**Program Review**

**Responses to Assessment Questions**

**Fall 2013**

|  |  |  |
| --- | --- | --- |
| **Program** | 1. **How did your outcomes assessment results inform your program planning?**
 | 1. **How did your outcomes assessment results inform your resource requests this year?**
 |
| **Academic Development** | **Reading:** In Spring 2013 ACDV offered a pilot accelerated reading course that combined a 3-unit intermediate and a 3-unit advanced reading course into one seamless 4 unit course. SLO data comparing the pilot accelerated 1 semester reading course showed that students achieved similar outcomes to the traditional 2 semester sequence (LRNC B517 curriculum blended ACDV B62 – intermediate reading, with ACDV B50-advanced reading). There was a higher level of attrition, however, because many students were not prepared for the accelerated workload, but took the class primarily for the units. In one section, only 9 students remained in the course at the end, with just 8 earning a C or higher. The course was approved (ACDV B61), and we offered 5 sections fall 2013. We will compare the fall outcome data to spring and report on next APR and on Assessment Day.* Faculty will focus on areas where students achieved below 70% mastery, such as metacognition.
* ACDV plans to continue to offer the accelerated reading course option (ACDV B61 was approved by curriculum committee Spring 2013), as well as the traditional 2-semester option. Note: ACDV discontinued offering the lowest level of reading, ACDV B91, thus compressing the reading sequence from 3 semesters to 2 semesters or 1 semester for highly motivated students.

**Math:** In Spring 2013 ACDV offered a pilot accelerated 1-unit lecture + 1 unit lab basic math course, to replace the traditional (3-unit lecture + optional lab) basic math course. Students and faculty reported significant confusion with the new format. Outcomes showed lower skills acquisition in the more complex skills, such as:* Dividing mixed numbers (60% correct in 2013 vs. 87% correct in 2012),
* Multiplying decimals in word problems (40% correct in 2013 vs. 73% correct in 2012),
* Converting decimals to fractions (40% correct in 2013 vs. 83% correct in 2012).
* ACDV created a new 2-unit basic math course, ACDV B77 (approved by curriculum committee Spring 2013), returning to more in-class face-to-face instruction, with optional lab, ACDV B201C.
* We will compare the fall 2013 outcome data to spring 2013 and report on next APR and on Assessment Day.

**Writing:** In Spring 2013 ACDV offered a pilot accelerated 1-unit lecture + 1 unit lab basic writing course, to replace the traditional 4-unit basic writing course. Students and faculty reported frustration with the new format, especially the drastic reduction in face-to-face contact. Outcome assessment was substantially lower than in previous semesters: 62 – 85% correct on Spring 2013 post-test, compared to previous semesters in which some classes achieved 100% mastery of the basic writing skills necessary to progress to the next level of English.* ACDV created a new 2-unit basic writing course, ACDV B65 (approved by curriculum committee to start Summer 2013), doubling the number of in-class instructional minutes from Spring 20113, plus supplemental noncredit computer lab hours.

**Study Skills:** The study skills series (ACDV B70 A-F) continues to draw students from across campus, including those in STEM courses.  | The outcomes in our pilot courses, which relied heavily on the open Student Success Lab, showed that students need more face-to-face instruction in the lab setting. Therefore, ACDV requested a dedicated classroom computer lab with 28 student stations and an instructor station with projector. ACDV teamed with stakeholders and experts from across campus; in August 2013, Student Services Room 3 opened! We developed a shared usage schedule to ensure that all ACDV instructors and students will have access to this new instructional lab. We also requested another 19 hour teaching assistant, but was not granted the request.ACDV will request 2 additional tenure-track faculty positions for Fall 2014.* More than 80% of in-coming BC students place into one or more basic skills courses
* ACDV courses and wait lists fill before most other disciplines, especially ACDV B50 Reading (1 level prior to transfer, ACDV B77 Math, and ACDV B65 Writing.
* For the academic year 2011-2012 over 2500 students placed into ACDV B77 math (4 levels prior to transfer, over 800 into ACDV B50 (1 level prior to transfer), over 750 in ACDV B62 (2 levels prior to transfer), and over 3,800 into ACDV B68 writing (3 levels prior to transfer. Over 1300 placed into a reading level we no longer support with F2F instruction. These students can still take courses, but are too low to take one of our current reading courses. We’d like to start a discussion about offering a 2 unit reading course for these students to increase their success rates in courses they are not prepared to take.

