%	30
ECE-2	33%	3	33%	3	29%	7	33%	18	100%	2	75%	28
ECE-20	86%	7	56%	9	75%	8	86%	7			88%	25
ECE-40	33%	3			100%	2						
ECE-5	80%	40	80%	25	50%	52	65%	60	66%	41	67%	140
ECE-6	50%	8	50%	4	80%	5	63%	8	100%	1	58%	12
ECE-7	76%	21	60%	15	71%	21	76%	25	75%	20	68%	66
ECE-9	44%	9	56%	9	71%	7	78%	9	86%	7	85%	26
Total	73%	177	65%	112	60%	191	63%	240	71%	119	73%	528

1. What pattern can be identified in the program success rates based on the students' skill level in English and Math? Has the success rate changed since the last review?

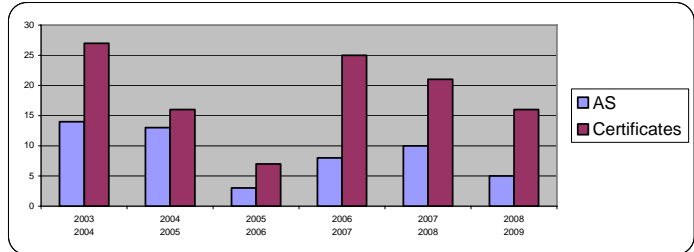
2. How has the program responded to these patterns or changes, and how will the program respond in the future?

**1.02. Degrees and Certificates Awarded**

*(If the review is a program of study leading to a degree or certificate)*

Title	Award	CIP Code	TOPS Code
Early Childhood Education	Certificate of Achievement Certificate of Completion	19.0706	130500
Early Childhood Education-School Age	Associate of Science	19.0706	130550
Early Childhood Education-Special Needs	Associate of Science	13.1015	130520
ECE, Childhood Education-Preschool	Associate of Science	19.0706	130540
ECE, Infant/Toddler Care & Intervention	Associate of Science	19.0706	130590
ECE.AS.Early Childhood Education	Associate of Science	20.0201	130500
ECE.CA.Early Childhood Education	Certificate of Achievement Certificate of Completion	19.0706	130500

	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
AS	14	13	3	8	10	5
Certificates	27	16	7	25	21	16
Total	40	29	10	33	30	21



Given the enrollment, success and retention data, comment on the number of completions listed in the data above.

**1.03. Benchmarking Completions**

For Career Tech Ed Areas only: How does program’s completion data compare with the state target for your program?

Career Technical Area	CR	State Expectation
# of Degrees		
# of Certificates		

1. Comment on differences between CR completion rates and those expected by the State for Career Tech Ed Areas.

2. Describe any information you may have on employment of program graduates within this field.

3. If applicable, complete the table below with the number of program students who have transferred to a 4-year institution after being enrolled in this program. Also provide the number of those students who ultimately graduated from the transfer institution.

	Transferred	Graduated from Transfer Institution
Students who completed		
Students no longer enrolled w/o completion		

4. Describe any information you may have on transfer of students enrolled in this program

**Section 2**

**Learning Outcomes & Curriculum**

This section relates to the following goal(s) of the college

**Strategic Master Plan:**

**Goal 1:** Enable student attainment of educational goals

**2.01. Program and Student Learning Outcomes**

1. List program learning outcomes for each degree or certificate within this program area. Group these by the specific degree or certificate, using the following table to align program student learning **outcomes with courses in which each program learning outcome is addressed.**

<b>Program Learning Outcome</b>	<b>Course (s) Addressing PLO</b>

2. Describe how program learning outcomes are being assessed, and how those assessments are being documented and used to meet the program objectives. Attach annual update tables as an Appendix to document your progress in this area.

3. Describe how program-specific course learning outcomes (Student learning outcomes for courses) are being assessed, and how these assessments are being documented and used to meet program objectives. Attach annual update tables as an Appendix to document your progress in this area.

4. Describe how your learning outcome assessment results (both for PLOs and SLOs) are being discussed within your program and within the wider district and community. This may include methods to ensure there is input and feedback from Students, Faculty, Associate Faculty, Administrators, and/or Advisory Groups.

5. Describe how you have tied the results of learning outcomes assessments (both for PLOs and SLOs) to requests for resources, including budgets, equipment, facilities, and staffing.

--

**2.02 Course Sequencing, Curriculum, Pre-requisites, Co-requisites, and Advisories on Recommended Preparation**

1. Outline the curriculum as it is being implemented for a full-time student completing each degree or certificate in this program. The outline should include course number, course title, units, lecture hours, and lab hours for each semester for the complete curriculum. Indicate if any of the courses requires a pre- or co-requisite

Semester	Course Number Course Title	Units	Lecture Hours	Lab Hours	Pre or Coreq.

2. Comment on availability of courses listed in the program curriculum outline. Are specific required courses only available during specific semesters, days, or times. How does this influence a student's ability to complete the program of study?

--

- 3a. Refer to the curriculum outline in question #1. Would adding a prerequisite or advisory to any course within the program increase the success rate within the course?

--

- 3b. Are there drawbacks to current prerequisites or advisories to any of the courses.

--

- 4a. As part of your self-study, review and summarize the development of curriculum in the program, including any changes in required prerequisites or corequisites.

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- 4b. Use the grid below to report recent additions, deletions, or revisions of courses.

Semester	Course	Year Course Outline Last Updated	Year Next Update Expected

College of the Redwoods - Instructional Program Review

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**Section 3**

**Program Management**

This section relates to the following goal(s) of the college

**Strategic Master Plan:**

- Goal 2:** Develop and manage human, physical and financial resources to effectively support the learning environment
- Goal 3:** Build a culture of assessment

**3.01. Efficiency (FTES, WSCH, FTEF, FTES per FTEF)**

Instructions: Analyze the FTES, WSCH (Weekly Student Contact Hours), FTEF, and WSCH per FTEF (Full-Time Equivalent Faculty) data provided by Institutional Research and answer the following questions.

