

PSME Division Program Review Summary

Each department has focused (as requested) on their individual progress in developing and assessing student learning outcomes and on their individual resource needs required to attain those student learning outcomes and goals. There is a general commonality that is interwoven throughout:

- 1) We have a good start on the general SLO process; 100% of the courses now have relevant SLOs specified, and very nearly 100% of the full-time faculty and a majority of the part-time faculty have participated in developing those SLOs
- 2) The Division has made a start on developing the assessment criteria; having completed assessment metrics for approximately 50% of the Division course offerings. Conversations concerning the nature of the assessment criteria have been thoughtful and have resulted in discussions on the deeper meanings of teaching and student outcomes.
- 3) The Division has just begun the process of carrying out assessments and reviewing the results of the assessment. Several departments have begun a preliminary analysis on a few of the outcomes. All are committed to completing the assessment cycle in the coming academic year.
- 4) Since we are still early in the student learning outcomes assessment cycle, we have not yet been able to explicitly tie assessments to needed resources; however, discussions have arisen concerning the procedures and importance of ensuring the connection between assessment and resource allocation are demonstrated.
- 5) Given the continued enrollment demands seen in all departments within our Division; but especially those of chemistry and mathematics, there is a clear need for resources that will allow us to meet some of those demands. In both chemistry and mathematics, lack of additional sections is preventing many students from attaining their educational goals. The chemistry department could clearly use additional faculty, rooms, laboratory technical assistance, and laboratory support materials (chemicals, glassware, hazardous waste handling items, etc). The math department needs additional full-time faculty support and rooms to meet student demand. All departments are suffering from a long term decline in laboratory equipment maintenance and support and from the reduction in laboratory technical support. The astronomy, chemistry, and physics department are especially susceptible to very recent decreases in funding for laboratory technicians.

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