Bakersfield ranks last in literacy among 76 large cities. (Miller, John W. "Central Connecticut State University (CCSU): Overall Rankings." *Central Connecticut State University (CCSU): Overall Rankings*. Connecticut State University Press. 2013. Web. 08 Sept. 2013. |
| **Agriculture** | A program outcome is to produce job ready students and student degrees. The goal was to increase degrees and certificates and results from previous years show an improvement. We will continue to follow up with students to increase awareness about degrees. We are also working on streamlining the program to fall in line with proposed AS-T’s; increasing outreach to improve numbers with articulation of classes to improve completion by incoming high school students. | Industry advice for skilled students was followed and this resulted in a new hire for the program. We are also asking for additional funding to support a new instructor who was not included in this year’s guooy budget. |
| **ASL** | This year, the results of our outcomes assessment in ASL were quite surprising—students did very poorly in both expressive and receptive fingerspelling. We believe this reflects limitations in our instruction, visual obstructions in our instructional environments, and our ability to craft assessment instruments. As a result, we are committed to starting our assessment in the fall to allow for retesting and other necessary reaction to data. In addition, we are requesting updated projection equipment for our classroom to make our instructional environment visible to all students enrolled in our classes. Finally, faculty members are meeting to discuss how we can improve fingerspelling fluency by implementing drills and exercises to enhance our students’ peripheral vision—an essential component of receptive signing skills. | Part of our concern with the outcome is the manner in which the “blind spots” in our rooms may be impacting our students. We are requesting new projector technology to get our clumsy and antiquated equipment arrangement off of the classroom floor where it blocks students from visually communicating with each other, and in some cases, the instructor (see photo, page 4). |
| **Anthropology** | Despite weak and inconsistent administrative support for the anthropology program, the faculty have attempted to use assessment data to identify areas needing curricular revision. It has also generated discussions about retention, success and pedagogical techniques.  | It has become clear to the program faculty that without a full-time faculty member to provide the leadership and continuity required for assessment-based planning, the program will continue to be disadvantaged when it comes to the innovation and needs-focused change required to improve program retention and success rates. |
| **Architecture** | We learned we need to be more visible to students entering as BC freshmen. Although students who complete our program are successful in finding employment we need to be more visible to the local high school students who are considering Bakersfield College as their place to further their education. We will be complementing our day instruction with an additional evening course to accommodate the needs of our community. | Our program relies on current and emerging technologies and our only scanner has become too slow to meet the needs of our program. The emerging transition of hand sketches imported for conceptual modeling and further virtual analysis is increasing – the need for reliable computers, scanners and printers continue to be a constant need in our area. |
| **Art** | Combining outcomes assessment and ODS data, the Art Department identified the ART B1 - Art Appreciation course (general education) as having the lowest average success rates of all the courses in the department. As a result, the department changed textbooks in fall 2012. The department continues to monitor and assess the result of this change now that we have a year of data available. In addition, the department is considering other strategies to increase student retention and success, including the possibility of offering Art Appreciation in a “compressed” (8 week) schedule.  | The department’s resource requests include a new faculty position. This request is linked to the creation of the AA-T in Studio Arts, and with assessment done at the program and course levels. |
| **Automotive Technology**  | In addition to classroom assignments, students complete many Lab Tasks through the course of the semester that require the student to perform certain tasks which allow the professor to assess the understanding & attainment of the information by each student. If the student does not exhibit proficiency in each task, the professor can quickly and accurately analyze the situation which allows them to guide the student until proficiency is achieved. Results from the overall class proficiency are analyzed at the conclusion of each task sheet to determine if the success rate is acceptable and adjustments are implemented immediately if necessary. Our Advisory Committee consistently confirms that we are keeping up with the changing technical demands of our local employers. | Each professor in Automotive Technology has implemented information technology resources into the learning environment. In addition to using the most current tooling and equipment form our industry, we have utilized online training, computer simulation and animation to convey the subject matter in a format that is embraced by our students.We have also put great effort into streamlining class offerings and meeting with our students one on one to help them achieve their goals more quickly. This has led to improving the pathway to the degree, certificates and ultimately employment in our industry. All of this is a result of constant communication with and evaluation of our students. |
| **Biology** | * General Biology faculty will modify their assessment for Microscope proficiency. Faculty will use an individual skills proficiency tool instead of a multiple choice quiz.
* General Biology faculty has incorporated an oral presentations, scientific journal evaluations and group science project presentations for the SLO regarding the scientific method.
* Human Biology faculty have designed an assessment tool that integrates topics form each course in the Allied Health pathway.
 | * Biology courses rely heavily on anatomical and molecular models, scientific equipment and chemicals/solutions. Although our departmental budget has remained stagnant, the Biology Department has redesigned course curriculum to meet TMC requirements and allow more students the opportunity to enter the Allied Health pathway.
* Program Assessment is a tool we have used to focus on the specific models/equipment/supplies/instructional technology required to provide the essential skills required to meet course descriptors required by C-ID.
 |
| **Business BSAD** | **Office Technology:** Outcomes (as reported in Curricunet) weren’t as positive as we had hoped because of the inconsistency among faculty in teaching open-entry lab. Training was provided for all existing faculty and an additional part-time faculty was hired to help give more individualized attention to students.**Accounting/Bookkeeping:** Outcomes that were assessed are in line with what was expected. No major changes are planned. | Outcomes that were assessed were in line with expectations, and instructional improvements were made to improve outcomes as needed. No changes beyond instructional improvement were noted, and therefore there are no changes to our resource requests that are directly tied to a specific outcome. However, we are requesting additional full-time instructors to facilitate our new AS-T degree. We are also requesting some equipment upgrades and enhancements, along with M & O requests, that we believe will indirectly improve our outcomes. |
| **Business-Coms** | While we did do assessments in our Web Development program, the results did not inform our program planning. We have spent the better part of the last year discussing and redesigning our entire curriculum to adapt to the realities of our student population, external and internal environmental factors, the renewed emphasis on CTE programs, and the emphasis placed by the state on the development of TMC. Because we have started from the ground up redesigning our course offerings and programs, we plan to start fresh with a much more robust and integrated assessment plan. | They did not. The complete redesign of our curriculum has. We have reduced our “programs” from four degrees to a single AS-T, and three Certificates of Achievement (two of the three are new). Our analysis of our student population, along with the low number of graduates in our degree programs, required a drastic change that emphasizes CTE skill sets leading to COAs. To address transfer students, and to support our local CSU, we have also developed the AS-T in Computer Science. |