**Table 3.01A. FTES, FTEF, and Efficiency**

*(Fall and Spring semesters only) (FTES: Full-Time Equivalent Students, WSCH: Weekly Student Contact Hours, FTEF: Full-Time Equivalent Faculty)*

	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009
FTES	94.97	75.56	124.24	122.6
WSCH	7497	5607	4032	2646
FTEF	3.5	3.04	4.14	3.3
FTES per FTEF	27.13	24.86	30.01	37.15

Describe dynamics and developments related to the trends listed in Table 3.01A above.

**3.02. Program Advisory Committees**

- 1. Describe how program advisory committee activities have helped to improve the program.**

- 2. Attach an appendix to this report that includes the membership, agendas, and minutes of program advisory committee meetings.**

**Section 4**

**Faculty**

This section relates to the following goal(s) of the college

**Strategic Master Plan:**

**Goal 1:** Enable student attainment of educational goals

**Goal 2:** Develop and manage human, physical and financial resources to effectively support the learning environment

**4.01. FTEF, Associate FTEF, and FT/PT Ratio**

Instructions: Analyze the data on FTEF, adjunct FTEF, and the full-time/part-time ratio provided by Institutional Research and answer the following questions.

**Table 4.01A. FTEF and Full-Time/Part-Time Ratio**

*(Fall and Spring semesters only)*

	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
	FTEF	% of Total	FTEF	% of Total	FTEF	% of Total	FTEF	% of Total
Associate Faculty	1.55	47%	0.80	23%	0.47	13%	1.37	52%
Regular Staff/Non-Overld	1.12	53%	1.63	77%	2.67	87%	1.37	48%
Total	2.67	100%	2.43	100%	3.14	100%	2.73	100%

1. What do the program data indicate? Identify any important trends and explain if necessary.

2. Does the FT/PT ratio affect the program? Are new faculty needed?

**4.02. Teaching/Service Time**

Instructions: Fill in the data below and answer the questions that follow.

**Table 4.02A. Teaching/Service Time**

College of the Redwoods - Instructional Program Review

FT Instructor Name	Currently on leave (yes/no)	Retired in last 2 years	FT hired in last 3 years	Load Reduction*

\*e.g. reassignment, etc.

1. Given the data, how have these activities impacted the program?

2. Will these and any other activities affect the program in the future?

**4.03. Projected Personnel Needs**

1. Describe how faculty and staff availability impacts this program. Include in the impact statement, how Program Learning Outcome assessments are linked to the program needs.

**Note: New or replacement positions may be requested using the process described in the annual update template (sections 6 and 7).**

**4.04. FT Faculty Development Activities**

1. How have Faculty Professional Development Activities affected the program? Provide examples of how these activities have improved program and course learning outcomes.

## Section 5

### Plans

This section relates to the following goal(s) of the college

#### Strategic Master Plan:

- Goal 1:** Enable student attainment of educational goals
- Goal 2:** Develop and manage human, physical and financial resources to effectively support the learning environment
- Goal 3:** Build a culture of assessment
- Goal 4:** Contribute to the economic, cultural and social well-being of the North coast community
- Goal 5:** Ensure student access

#### 5.01. Planning Assessment

#### Summary, Goals, and Recommendations

##### 1. Summary

Describe the Program Strengths (Consider how these strengths can be marketed to the community and provide suggestions to PR department)

Describe the Program Weaknesses

##### 2. Vision and Goals

a. Based upon data from California 2025 and/or data from Institutional Research, briefly describe how you would like your discipline to evolve in the next five years. In what ways does your current state differ from your desired state?

b. What specific goals and objectives would you like to achieve to move you toward your vision?

c. What support from the college or district is needed to help you achieve your goals and objectives?

d. What documentation/evidence will demonstrate that you are making progress toward achieving your

goals, objectives, and vision?

**3. Recommendations**

List recommendations for program improvement generated by this report in the box below. List these by number and use these numbers in the Quality Improvement Plan described below. (copy and paste one QIP grid for each recommendation)

**4. Completing the Quality Improvement Plan (QIP)**

The *Quality Improvement Plan (QIP)* is intended to assist the program in thinking and planning for a minimum of the next three years. The purpose of the *QIP* is to provide a format for translating both the comprehensive review recommendations into actions for improving or maintaining the quality of the program; it is also a mechanism for administrators to determine input to the planning process. Because this document will be used to inform planning processes, it is very important that all the requested information be provided.

**QIP Chart Format**

Recommendation #	
Recommendation	
Planned Implementation Date	
Estimated Completion Date	
Action/Tasks	
Measure of Success/Desired Outcome	
Estimated Costs	
Who is responsible?	
Consequence if not funded	

**5.02. Resources**

*Resource requests may be included in the annual review only*

1. Describe how resource availability impacts this program. Include in the impact statement, how Program Learning Outcome assessments are linked to the resource needs. Resources may include alteration or additions to existing facilities, as well as technology including computer equipment and software, or any other equipment to support your discipline or program of study.

**Note: Requests for resources should be described through the processes described in the annual update template (sections 8 and 9).**

### **5.03. Student Services Resources**

Student Services Resources include Admission & Records, Financial Aid, Career Services, DSPS, EOPS, CalWORKS, Residence, Upward Bound and Student Conduct.

1. Describe how Student Services Resources availability impacts this program.

### **5.04. Budget**

#### **Budget Resources**

Consider the following budget categories:

- Supply and Printing,
- Equipment Replacement, Repair and Maintenance
- Professional Development
- Work-Study
- Additional Items

1. Is the funding for these areas adequate? If not, describe the impact of unaddressed needs on your discipline or program. If the program receives restricted funding, describe how this impacts the program.