| **Chemistry** | Our ongoing assessments have shown a stable line of success for the students. While our overall success parallels other similar institutions, a number of people are striving to find ways to increase our success rates and increase the interest in STEM (chemistry in particular). Consequently a number of instructors continue to work on learning new ways to beneficially change what is done in the classroom as well as reaching out to local schools to advertise that BC now offers a complete STEM pathway to universities(thanks to our new class offerings). | These activities require faculty development work and various supplies procurement, which fortunately has been largely handled by our STEM grant. One huge issue not addressed by the grant is the dire need we have for more faculty. While in the past we have looked for a single hire to help open up our pipeline for the current flow of students through our program, we are now foreseeing a real increase in the number of majors, and the push to expand our pipeline further because of a general growth in interest. Students are waking up to the value of what BC offers, but we are already the bottleneck for STEM. We have no capacity to expand with our current number of faculty. |
| **Child Development** | The assessment process has informed our planning by helping us fine tune classes and assessments. In 2010 the Child development program instituted the Portfolio Assessment tool. Each course in the Child Development degree or certificates was given a portfolio assessment assignment and a rubric was created for it. Since then the assessments and rubrics for various courses have been improved. The faculty course and program assessment is more streamlined than ever and consistent results are now being realized. The assessment process has improved our planning in terms of faculty input as well classroom activities and course offerings.  | The assessment of the Child Development Program resulted in a request for VTEA funds to update and continue the Open House and Update Program Brochures.The assessment of the Child development program has led to the request of adding a ½ unit portfolio completion course, since the culmination of the portfolio’s is currently not being done in any of the courses.  |
| **Communication** | Our success rates in our evening COMM B8 Small Group Communication classes were lower than our other classes. Because of this we are now offering only one evening class of this course and more during the day. The demand for COMM B1 and COMM B2 has steadily increased. These classes and their wait lists are among the first to fill up during registration. We have increased our offerings by an average of 10 sections of these classes per semester. We hope to continue to offer more.  | During our assessment process it became difficult to implement our assessment plan because of a lack of resources and/or awareness of the resources available. More specifically, the department was searching for a surveying program to assess both program level and student learning outcomes. The available resources on campus as well as access to programs off-campus were not made readily available. This perceived lack of access prompts the department to request more effective communication between applicable parties and offices that have access to faculty/student tools and measurements that will help the department initiate, analyze, and complete the assessment process. If faculty is considered a resource, the department of communication is in need of another full-time faculty member.  |
| **Construction** | The need to refine curriculum related to building green concepts, safety and other technical aspects related to construction was identified and addressed. The need to also refine the lab construction lab for student efficiency and safety was also identified. Lastly, the need to develop lab activities complementing common construction standards was noted. | The instructor has refined the curriculum and instruction as follows:Technical: The technical instruction has been refined into individual interactive computer based assignments. The evaluation of student’s progress has also been refined. Instructor recognizes the need to further develop learning activities that replicate common construction concepts.Safety: The instructor refined the safety and technical redesigned safety modules. Many of these assignments are completed online (sample completion documents are attached). These safety assignments are reinforced with related instructor demonstration and discussion. Students also participated in identifying and correcting any safety issues in lab.Green construction: The CNST 50A and CNST 50B courses have integrated green construction techniques into the instruction. The present challenge is to develop cost effective lab exercises into the instruction. It is a goal to seek advice on this topic from both industry professionals and construction advisory members. |
| **Correctional Administration** | Students were given a five question objective exam containing ethical situations for police, courts, and corrections. Students were successful in answering item 2, which gave them a situation involving the use of judicial discretion and a conflict of interest. Students were successful in answering item 3, which contained a scenario involving a police officer accepting gratuities. Students were most successful with item 5, which contained a scenario with a probation officer reporting information to a judge. Students were less successful, but did show some improvement, with item #1, which involved a correctional officer’s use of discretion, and item 4, which involved a police officer deciding not to write a speeding ticket. The Program evaluated these findings last Spring, and is continuing to emphasize and assess ethics in Criminal Justice. Instructors have implemented more assessment tools to measure student data regarding their knowledge of ethical issue, with particular emphasis on policing and correctional situations.  | The Program recognized the need for quicker feedback from students regarding their knowledge of ethical issues. This knowledge is critical for a student’s later career, as well as civil liability issues for agencies and local governments. The Program will be requesting clickers and clicker software so that instructors will have less delay between instructing and receiving feedback on student learning outcomes.  |
| **Criminal Justice** | Students were given a five question objective exam containing ethical situations for police, courts, and corrections. Students were successful in answering item 2, which gave them a situation involving the use of judicial discretion and a conflict of interest. Students were successful in answering item 3, which contained a scenario involving a police officer accepting gratuities. Students were most successful with item 5, which contained a scenario with a probation officer reporting information to a judge. Students were less successful, but did show some improvement, with item #1, which involved a correctional officer’s use of discretion, and item 4, which involved a police officer deciding not to write a speeding ticket. The Program evaluated these findings last Spring, and is continuing to emphasize and assess ethics in Criminal Justice. Instructors have implemented more assessment tools to measure student data regarding their knowledge of ethical issue, with particular emphasis on policing and correctional situations. | The Program recognized the need for quicker feedback from students regarding their knowledge of ethical issues. This knowledge is critical for a student’s later career, as well as civil liability issues for agencies and local governments. The Program will be requesting clickers and clicker software so that instructors will have less delay between instructing and receiving feedback on student learning outcomes.  |