**Section 6**

**Program Review Process Assessment**

**This section relates to the following goal(s) of the college**

**Strategic Master Plan:**

Goal 3: Build a culture of assessment

**6.01. Assessment of Self Study**

1. What changes will make the self-study process more helpful to you?

**6.02. Optional Program Summary**

1. This is an opportunity for you to comment on the overall value and health of the Program.

Program/Discipline: ANTH/NAS/SOC

## **Annual Program Review Update**

Anthropology and Sociology

**Annual Program Review Update****\*Be sure to include information from all three campuses.**

Program/Discipline: ANTH/ NAS/ SOC

Submitted by (names): Shaw, Maher, Green

Contact Information (phone and email): 4322 justine-shaw@redwoods.edu; dana-maher@redwoods.edu; toby-green@redwoods.edu

Dean / V. P.: *Anderson*

Validation Date: \_\_\_\_\_

**1. Program/Discipline Changes**

Has there been any change in the status of your program or area since your last Annual Update? (Have you shifted departments? Have new degrees or certificates been created by your program? Have activities in other programs impacted your area or program? For example, a new nursing program could cause greater demand for life-science courses.)

**Note:** curricular changes should be addressed under **12 (Curriculum)**.

No (go to next question)

Yes (describe the changes below):

This fall of 2009, the Eureka Campus hired a new full-time sociologist, Dana Maher. Dana is a community sociologist who comes to us with specialties and interests in sexualities and gender studies, research methods, and the sociology of culture. Despite this recent hire, the discipline is still in need of another full-time faculty member to help teach and manage the 23 sections that the Eureka campus has staffed this fall semester (Eureka Campus, EDTN, Arcata, McKinleyville, Virtual, and South Fork High School). Additionally this fall, the Del Norte Campus hired a full-time Psychology/ Sociology position, Philip Mancus. Philip is an environmental sociologist. On the Eureka Campus, Shaw served as division chair from 2007-2009, during which time associate faculty taught the majority of the anthropology classes. She has now returned to her duties, teaching 5/13 Anthropology sections covered by Eureka-based faculty.

## 2. Program/Discipline Trends

Review and analyze the Enrollment data (Table 2.01) provided by Institutional Research and answer the following questions:

### Table 2.01 Enrollments

*Number of students enrolled at census date*

For the purposes of these charts here, course sections have been broken down by class start time. The definitions for each start time are as follows:

- Early Morning                      Before 10:00AM
- Prime Time                         From 10:00AM to 2:30PM
- Late Afternoon                    From 2:30PM to 5:30PM\*/6:00PM
- Evening                             5:30PM\*/6:00PM and later
- Weekend                            Saturday or Sunday classes
- TBA                                 No scheduled start time

\* Evening is defined differently for semesters prior to Fall 2009

Each classification was weighted according to the following schedule:

- Weekend
- Evening
- Late Afternoon
- Early Morning
- Prime Time

If a section had start times that fell into more than one category, it would be placed in the higher weighted category. For example, if a section met on a Saturday and started at 10:30AM, it would be considered a Weekend section.

		2005 - 2006						2006 - 2007						2007 - 2008						2008 - 2009										
		Early Morning	Prime Time	Late Afternoon	Evening	TBA	Total	Early Morning	Prime Time	Late Afternoon	Evening	Weekend	TBA	Total	Early Morning	Prime Time	Late Afternoon	Evening	Weekend	TBA	Total	Early Morning	Prime Time	Late Afternoon	Evening	Weekend	TBA	Total		
Anthropology	Fill Rate	72%	59%	73%			64%	63%	46%	69%	59%			57%	53%	65%	62%	64%	8%			59%	64%	65%	64%	65%	35%		63%	
	Enrollment	104	152	29			285	44	83	79	83			289	37	179	80	64	3			363	45	175	90	113	14		437	
	Sections	4	7	1			12	2	5	3	4			14	2	8	4	3	1			18	2	8	4	5	1		20	
	FTES	12.86	19.29	3.27			35.42	5.9	11.22	10.44	11.78			39.34	4.8	22.98	8.93	8.54	0.1			45.36	5.86	21.82	10.66	13.42	0.51		52.28	
	WSCH	216	378	54			648	108	270	162	216			756	108	432	216	162	18			936	108	468	216	270	18		1,080	
Native American Studies	Fill Rate	73%	82%	53%	66%		69%	89%	67%	74%	65%	55%		69%	73%		50%	66%				60%	54%	35%	69%	43%			47%	
	Enrollment	29	68	32	73		202	31	151	74	39	22		317	58		83	66				207	35	39	48	77			199	
	Sections	1	2	2	3		8	1	6	3	2	1		13	2		5	3				10	2	3	2	5			12	
	FTES	3.29	8.65	3.8	8.96		24.69	3.27	18.34	9.8	4.64	2.47		38.53	7.38		10.12	8.54				26.04	4.81	5.38	5.38	9.59			25.16	
	WSCH	54	108	108	162		432	54	324	162	108	54		702	108		270	162				540	108	162	108	270			648	
Sociology	Fill Rate	73%	76%	61%	66%	82%	71%	59%	61%	59%	57%			69%	61%	77%	64%	68%	81%			65%	69%	63%	74%	63%	45%		69%	64%
	Enrollment	197	379	216	118	111	1,021	206	297	95	141			97	836	120	304	289	109			126	948	73	456	219	167		1,053	
	Sections	7	13	10	5	3	38	9	12	4	7			3	35	4	12	11	4			4	35	3	16	10	11		5	45
	FTES	24.25	45.48	30.61	13.76	13.17	127.27	26.39	38.8	11.49	16.28			12.03	104.99	13.15	35.21	34.48	17.43			15.12	115.39	8.14	53.35	26.79	22.12		16.15	126.54
	WSCH	378	702	684	270	162	2,196	486	720	216	378			1,962	216	648	594	288				216	1,962	162	864	540	738		2,574	

a. Describe how changes in the discipline or area are impacting the data shown in the table above.

This academic year, we have continued to increase the number of evening, Friday, and weekend offerings in ANTH, NAS, and SOC. Sociology serves the greatest number of its students during "prime time," while NAS evening sections filled better than daytime offerings. ANTH fill rates are fairly consistent across the various time blocks, with the exception of weekend offerings. We do not have the data to inform us of the ways in which the new AA degrees may have impacted our enrollments. Overall enrollment has increased, particularly this past year. Since the two new FT faculty in Sociology just started in the fall of 2009, the increased attention and guidance that they have provided the discipline have not yet impacted enrollment.

b. Describe how changes outside the discipline or area are impacting the data shown in the table above.

Administrative mandates to uniformly increase the number of sections in certain timeblocks has reduced the fill rates in some areas; this is best exemplified by the reduction in Sociology evening fill rates from 81% (4 classes) to 45% (7 classes). Increasing both the number of available sections and the diversity of times and locations in which those sections were held (coupled with an economic downturn) are likely responsible for the overall enrollment increase.

Review and analyze the Enrollment data (Table 2.02) provided by Institutional Research and answer the following questions:

## 2.02 Course Success Rates

*Percentage of students enrolled at census receiving a grade of A, B, C, or Credit*

		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
		Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled	Success	Total Enrolled
Anthropology	ANTH-1	49%	101	60%	83	33%	98	58%	73	40%	98
	ANTH-2									61%	18
	ANTH-3	68%	274	66%	165	59%	194	61%	280	67%	288
	ANTH-4	70%	23	73%	26	44%	27	73%	30	64%	36
	ANTH-5	44%	43	68%	34	23%	22	58%	19	73%	11
	ANTH-6	84%	19	82%	28	52%	33	79%	29	37%	30
	ANTH-99							50%	4		
	ANTH-99A									88%	16
	Total	62%	460	67%	336	48%	374	62%	435	60%	497
Native American Studies	NAS-1	53%	79	63%	98	69%	100	52%	115	52%	164
	NAS-21	65%	77	72%	135	74%	268	73%	130	69%	75
	Total	59%	156	68%	233	73%	368	63%	245	58%	239
Sociology	SOC-1	67%	421	76%	434	69%	383	65%	389	68%	460
	SOC-10	73%	83	76%	149	52%	62	62%	61	61%	89
	SOC-2	67%	104	63%	108	59%	110	69%	88	70%	126
	SOC-3	57%	218	56%	225	61%	214	62%	243	69%	249
	SOC-33	74%	69	66%	67	65%	55	83%	35	79%	58
	SOC-34	73%	30	72%	46	75%	36	85%	27	76%	42
	SOC-38	62%	13	84%	31	75%	12	90%	31	73%	22
	SOC-5	74%	103	77%	111	71%	115	82%	170	73%	116
Sociology	SOC-9							57%	14	50%	20
	Total	67%	1041	70%	1171	66%	987	69%	1058	69%	1182
Total		65%	1657	69%	1740	63%	1729	67%	1738	65%	1918

a. Describe how changes in the discipline or area are impacting the data shown in the table above.

Success rates in all three disciplines have remained relatively stable. However, Sociology 34 and 38 appear to have undergone notable decrease in student success this past academic year. This may be linked to the lack of stable, permanent leadership for the ADCT

program (SOC 34 and 38 are core components of the ADCT program). Likewise, slightly declining NAS success rates and moderately fluctuating rates in some ANTH and SOC offerings are likely due to the lack of full-time faculty, or consistent associate faculty (Shaw was on sabbatical and served as division chair during three of the years for which there are data).

b. Describe how changes outside the discipline or area are impacting the data shown in the table above.

We believe that some of the lower success rates for some classes at the Arcata site may be due to class disruption/ relocation when facilities issues arose at the site during the spring of 2009.

Review and analyze the Enrollment data (Table 2.03) provided by Institutional Research and answer the following questions:

**Table 2.03 Course Retention Rate**

Percentage of students enrolled at census receiving a grade other than W (Withdraw)

5.1 b

		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
		Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled	Retained	Total Enrolled
Anthropology	ANTH-1	85%	101	86%	83	76%	98	81%	73	83%	98
	ANTH-2									89%	18
	ANTH-3	86%	274	85%	165	82%	194	81%	280	90%	288
	ANTH-4	74%	23	73%	26	67%	27	100%	30	86%	36
	ANTH-5	70%	43	82%	34	59%	22	89%	19	91%	11
	ANTH-6	89%	19	89%	28	76%	33	90%	29	87%	30
	ANTH-99							75%	4		
	ANTH-99A									88%	16
	Total	84%	460	84%	336	77%	374	83%	435	88%	497
Native American S	NAS-1	78%	79	87%	98	87%	100	81%	115	82%	164
	NAS-21	78%	77	84%	135	86%	268	87%	130	87%	75
	Total	78%	156	85%	233	86%	368	84%	245	83%	239
Sociology	SOC-1	83%	421	90%	434	87%	383	87%	389	86%	460
	SOC-10	92%	83	87%	149	77%	62	93%	61	85%	89
	SOC-2	89%	104	81%	108	83%	110	88%	88	91%	126
	SOC-3	82%	218	84%	225	84%	214	89%	243	93%	249
	SOC-33	86%	69	87%	67	78%	55	91%	35	88%	58
	SOC-34	80%	30	87%	46	92%	36	89%	27	93%	42
	SOC-38	77%	13	90%	31	83%	12	94%	31	95%	22
Sociology	SOC-5	86%	103	88%	111	84%	115	94%	170	85%	116
	SOC-9							86%	14	70%	20
Total	85%	1041	87%	1171	85%	987	90%	1058	88%	1182	
Total	84%	1657	86%	1740	83%	1729	87%	1738	87%	1918	

a. Describe how changes in the discipline or area are impacting the data shown in the table above.

Although retention rates have remained relatively stable, the slight decrease that has occurred in NAS and SOC may be due to the lack of full-time faculty in the disciplines and the recent hiring of numerous, relatively inexperienced associate faculty.

b. Describe how changes outside the discipline or area are impacting the data shown in the table above.