| **Culinary Arts** | The continual assessment of the Food and Nutrition Program (each semester) has offered the faculty and staff the opportunity to fine tune the Introduction to Food Service Industry course with the help of the Academic Development Department. After assessing the low student success and retention rated in the program’s online sanitation course, it was decided to no longer offer and online course in sanitation and to return to a face-to-face course.The assessment procedures have made the program look at success and retention rates, and to keep in place activities such as the Culinary Open House in the fall of each semester, Culinary Arts EXPO (high school students) and working with Academic Development. The food and Nutrition’s success and retention rates are now higher than college percentage.The Nutrition Faculty annual assessment has improved the success and retention rates in each of the last (5) five years to equal or better the college percentage | The assessment of the Culinary Program resulted in a request of funds from VTEA to update or continue the Open House, EXPO and upgrade Program brochures. The assessment outcomes show a lack of space to operate the Renegade Room. Expansion of the program cannot be done in the present facilities. By administrative request, the Food and Nutrition will present a plan to expand usage of the Renegade Room Restaurant to develop a lecture/demo kitchen. |
| **Delano** | FTES Levels: FTES continues to drive the Delano program as the primary outcome each year. The primary focus is to maintain a minimum of 1000 FTES to ensure center funding from the state. Since 2007, Delano has experience a 52 percent increase in FTES, but last year experienced an 11 percent decline due to budget and state economic issues. The current FTES is 1035 and is only slightly above what we need to maintain center funding. The FTES target is a critical number for the Delano campus and directly impacts facility additions, improvement and development. Productivity Levels: Productivity levels provide an assessment of efficiencies at the Delano Campus. The target is to be within .5 of the Bakersfield College FTES/FTEF levels and indicates equity among faculty load between the two campuses. Delano has maintained productivity levels above the Panorama Campus since 2009. This past year, Delano’s productivity of 17.5 demonstrates equity with the overall BC rate of 17.9. The face-to-face instruction level is even closer, 17.4 for Delano compared to 17.5 collegewide. Productivity is a key historical scheduling tool used in developing Delano class schedules and faculty assignments. Success and Retention: Delano’s success and retention levels have been at about 66 percent and 87 percent over the past five years. Success and Retention drive our plans to collaborate with local high schools. The belief is we can improve student success by helping local educators better prepare students for higher education. Degree/Certificate Awards: Delano Campus has chosen to focus on AA/AS degrees because our current business is to provide general education requirements and supplemental courses to complete the most popular degrees. Over the past five years, Delano AA/AS degrees have climbed from 145 to 183. Delano area unduplicated students account for 12 percent of the college wide headcount, but 19 percent of all AA/AS degrees awarded. This is significant because awarded degrees dropped of by 18 percent and is probably due to reduction of student services at the campus. Adult Participation Rates: Delano Adult Participation rates indicate if we are bringing the right programs to meet the needs for our area’s 73,000 adults. The Delano rate changed rapidly from34 per 1000 adults to 58 per 1000 four years ago. Based on enrollment trends we speculate this number has decreased to 50 per 1000 this year. If we were to reach the state’s participation rate of 72 per 1000 residents, the Delano campus unduplicated enrollment would increase by 1000-1200 students. The prospect of this increase has a significant impact on planning for facilities and human resources.  | Annual FTES & Degree/Certificate Awards: The drop in degrees awarded is most likely associated with a shift in resources. Student support resources had reductions because of budget concerns. It is important that we shift resources back to support counseling and DSPS services and increase AA/AS degrees in Delano. Annual FTES & Degree/Certificate Awards: Drops in enrollment and support services requires a resource shift to reestablish outreach and prospective student support services including Senior Orientation. Student Success/Retention: Last year, Delano campus reduced high-touch, one-on-one counseling to assist with the development of Ed Plans. This year we will change the focus back to students support services including assessments and matriculation.  |
| **Economics** | Assessment outcomes did not reveal any specific weaknesses in the program. Work continues to bring student math and English skills up to necessary levels for success, partly in combination with the math and writing labs. An algebra prerequisite for economics courses is being added for the academic year 2014-2015 as part of the ongoing TMC/ADT program which should improve student success, though at the cost of lower enrollment.  | No resource requests were made. |
| **Electronics** | We determined that we needed to create a more predictable course sequence; centered on various Job Skills Certificates, which we feel will help with entry-level employment, job advancement, and persistence through the program. In addition, we recognized the need to use the instructional technology we have in our labs and online (Moodle) to provide “hybrid” instruction. This will allow us to offer more cross-listed sections, which in turn will allow us to schedule advanced-level and potentially lower-enrolled classes more often.Completion times for our students are predicted to decrease, since courses can be offered more frequently. Also, students can take advanced-level coursework that is increasingly important to secure employment. Advisory Committee discussions have consistently confirmed that we are on the right track to keep up with the changing technical demands of our local employers. | In the past, we have been trying to add a third full-time faculty member to our program. For at least the last five years, we have relied heavily on adjuncts to meet the growth of sections we experienced. Fortunately, our participation in the C6 grant offset the cost of the new faculty member (hired August 2013), and our supportive administration allowed the position to become tenure-track rather than remain a one-year temporary one.Indirectly, the desire for an increase in our PLO’s made it easier to participate in the C6 grant. We were able to increase the stock of equipment for many of our courses through VTEA, STEM, and private grant funding. With these improvements, we are additionally challenged with a lack of storage and lab space. The future growth of the program and our course offerings will reach a limit rather soon if these needs cannot be addressed. By serving a limited number of students, we will not be able to improve all core and success indicators |
| **EMS** | Fall semester 2012, we assessed SLOs from both writing and reading courses, and adjusted curriculum: * Due to the 86% success rates in ESL 60 of SLO #2, (producing multiple draft essays that are organized with a clear thesis, details, and conclusion), we are continuing with the portfolio final assignment (rather than an in-class final essay exam, or FEE).
* In ENSL B50, 92% of students were able to successfully master MLA format, SLO #2. Measuring this SLO using the multiple draft synthesis essay assignment using outside sources will be continued.
* In ENSL B70, 62.5% of students passed the SLO assessment that measured their ability to respond in paragraph form to a given topic. This outcome needs improvement, and is being discussed. Perhaps a portfolio such as the one used in ENSL B60 will be used in ENSL B70 as well.
* Both ENSL B31 and B61 students were quizzed on their development and acquisition of college-level vocabulary, and 82% and 76% were successful respectively. Vocabulary development and assessment will continue as this is important for multilingual students to be successful in content area courses.
* In ENSL B51, summarizing passages was assessed, and 80% of students were successful; this is an important skill for students in any course, and instruction and practice in summarizing will continue and be increased.
* In 2013-2014, PLO assessment will be focused on the Reading course sequence; “evaluating and analyzing expository essays and literature through the use of critical thinking techniques.”