Review and analyze the Enrollment data (Table 2.04) provided by Institutional Research and answer the following questions:

Table 2.04 English and Mathematics Basic Skills Data for Course Success (F2005-F2008)

	PASSED 1A		ENGL-1A		ENGL-150		ENGL-350		READ-360		UNKNOWN	
	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled
ANTH-1	63%	67	47%	79	30%	79	0%	10	0%	1	47%	64
ANTH-2	33%	3	100%	2	50%	8					80%	5
ANTH-3	74%	164	68%	233	53%	156	41%	27	50%	6	57%	157
ANTH-4	72%	25	72%	32	55%	29	67%	3	0%	1	59%	29
ANTH-5	67%	27	62%	21	14%	14	100%	1			42%	12
ANTH-6	89%	19	67%	18	50%	20	67%	3	0%	1	76%	29
Total	71%	305	64%	385	45%	306	36%	44	33%	9	57%	296
NAS-1	78%	80	57%	100	57%	112	40%	25	14%	7	57%	76
NAS-21	82%	152	71%	127	58%	131	58%	12	25%	4	79%	77
Total	81%	232	65%	227	58%	243	46%	37	18%	11	68%	153
SOC-1	81%	270	71%	381	61%	329	42%	55	90%	10	69%	235
SOC-10	83%	70	74%	92	56%	82	31%	13	20%	5	59%	39
SOC-2	76%	66	66%	73	57%	86	40%	15	33%	6	69%	62
SOC-3	83%	166	69%	240	46%	220	48%	42	13%	8	59%	128
SOC-33	83%	47	74%	61	59%	49	67%	6	100%	1	69%	26
SOC-34	89%	37	77%	39	65%	20	50%	6	100%	1	76%	41
SOC-38	92%	25	86%	22	71%	14	50%	4	100%	1	88%	24
SOC-5	85%	110	85%	104	67%	93	58%	26	100%	3	64%	77
SOC-9	100%	3	50%	4	33%	3					50%	4
Total	83%	794	72%	1016	57%	896	46%	167	54%	35	67%	636

## 5.1 b

	TRANSFER-LVL		MATH-120		MATH-380		MATH-375		MATH-371		UNKNOWN	
	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled	Success	Enrolled
ANTH-1	64%	84	40%	42	39%	64	25%	32	57%	7	35%	71
ANTH-2	67%	3	33%	3	60%	5	50%	2			80%	5
ANTH-3	74%	166	69%	119	63%	123	43%	92	61%	18	59%	225
ANTH-4	77%	26	69%	16	68%	19	44%	18	67%	6	59%	34
ANTH-5	86%	22	50%	12	55%	11	11%	9	0%	2	37%	19
ANTH-6	85%	20	90%	10	61%	18	36%	14	67%	3	76%	25
Total	73%	321	62%	202	56%	240	38%	167	58%	36	55%	379
NAS-1	75%	72	69%	49	47%	70	53%	57	42%	33	61%	119
NAS-21	76%	140	78%	107	74%	81	49%	61	75%	24	69%	90
Total	76%	212	75%	156	62%	151	51%	118	56%	57	64%	209
SOC-1	80%	312	71%	214	64%	241	63%	179	52%	52	67%	282
SOC-10	80%	60	69%	55	68%	68	50%	58	53%	17	70%	43
SOC-2	77%	48	75%	52	64%	70	48%	52	75%	8	59%	78
SOC-3	81%	193	66%	131	58%	156	51%	127	26%	19	55%	178
SOC-33	94%	32	69%	32	77%	39	67%	42	56%	9	58%	36
SOC-34	90%	29	73%	15	83%	23	74%	19	73%	15	70%	43
SOC-38	94%	18	89%	9	92%	13	57%	14	82%	11	88%	25
SOC-5	85%	106	80%	55	76%	83	74%	50	59%	22	65%	97
SOC-9	75%	4			100%	2	33%	3	0%	1	50%	4
Total	82%	802	71%	563	67%	695	59%	544	55%	154	64%	786

Given the data, what patterns can be identified in the success rate in individual courses based on the students' skill level? Identify any important changes since the last review.

There is a clear pattern in increased student success in all three subjects that correlates with higher levels of English preparation. The exception to this is students currently enrolled in READ 360, who have notably higher than anticipated success rates in some Sociology classes, potentially because of their increased simultaneous focus upon skill-building. Math preparedness correlates to a lesser degree with student success. These social science offerings do not, themselves, require a great deal of mathematics. However, it is likely that the study skills, analytical reasoning, and academic experience that the students have gained by this level result in their greater success in all offerings.

How has the discipline/program responded to these patterns and how will the discipline/program respond in the next three years?

Instructors will continue to emphasize the importance of their students enrolling in English classes; cautioning students not yet at the English 150 level about how they may be underprepared for many of the reading and writing assignments; and recommending students take advantage of the Writing Center.

**3. Labor Market Review (for occupational programs)**

Occupational programs must review their labor market data.

Provide a narrative that addresses the following issues

- a. Documentation of lab market demand
- b. Non-duplication of other training programs in the region.
- c. Effectiveness as measured by the employment and completion success of its students.

**4. Budget Resources**

List your area’s budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

Category	Unrestricted Funds	Restricted Funds
Supply and printing budget	\$1,050 (shared by all social sciences on the Eureka campus)	
Equipment replacement and repair budget		
Professional Development	through Senate	
Work-study funding		
Additional Budget Items		

Is the funding for these areas adequate?  Yes  No

If not, describe the impact of unaddressed needs on your discipline or program.

All three disciplines (ANTH/ SOC/ NAS) on all campuses could use new instructional supplies, including up-to-date audiovisual materials. Del Norte center computer, software, and video projection needs are mainly up to date, with the exception of physical placement of classroom IT. Current physical placement of computers in DN classrooms orients instructors to the side of the classroom and away from students. However, priority need for DN Soc/Anth remains building A/V collection, improving electronic materials reserve function of the libraries. DN library has some funds for new DVD purchases, but these are distributed across all disciplines. Long range goal for DN: updating/replacing old VHS with current DVDs. Proposed long range goal for CR SOC/ANTH. While some new audiovisual materials were purchased for ANTH on the Eureka campus last year, most are still generally around twenty years old, so their data and examples are no longer accurate or relevant. ANTH 1, 2, and 6 all require hands-on materials for labs and hand-on classroom activities. The quantity, quality, and variety of instructional supplies is not sufficient on the Eureka campus, making it difficult to carry out some activities. Many must be conducted with numerous students sharing the same materials. Other campuses and sites are unable to teach these courses because no such materials are present.

**5. Learning Resource Center Resources**

Is the level of resources provided by the Library (Learning Resource Center) adequate?

Yes  No If No, Complete the following:

**Library Needs Not Covered by Current Library Holdings<sup>1</sup>** Needed by the Unit over and above what is currently provided.  
 These needs will be communicated to the Library

<p><b>List Library Needs for Academic Year 2009-2010</b></p> <p>Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.</p>
<p><b>1.</b> Books on non-human primates  <u>Reason:</u> ANTH 1 primate research paper</p>
<p><b>2.</b> Books on archaeological sites in the NW Coast area  <u>Reason:</u> ANTH 2 site report</p>
<p><b>3.</b> DVDs on Race (complete 3-DVD series "Race: Power of Illusion"; "The Color of Fear"; etc.)  <u>Reason:</u> SOC 1 and SOC 5</p>
<p><b>4.</b> Books on social problems and social movements  <u>Reason:</u> SOC 1 and SOC 2</p>
<p><b>5.</b> Books on Native American history and local tribes  <u>Reason:</u> NAS 1 and NAS 21</p>
<p><b>6. DVDs in general, to replace VHS; electronic streaming video subscription -- categories: race, class, gender, globalization, immigration, society and environment. Note: facillitating the sharing of library resources available exclusively on Eureka campus through some type of electronic-based intra-library loan system. The Del Norte and Mendocino campuses need accessibility for shared access to the Eureka campus audio-visual material. The Del Norte and Mendocino campuses also</b></p>

<sup>1</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

**need audiovisual materials of its own for a variety of social science offerings.**

Reason: SOC 1, 2, 3, 5, 10

6. Faculty

Table 6.01 – Faculty Load Distribution by semester

		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
		FTEF	% of Total	FTEF	% of Total	FTEF	% of Total	FTEF	% of Total
Anthropology	Associate Faculty	1	83%	0	21%	1	72%	2	86%
	Regular Staff/Non-Overld	0.20	17%	1.10	79%	0.50	28%	0.30	14%
	Staff - unknown status								
	Total	1.2	100%	1.4	100%	1.73	100%	1.97	100%
Native American Studies	Associate Faculty	0.4	57%	0.5	42%	0.9	91%	0.9	82%
	Regular Staff/Non-Overld	0.3	43%	0.7	58%	0.1	9%	0.2	18%
	Staff - unknown status								
	Total	0.7	100%	1.2	100%	1	100%	1.1	100%
Sociology	Associate Faculty	1.99	63%	1.97	65%	2.17	74%	3.45	92%
	Regular Staff/Non-Overld	1.6	37%	1.3	35%	0.9	26%	0.4	8%
	Staff - unknown status								
	Total	3.59	100%	3.27	100%	3.07	100%	3.85	100%

a. Describe the status of any approved, but unfilled **full-time** positions.

--

- b. If you are requesting a **Full-Time Faculty** position, fill out the current faculty position request form and attach it to this document.

c. If your **Associate Faculty** needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty

On the Eureka campus, both NAS and SOC have been challenged to recruit experienced, qualified associate faculty in recent years. While the situation has been somewhat ameliorated in Sociology with one full-time hire, most of the faculty teaching in both disciplines are relatively inexperienced and require a significant amount of mentoring. Some associate faculty members did not

readily respond to mentoring and have not been asked to return. It has been very difficult to find qualified replacements. Area coordinators have continued to list the need for the positions on the HR website, as well as contacting colleagues at regional institutions and experts in the local community for possible candidates.

**7. Staff Resources**

Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area. (To add additional rows to this table, press **Tab** when the cursor is in the far right-hand cell)

Staff Employed in the Program				
Assignment (e.g., Math, English)	Full-time (classified) staff (give number)	Part-time staff (give number)	Gains over Prior Year	Losses over Prior Year (give reason: retirement, reassignment, health, etc.)
ANTH/ NAS/ SOC	Small portion of ALSS administrative assistant	0	0	With more faculty hires and the absence of a division chair, more work has been put on the division's classified staff member.

Do you need more full-time of part-time classified staff?  Yes  No  
 If yes, fill out the current staff request form (**to be provided by Administrative Services**)

**8. Facilities, and Classroom Technology**

Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? Yes No

If No was checked, complete a Facility Form for each instructional space that does not meet the needs of this discipline/program. Additional facilities forms are available at the end of this document for each separate facility being addressed.

**Facilities, and Classroom Technology Form**

**Program/Disciplines: SOC Submitted by: Maher**

**Year: 2009-2010**

List classroom or instructional space name/number: FM203			
Check if any of the following are not adequate:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ventilation / room temp	ADA access	Number of seats / work stations	Technology (computers, projectors, internet)
<input type="checkbox"/> Other (briefly describe):			
Describe the specific action and cost to make this space adequate for your instructional needs: new computer needed for FM203; the computer takes 5-10 minutes to warm up at the start of class and is unable to run multiple applications without locking up			
List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.			
Sections: 14		Students: 490	
Describe how these changes will improve student learning outcomes: Faculty will be able to demonstrate online databases and resources for research assignments; faculty will have the ability to show students online videoclips, websites such as e-museums, and exercises to better illustrate topics such as socialization, gender, race/ ethnicity, culture, multiculturalism, sexuality, deviance, and class. Students putting on individual and group presentations will have the ability to utilize technology such as Power Points,			

video clips, and other visuals without the computer regularly crashing; such presentations are critical for SLOs that involve students' ability to make arguments to their peers, critically examine evidence, and present different sides of social movements and issues.

**9. Equipment**

Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline?  Yes  No

If No was checked, complete an equipment form.

If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:  
(To add additional rows to this table, press **Tab** when the cursor is in the far right-hand cell)

Equipment	Price, include tax and shipping	Number of students using equipment each semester	Describe how the equipment allows achievement of program/discipline educational outcomes
(model like that in the PS building)	Copier is leased	All students in ALSS classes on the Eureka campus will be impacted (6,696 students in fall 2009)	Faculty will be able to scan high volumes of documents in order to make the materials available to students online. This will save printing costs, as well as textbook costs for students. This also will encourage students' internet literacy, including the use of other resources available on MyCR.