 | In order to demonstrate and assess effective writing and increase student engagement in class, as well as teach MLA format in class, technology was requested – and granted. Both LA 222 and the Language Lab (LA 225) now have mounted projectors, document cameras, and computers. These have greatly enhanced efficiency in the classroom as well as improved student engagement. Students can interact with the written word, they can produce and share their own writing, and instructors can quickly bring up and show relevant videos and websites, such as InsideBC. Student engagement and faculty satisfaction increase student success and retention. |
| **Engineering** | It was identified that technical writing skills among engineering students need to be improved. Faculty plan to offer support services in technical writing skills for students, either through supplemental learning or technical writing workshops. To that end, a STEM Transfer Mentor (CSUB Engineering Student) was recently hired to provide leadership among the Supplemental Learning Program in engineering. In order to strengthen programming skills, another identified area of weakness, a new robotics platform (Arduino board) was tested with engineering students during Week Zero in August 2013. Since it was a successful project, this robotics platform will be incorporated into the engineering programming course this year. | The Accreditation Board of Engineering and Technology (ABET) has specified that a desired outcome of any engineering curriculum is an emphasis on design. Engineering programs at four year universities seek ABET accreditation to meet state licensure requirements. Thus, most of the engineering courses at Bakersfield College have design project assignments. Assessment of the problem solving skills PLO for the program demonstrated that students perform well on design projects (> 80% proficiency). Within the scope of such design projects is the development of a product. Thus, the EIT department is developing a Creative Design Center (CDC) that will integrate computer-aided-design, engineering, and other disciplines. Although Industrial Drawing faculty will oversee the CDC, engineering students will have the opportunity to use the CDC equipment to create prototypes of their designs. Through the STEM grant, Engineering grant, and the Chevron grant, EIT has been able to remodel MS11b (location of theCDC) and add a laser cutter and new 3D printer to the existing 3D printer equipment (these 3D printers use different materials and provide different levels of quality). It is a departmental goal to maintain currency of the technology in the CDC, which may require categorical funds to purchase equipment. |
| **English** | We are in the process of gathering the data and information that will inform further program planning. Because some courses weren’t assessed according to timeline, a member of the department has been appointed coordinator (as of April 2013) to oversee the regular assessment of all of our SLOs. (see attached: Appendix Item A)The department is meeting in fall 2013 to work on revising the English 60 SLOs to align with CB21. The English 60 SLO assessment from 2012 revealed some weaknesses in the Final Essay Exam (FEE) grading process that will need to be addressed within the 2012-2013 school year in order to add a follow-up report to CurricUNET. (see attached: Appendix Item B)The department will offer English 53 and Writing Express (English 50/1A stacked and compressed LRNC 510 courses) at the Delano campus in spring 2014. These offerings will need to be advertised in order to inform students and staff about the classes.A fall 2012 surveying students regarding their placement in English and how well their prior BC English (or Academic Development) class prepared them for the current English class. The survey proved inefficient—very difficult to compile data and to interpret data. The survey will be revised and distributed fall 2013 or spring 2014. (see attached: Appendix Item C) | The assessment we have done shows that we need to continue to find new methods to teach students writing. Students learn writing techniques better when they are able to see writing modeled. The limited technology in the classrooms in the Humanities building makes it difficult to share student essays with the class. New projectors, updated computers, and document cameras would make sharing student work much easier and more effective. |
| **Enrollment Services** | **Utilize Inside BC to increase student awareness of campus activities and processes.** This year we have expanded the number of Inside BC groups with whom we communicate to include veterans and concurrently enrolled students and we continue to inform prospective graduates about the commencement ceremony. We will conclude our survey of the effectiveness of the messages to veterans later this month and that will help us determine if we need to change any processes.**Students and prospective students will have their incoming transfer courses evaluated and posted to their transcripts in at least two fewer weeks than it takes at present as we implement CCCTrans and increasing numbers of California public colleges join the system.** We are now able to have incoming eTranscriptCA transcripts fed directly into Banner and we are working to have incoming Credentials transcripts do the same. We expect this to bring the maximum wait time for incoming transcript evaluations down from 16 weeks to 8 weeks and we are able to complete graduation evaluations and mail diplomas within 8 weeks.**Help to increase the success levels of DSP&S students in their courses by utilizing DSP&S Testing Incident Report forms to improve accommodations testing situations by sharing information with instructors, faculty chairs, and deans.** Since about ½ of the forms that were completed last year had to do with students believing that instructors were insisting on specific test times or that instructors had not provided the correct test for the scheduled time, we have decided to continue with that AUO for at least one more year. | There have been no resource changes related to our AUOs. |
| **EOP&S** | The assessment results were discussed during the staff end of the year planning retreat. The program staff outlined goals for 13/14. One theme surfaced several times during the meeting and with the assessment results: the program needs adequate counseling and classified staffing to meet the needs of the students and with the mandated requirements outlined in the categorical grants. The counselors need additional appointment availability. The second student appointment slots are shorter durations from 30 minutes to 20 minutes. Also, if students do not want to participate in the program they will have the option to opt out of the program and/or be placed on program probation. This may affect the students’ eligibility.  | The outcomes assessment resulted in a high percentage of students listing counseling as a high priority as well as increasing student contacts factored into the faculty and classified position requests. One full-time counselor cannot meet with over 700 hundred students three times. With appointment availability and focusing on student success there is a need for another full-time Counselor and replacement for the full-time Educational Advisor. |
| **Fire Technology** | The outcomes assessment did inform us of students who may not completely understand some of the SLO’s. This information will give us a chance to make improvements or changes and re-examine the data next year. | The student learning outcome results do indicate that the program would benefit from the ISIT request of the Bullex Flashover Simulator in the following Fire B1, 3, 4, 5, and 6 courses.  |
| **Food Services** | NA | NA |
| **Geology** | Formal and informal assessment of student learning outcomes (SLO’s) during the 2012-2013 semesters demonstrated that students enrolled in geology, geography, and earth science courses are continuing to improve and master both content vocabulary as well as processes within each instructed discipline (geology, earth science, geography), indicating our program plan continues to move in a positive direction. Informal assessment strategies include the use of I>clickers, class discussions, assigned study groups, and various checking for understanding techniques. Formal assessments include closed book/note exams, quizzes, and the semester pre- and post-tests that cover questions related to SLO’s | Outcome assessment results indicated a need for increased “hands-on” activities both in lecture and lab content. The purpose of these activities is to increase student retention rates and mastery of content material. Labs have been reworked and rewritten to incorporate various resources allowing students to perform the hands-on activities. |
| **Graphics** | NA | NA |
| **Health and PE** | Solidified our move from open lab based courses to face to face WSCH | Devote more resources to improvement and maintenance of our Movement based courses. |