**Equipment Repair**

Does the equipment used for your discipline/program function adequately, and does your current budget adequately provide adequate funds for equipment repair and maintenance? *This does not include classroom specific equipment repair described in the facilities section.*  Yes  No

If No, provide the following information to justify a budget allotment request:  
(To add additional rows to this table, press **Tab** when the cursor is in the far right-hand cell)

Equipment requiring repair	Repair Cost / Annual maintenance cost	Number of students using equipment each semester	Describe how the equipment allows achievement of program/discipline educational outcomes

## 10. Learning Outcomes Assessment Update

### Program and Course Learning Outcomes

Refer to the assessment analysis forms that track discipline meetings held to summarize and discuss SLO assessment. Use that information to complete the following table for each SLO and/or PLO analyzed during the previous academic year. Additional tables are available at the end of this document to summarize the results for each SLO and/or PLO analyzed.

	<p>Course SLO Measured: SLO #4 - Apply anthropological concepts to real-world situations and problems, demonstrating an ability to process factual information using anthropological concepts</p> <p style="text-align: center;"><u>Or</u> PLO Measured :</p>
<p>Describe assessment tool/ assignments faculty/staff used to measure the SLO or PLO.</p>	<p><b>Two long paragraph essay questions to be asked as a quiz or part of an exam, to be answered by students without access to textbook or notes.</b>  <b>"What is cultural relativism and why might it be difficult for anthropologists to strictly follow cultural relativism in every field situation?" and "Why do anthropologists assert that race is a cultural construct, rather than a biological reality?"</b></p>

<p><b>Summarize the overall results of your department, including performance data if applicable.</b></p>	<p>Average Percents for ANTH 3</p> <p>First question:  above average    average    below average  20.3                51.9                27.8</p> <p>Second question:  above average    average    below average  16.9                30.7                52.4</p> <p>Students did better on cultural relativism, which is stressed throughout the semester, than they did on the race and ethnicity question, which is typically covered in a more restricted unit.</p> <p>Most students demonstrated rudimentary grasp of the general concept of cultural relativism. Average students generally failed to acknowledge the potential conflict between cultural rights and human rights and/ or did not provide a detailed definition of cultural relativism. Below average students either failed to provide a comprehensible essay or did not demonstrate a basic understanding of the concept; some attempted to guess at the definition, arriving at its opposite (the practice of comparing cultures for ranking/judgment purposes).</p> <p>Most students generally grasped the idea that it was difficult to strictly apply the theoretical concept in practice.</p> <p>Nearly all students could improve in the planning and organization of their essays.</p> <p>Students seem to be conditioned to memorize and regurgitate short definitions for concepts; they need to improve their ability to explain more complex, multi-faceted concepts.</p>
<p><b>How will your department address the needs and issues that were revealed by your assessment?</b></p>	<p>Revise activities leading up to and/or supporting assignment/activities</p> <p>Increase/improve in-class discussions and activities</p> <p>Collect more data</p>

<p><b>List the TOP 3 TO 6 actions/changes faculty judge will <u>most</u> improve student learning</b></p>	<p>Provide increased mentoring for new ANTH 3 instructors, including suggestions for assignments and texts.</p> <p>Encourage faculty to cover key concepts in multiple ways in order to cater to diverse learning styles.</p> <p>Encourage faculty to share strategies that foster improved student learning.</p>
<p><b>Provide a timeline for implementation of your top priorities.</b></p>	<p><b>Since this was the first time faculty had ever done assessment, and there is only one full-time anthropologist to coordinate the work of assessment, only one course was assessed in 2008-2009. ANTH 1 will also be assessed in 2009-2010. No full-time NAS or SOC faculty existed in the district (Green only occasionally teaches one NAS course with the remainder of his teaching load being composed of History, Political Science, and ANthropology), so no assessments were done in these subjects in 2008-2009.</b></p> <p><b>Shaw has offered to coordinate future NAS assessment if/ when faculty teaching the subject and/ or with expertise are able to design questions related to the existing SLOs. To date, no faculty have volunteered their time to do this. Shaw has no training in NAS and is unable to design appropriate assessment questions/ mechanisms herself. She will very willingly resign as NAS area coordinator if/ when anyone else is willing to serve in the position; she continues to advocate for a SOC/NAS position to replace a faculty member that the Eureka campus lost several years ago.</b></p> <p>2009-2010 - more data will be collected on these same ANTH 3 areas, with an emphasis on making the testing and assessment processes more uniform. The 2009-2010 ANTH 1 assessment will focus upon SLO 5 - Exhibit the ability to think logically about issues in physical anthropology and how people have interpreted those issues.</p> <p>Sociology assessment will begin in 2009-2010 if sufficient assessment training is provided for CR's newly hired sociologists.</p> <p>Individual ANTH 3 faculty will have received their own data, as well as averaged data for all ANTH 3 instructors. Each will experiment with different means to improve scores and will report to their colleagues about which strategies were more or less effective.</p>

	<p>Course SLO Measured: SOC: No SLO measurement took place in 2008-2009 academic year for Sociology because there was no full time faculty member in the discipline. At the time of writing this report, the new full time faculty on the Eureka campus must first tend to her primary duties of teaching, familiarize herself with this Program Review Process, and learn both who our PT faculty are in Soc, and how to develop and staff a schedule for Spring courses. The new Soc department faculty will review the course curriculum for all Soc classes during the 2009-2010 academic year. Choosing an SLO for measurement and learning how to coordinate the process for SLO measurement is prioritized on the list of immediate goals for Soc for the 2010-2011 academic year. An SLO for measurement has not been chosen at this time because the new faculty has not yet reviewed all curriculum within the discipline, nor does she understand what SLO measurement involves. Full-time faculty at both Eureka and Del Norte campus will coordinate the curriculum review and plan the SLO assessment for Sociology.</p> <p style="text-align: center;"><u>Or</u> PLO Measured :</p>
<p><b>Describe assessment tool/ assignments faculty/staff used to measure the SLO or PLO.</b></p>	
<p><b>Summarize the overall results of your department, including performance data if applicable.</b></p>	
<p><b>How will your department address the needs and issues that were revealed by your assessment?</b></p>	

<p>List the TOP 3 TO 6 actions/changes faculty judge will <u>most</u> improve student learning</p>	
<p>Provide a timeline for implementation of your top priorities.</p>	

Indicate where learning outcome assessment forms (Course-Discipline, Course-Section) are archived (e.g, Division Office, Dean’s Office). This is required to provide accreditation documentation of the District’s assessment activities.