| **History** | **A. Basic Information:** o **Program:** BC History Major AA o **College:** Bakersfield College o **Assessment Term:** Fall, 2012 o **Status:** Active o **Co-contributors:** **B. Learning Outcome:** o **Target of Performance:** 75% o **Learning Outcome:** Students will analyze the various racial, ethnic and social sub?groups which have played a role in the shaping of human history. o **Assessment Tool/Scoring Method:** an exam Revised 7/24/13 **C. Assessment Plan:** o **Changes Made Since Last Assessment:** A department decision was made to reinstate the writing lab; it was also decided to utilize more methodical approach to writing assignments and help students by walking them through the process, i.e. students are to write a proposal for instructor approval, create an outline for approval, and then the final submittal. o **Assessment Plan:** The general assessment plan is to use essay exams, term or other papers, written homework, creative projects, non-computational problem-solving demonstrations, including exams, quizzes, homework problems; and skill demonstrations, including class performances and performance examinations; objective examinations including multiple choice, completion, true/false, matching items, and short answer. Our starting assessment is to see the average success rate for each student. **D. Assessment Results:** o **Results:** The combined tabulated results for all history classes show that of the students who participated in the various means of analysis 78% scored a grade of "C" or better. o **Analysis and Plan for Improvement and Reassessment:** Suggestions for improving student performance included: promote use of the English writing center; apprise students of support systems such as CAS workshops and DSPS program. o **Based on results of the assessment, how do you believe this will impact budget request & other types of resources?:** Examination and analysis are part of the normal responsibilities of teachers and are revenue neutral. o **Participants:** Daymon Johnson, Ann Wiederrecht, Christian Parker, Randal Beeman, Matthew Garrett, Erin Miller, Paul Beckworth. Analysis and Plan for Improvement and Reassessment: Although the outcome was within expected national bell curve statistics, History met and agreed on the following ideas on ways to improve student performance. 1. Encourage the use of writing support, tutors, writing center, and personal contact with instructors during office hours. 2. Recommend weaker students to Academic Development classes to improve study skills. 3. Work harder to curb student tardiness and absenteeism.  | **No impact. Technical and material support is good.**  |
| **Human Services** | The first Program Learning Outcome was given to the Human Services introduction class to determine what students knew about the Human Services field when starting the class as well as beginning the program. The assessment did not alter program planning, but did give direction for classroom instruction.  | No bearing on resource requests. |
| **Industrial Drawing** | We created a new class, INDR 12, that will take the place of INDR 10 (Intro to Drafting) and INDR 11 (Intro to CAD).The class will basically be a combination of the two classes but will provide a seamless transition into the intermediate class (INDR 20a). In the past, we noticed that several students were not aware that both 10 and 11 were required. This new class will relieve some of the confusion and allow students to progress through the industrial drawing certificate sequence in a timelier manner. | One of our program learning outcomes states that students will demonstrate problem solving skills used in industrial design and product development. In order to add to the ways that we realize that goal, we were able to purchase (through a STEM grant) another 3D printer that will allow students to imagine, design, and build solutions to design problems. This technology is shared with the engineering and architecture students and faculty. |
| **Industrial Technology** | In performing approximately 33 different PLO assessments last year, we realized that there could be a way to offer one AS degree in Industrial Technology (rather than eight), while still retaining the discipline-specific nature of the degree. We will investigate the possibility of designing the Industrial Technology AS degree in a way that will allow students to pursue this degree through courses in their chosen discipline. We feel the certificates students earn will allow them to highlight the actual discipline they have pursued, so that the Industrial Technology AS degree does not have to be identified with the “option” they have chosen.We also realize that our INDT B10 course can actually be offered as a hybrid, with an online and in-class component. This will allow the number of units to be decreased to 2, and more students can take this course each semester. Although we have thousands of students in our department each year, we can only accommodate 120 – 150 students per year in INDT B10 due to staffing shortages.In addition, due to the college scorecard recognizing only degrees and Certificate of Achievements, we will need to investigate the amount of work needed to turn some of our Job Skills Certificates into Certificates of Achievement in order to increase our department’s completion rates for the scorecard indicators. | Indirectly, our outcomes assessments were used to reinforce the fact that our lab activities, facilities, and maintenance of our equipment are all components of a successful program. We recognize that the costs associated with all of these items increase yearly due to inflation and higher material costs. Therefore, we have requested an increase in a number of budget categories.In addition, a safety audit of our labs by SISC last year has identified some deficiencies and needs. Many of those have been addressed in the discipline APR’s, and others will be pursued through College and District channels, since they require funding and resources well above our department budget allocation. |
| **Job Placement** | No assessment results were reported on the last program review | The Job Placement Department did not receive any additional resources. |
| **Journalism** | For the most part, it ensured that the way journalism is being taught should remain the same.  | Not applicable. |
| **Library** | Based on an assessment of Reference Desk activities, librarians’ schedules were adjusted to serve students more effectively; English B34 was reconfigured to simplify scheduling of class orientations and workshops; library research workshop schedule was adjusted to accommodate walk-up reference and teaching assignmentsBased on meetings with KHSD, the video “College Research Survival Skills” was created and shared with KHSD faculty and assistant principals of instruction. KHSD is using the video in teacher training and staff development. The video was presented at the Building Bridges conference in April 2013. The much-acclaimed video is now also available on YouTube for use on our campus. A sequel, addressing more specific topics such as plagiarism, is in the works. | Statistics on database usage made it clear that students are relying heavily on the Library’s online databases. Also, based on student need, faculty requested the Library subscribe to the database JSTOR in order to improve research in history and political science classes. Therefore budgets requests were made in order to maintain and possibly increase the money allocated to these resources.Based on the statistics kept at Reference, a request was made to reinstate lost adjunct hours. |
| **Manufacturing** | The use of instructional technology would bring improved student retention and student success. A new course teaching the use of SolidWorks mechanical design software was approved by the curriculum committee last year and will become a required course for the manufacturing technology program. The CAD labs are used more than ever and additional room is needed. There is a continuous emphasis on safety throughout all MFGT courses, however, students’ knowledge of safe work practices needs to be assessed. | There are several pieces of aging equipment that need to be replaced to maintain technological currency with industry or for safety. A 1950’s era vertical bandsaw and a manual milling machine both require repairs for which there is a scarcity of repair parts. These machines should be replaced with new machines utilizing newer technologies and improved safety features. One of the CNC lathes in our inventory was purchased in by Bakersfield College 1981. After over three decades of classroom use it would be beneficial to students to replace this machine with a state-of-the-art CNC lathe. Likewise it would be prudent to replace the Tree Journeyman CNC mill that has been in use for nearly 25 years with a state-of-the-art CNC mill.Maintaining the level of staffing is critical to maintaining the course sequence we have. We are a one-faculty program. Currently, the faculty member will be teaching an additional Industrial Drawing course, and may be needed to fill in for courses in WELD, ELET, and ENGR. Additional faculty will be required to grow the program. |
| **Math** | It did not. Unfortunately the program does not drive decisions in the mathematics department. The remedial needs of the school affect our planning more than the Mathematics degree program. | It did not. |
| **M&O** | * Over all vision of campus resulted in summer project planning.