Assessment forms and assessment artifacts for ANTH are archived in the ANTH area coordinator's (Shaw's) office.

**11. Curriculum Update**

Identify curricular revisions and innovations undertaken  
 a. in the last year.

ANTH 100, 1, and 4 were updated to include newer texts, revised SLOs, and more detailed course content sections.

b. planned for the coming year.

Soc 3 is the next curricular revision that will take place in SOC. This will take place before it is up for revision in 2012.

c. Complete the grid below. The course outline status report can be located at:  
[http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum\\_Course\\_Outlines.htm](http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm)  
 (To add additional rows to this table, press **Tab** when the cursor is in the far right-hand cell)

5.1 b

Course	Year Course Outline Last Updated	Year Next Update Expected
ANTH 100	2009	2014
ANTH 1	2009	2014
ANTH 2	2007	2012
ANTH 3	2007	2012
ANTH 4	2009	2014
ANTH 5	2007	2012
ANTH 6	2007	2012
ANTH 99	2007	2012
NAS 1	2007	2012
NAS 13	2007	2012
NAS 21	2007	2012
SOC 1	2007	2012
SOC 2	2007	2012
SOC 3	2007	2012
SOC 5	2007	2012
SOC 9	2007	2012
SOC 10	2007	2012
SOC 33	2007	2012
SOC 34	2009	2014
SOC 38	2009	2014
SOC 42	2009	2014

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.

**12. Action Plans**

List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.

[Empty text box]

**13. Goals and Plans. Address either item a. or b. in the section below**

**a.** If you have undergone a comprehensive review, attach your Quality Improvement Plan (QIP) and address progress made on the plan and list any new plans that have been developed (using a new QIP form).

QIP Attached

[Empty text box]

**b.** If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status of reaching that goal and/or completing the plan.

ANTH  
 1) Carry out coursewide assessment in ANTH 3 - completed  
 2) Continue to increase enrollments - achieved

NAS  
 1) Advocate for SOC/ NAS faculty member - in process; if/ when a form becomes available to request a new position, Shaw and Maher will complete the form.

SOC  
 1) Hire FT sociologist - achieved

2) Advocate for a second sociologist for an understaffed department - in process; if/ when a form becomes available to request a new position, Shaw and Maher will complete the form.

List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR's Strategic Plan. (CR's strategic plan is located on the web at <http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp>).

- 1) Advocate for a full-time ADCT faculty member to revitalize the ADCT program, also capable of developing the Human Services certificate. Revising ADCT and developing a Human Services certificate will help students get jobs in their field; the latter would also prepare students to transfer to HSU and potentially pursue the newly developed Master's program in the field, thereby achieving Goal 1 - Enable Student Achievement of Educational Goals.
- 2) Advocate for a second SOC faculty member with NAS expertise. Without a full-time faculty in NAS, it is not possible to offer the full range of NAS classes or develop new offerings. The large SOC program also needs another full-time faculty member to manage its varied offerings and mentor new associate faculty. These faculty are needed to maintain and improve the quality of offerings, update curriculum, and conduct assessment. An inability to offer classes and ensure that students receive consistent and high-quality information hampers Goal 1 - Enable Student Achievement of Educational Goals.
- 3) Continue coursewide assessment in ANTH 3 and begin assessment in ANTH 1 to meet Goal 3 - Build a culture of assessment.
- 4) NAS does have SLOs; they've not been assessed yet. An email was sent fall 2009 to faculty in NAS to determine if anyone will volunteer to design assessments appropriate for the discipline; Shaw offered to coordinate any assessment efforts that take place but is not personally qualified to design assessment for a discipline for which she has not been trained. Goal 3- Build a culture of assessment.
- 5) SOC does have SLOs; they've not been assessed yet. During the 2009-2010 school year, the new FT Soc faculty member will review course curriculum for all Soc classes to learn about what our SLOs are in this discipline. Learning about SLO assessment and priority development of a plan for SLO assessment is on this department's docket for the 2010-2011 academic year. As assessment training and support is made available, Soc will be able to begin assessment within this discipline in order to meet Goal 3- Build a culture of assessment.
- 6) SOC to allocate time in the 2010-11 school year to explore history of, acquire training and begin planning revitalization of the Sexual Health Literacy Project on the Eureka campus to meet Goal 4 - Contribute to the economic, cultural and social well-being of the Northcoast community .

**Additional Forms**

**Facilities and Classroom Technology Form**

List classroom or instructional space name/number:			
Check if any of the following are not adequate:			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ventilation / room temp	ADA access	Number of seats / work stations	Technology (computers, projectors, internet)
<input type="checkbox"/> Other (briefly describe):			
Describe the specific action and cost to make this space adequate for your instructional needs:			
List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.			
Sections:		Students:	
Describe how these changes will improve student learning outcomes:			

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**Program and Course Learning Outcomes**

	<p>Course SLO Measured:</p> <p style="text-align: center;"><u>Or</u> PLO Measured :</p>
<p><b>Describe assessment tool/ assignments faculty/staff used to measure the SLO or PLO.</b></p>	
<p><b>Summarize the overall results of your department, including performance data if applicable.</b></p>	
<p><b>How will your department address the needs and issues that were revealed by your assessment?</b></p>	
<p><b>List the TOP 3 TO 6 actions/changes faculty judge will <u>most</u> improve student learning</b></p>	
<p><b>Provide a timeline for implementation of your top priorities.</b></p>	

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