* Need to move to different schedules for M&O staff to better fit the campus needs.
* Over all vision of campus resulted in the implementation of schedule maintenance program.
 | * Over all vision resulted in needing more funding for summer projects.
* Need evening custodial manager assistant, also trades and grounds manager assistant.
* Over all vision resulted in needing more funding for scheduled maintenance.
 |
| **Music** | We had a low percentage of students achieving the program outcome pertaining to “describing and/or producing elements of an art form (music)” in our capstone academic class, MUSC B4C. We believe this is attributable to the lack of an applied music component in our curriculum. Students are studying about music, but do not have coursework in applying that knowledge to their specific instrument or voice. We believe this disconnect is leading to lower success rates. To address this, we are adding the applied music component to the degree requirements as this course is also a required element of the AA-T in Music.  | We are requesting a budget increase to fund the applied music course. |
| **Philosophy** | Given that our department’s former chair stepped down mid-term due to medical reasons, a new chair was elected unexpectedly late in the spring semester. As a result, our department did not complete any outcomes assessment last year, or for any year for that matter, which could result in this year’s planning process. With a new chair, we have already put into motion outcome assessments for this upcoming year, which may help us in our planning for next year.  | While our outcome assessment results were not available for reasons stated above, our resource requests this year are consistent with department needs expressed by the faculty members over several years, save for the our new requests for technology. Our department has deliberately foregone any technology requests over the last few years due to the fiscal constraints imposed on us from the state budget. Now that some of these fiscal constraints have been slightly minimized, while not being evaporated by any stretch of the imagination, our long-term interest in technology is being resurrected |
| **Physics Astronomy** | The assessment of our astronomy offerings have led us to stress even more the “how-to-do-college 101” skills + techniques students need to succeed in any college transfer-level class. We will also have the Physics of Cosmos students use the online homework system “Mastering Astronomy” used in the Solar System course. Several years ago we created the Solar System course from the first half of the Physics of the Cosmos course. That concentration of coverage seems to help. We will explore the creation of a course from the second half of the Physics of the Cosmos course that will cover stars, galaxies, and cosmology. For the planetarium outreach part of our program, the continued rave reviews, repeat visits by K12 schools year-after-year, and very rapid selling out of planetarium evening shows illustrate the need to continue our planetarium offerings. The Planetarium is also a draw for the NONscience major students to enroll in the astronomy classes.In the physics area, we were required to abandon the discussion component of all physics courses that we offer (due to ramifications of Title V). An in-depth CLIP study of this component of the physics courses indicated a strong correlation with student problem-solving abilities. It is believed that the removal of this effective component of the course is responsible the poorer results that have been noted in recent years in problem-solving skills. As a consequence some courses (on a trial basis) may employ a newer strategy in which the lecture portion of the course becomes a directed “outside of class” component, using on-line media. This would leave what used to be lecture time for interactive problem solving sessions and discussions. | Our increase in some class supplies (clipboards, spectrometers) was not the result of outcome assessment but the result of institutional desires to increase FTES leading to the increase in section size by 20 students per section for two sections of Astronomy. In physics submissions of lab assignments from lab teams consisting of three or more students (necessary when equipment is limited) has shown that learning is diluted when lab groups get bigger than two to a team (apparent from similar submitted text and other entries in lab write-ups by students within the same team). Requests for materials have in part been driven by the need to keep lab teams down to two students each. |
| **Political Science** | The outcome assessment results exceeded a normal distribution of grades. Since assessment results indicate over 70% of students are reaching the learning objective (s), faculty members see no immediate concerns for change, yet will continue to discuss means to increase student recruitment and performance within the program. Faculty members will continue to encourage students to utilize the tutoring center, the writing lab, library workshops and counseling. Faculty members will attempt to timely identify students who may need assistance, referring them through our “Early Alert System”, as well as recommending Academic Development classes/workshops to improve study skills. As well, faculty members look forward to participating in the newly implemented “Habit of Mind” initiative. Faculty members will continue to make their presence known within our community, and especially within programs offering the recruitment of future students. Such programs include “We the People” and The Center for Kern Political Education.  | The outcome assessment results had no impact on our resource request this year. |
| **Psychology** |  The assessment findings revealed significant increase in knowledge from pre-test and post-test analyses in all the courses offered by the Psychology department. The department is satisfied with the empirically based results and as such will continue in the assessment cycle as planned.  The assessment process facilitated a continued dialogue among the faculty with regards to currency of program design and instructional needs compared to similar academic institutions. The outcome of such dialogue promises to contribute to better instructional-related services (teaching, course offerings, etc.) for our students.  |  It has become apparent that continued achievement of target performance is becoming increasingly more challenging with the new Psychology Major AA-T. Students in Psychology at BC are now required to take more science-based psychology courses (PSYC B1B, PSYC 5 and PSYC 6). In previous years the department has been successful in providing instruction in those areas. However, it is now clearly evident that the department needs additional FT faculty to accommodate the needs of BC students working to complete the degree. The success of our outcome results masks the need for more FT faculty. Only 1% of our total enrollment for 2012-2013 was awarded degrees. This suggests we are not serving our students in the best way possible. Additional FT faculty would result in an increase in class sections, which would ultimately translate into a more efficient pathway for matriculation, leading to more degrees.  |
| **Public Safety** | Provided ideas on how to better serve our community such as high visibility patrols on the interior of campus and with constant walk through of departments where we routinely have had problems with trouble makers in the past.  | The feedback we received was very positive on the officer walk through of departments to provide high visibility patrols. Calls for service in those areas regarding problems have been reduced. |
| **Radiological Technology** | Outcomes assessment is extensively conducted at the program level for the 5 program learning goals identified above with the program mission. There are 3-5 program learning outcomes for each of the 5 goals. In addition, three sets of surveys are conducted on an annual basis including the Employer Survey, Graduate Survey and Program Completion (Exit) Survey. All of these outcomes are regularly reviewed by the faculty and Clinical Advisory Committee for student success and learning, retention and provides direction to the program for any curricular updates or revisions needed to maintain programmatic accreditation as well as meet college strategic planning goals. The two main areas of change for 2012-2013 were the inclusion of the program in the DOL TAACCCT (C6 grant) and the change in program admission prerequisites. The change in prerequisites addressed the need to decrease the attrition rate for the 24-month program to a level acceptable by the JRCERT, the program’s accreditation agency. A research study was conducted and the change implemented in February 2013. The assessment of this change will be evaluated as student’s progress through the 24-month program. The student success strategies and embedded remediation activities learned and practiced through the DOL grant have altered teaching and learning practices in the program. Some examples of this are student workshops that have been held on test taking strategies, improvement of memory and note taking strategies. The strategies were incorporated with the 2012-2014 C6 student cohort and have also been incorporated with the non-C6 new 2013 RT student cohort. | The primary resource request is the acquisition of new x-ray equipment for the on-campus laboratory. As discussed under 2.d. and 3.a.ii. below, the radiographic and fluoroscopic equipment is out dated and does not meet industry/employer standards. Equipment replacement is the highest priority of the program and the Budget Change Request Form indicates the requested increase in GUOO1 funds. Members of the advisory committee have commented that our equipment does not meet industry standards when meetings are held in the on-campus laboratory. In addition, students regularly comment and complain about how difficult the equipment is to work with as the faculty have regular “work-arounds” in order to complete lab assignments.  |
| **Registered Nursing** | Assessment of our program outcomes are summarized in the following table.

|  |  |
| --- | --- |
| Program Learning Outcome | Evaluation of results and action plan |
| Student performance on state licensure (NCLEX-RN) examination will be at or above 95% for first time test takers.  | Evaluation: Our annual pass rates have increased from 93% to 97% deeming our program successful. Plan: Continue identified strategies that have increased student success (student success coach, utilization of online resources (ATI) early identification of at risk student with the development of learning contract). |
| Program completion rate will improve by 5-10% |  Evaluation: The number of students who complete the program in 4 semesters is at 74%. This has improved form 67% in 2010/11 to 74% in 2011/12. (Sourced from the Board of Registered Nursing annual report). The program would like to see a higher on time completion rate. Plan: To improve the on time completion rate, the program faculty are committed to implementing strategies that improve student success (using the early alert/early identification for struggling students, enhance the use of online remediation, and creating structured learning contracts for at risk students. Continued assessment and implementation of various strategies will focus on improving our on-time completion rate. |
| Student results on the program exit exam (which is a predictor of student success on the licensure exam) will be at or above 93% probability of success. | Evaluation: The predictor results indicate that 49/58 of our students have a 93% or greater probability of being successful on the licensure exam. Plan: Evaluation of exit exam results is twofold: 1) it provides information regarding topics in the curriculum that should be strengthened. This drives our curriculum evaluation and revision. 2) It identifies areas where the student needs to review/remediate prior to taking the licensure exam. This will increase the probability of success on the licensure exam. |

 | In general our program outcomes indicate our program is successful. However, a key component of our success lies with our use of technology, specifically our simulation equipment. In order to continue to foster and support student success, the maintenance of this technology is crucial. The resources that we are requesting focus on maintenance packages and warranties to keep our simulation equipment functional. In addition, due to the increased need for online testing, as well as need for simulated concept/case studies the department will be asking for the development of LA107c to a thin lab – grant funding will be utilized. Another integral part of our student success is the faculty. We have had several resignations and will be requesting replacement faculty. Lastly, improving on our time completion rate will require continued use of success strategies (early intervention for the at risk student, case management, facilitation of peer tutoring, and other strategies to assist the under prepared student. Coordination, referrals, and follow up are strategies which have been performed by the educational advisor and program manager. To sustain our student success and support strategies, we will be asking for institutionalization of the educational advisor. |
| **Sociology** | Program Learning Outcome One was assessed and impacted three of the course offerings in Sociology during the 2012-13 academic year. These were SOCI B1 Introduction to Sociology, SOCI B2 Problems of a Modern Society, and SOCI B20 Social Psychology. While all three courses registered a significant increase in knowledge with a pre-test post-test format (from a low 20 percentile to a high 70 percentile), the lowest level of improvement was in SOCI B2. The foundational material presented in the Introduction to Sociology is generally novel and well received and those in Social Psychology are primarily students with a declared major and committed to an academic course of action. The SOCI B2 course, however, is an effort to apply the Sociological endeavor to real-world social problems. This takes the lessons of SOCI B1 a step further into practical application and yet SOCI B1 is not a pre-requisite for the course. Requiring SOCI B1 as an advisory, co-requisite, or pre-requisite to SOCI B2 is an obvious response and yet this approach might be too constraining. A more practical approach would be to first have faculty and adjunct review the text and other instructional material to determine if a better order of presentation (e.g. early chapters dedicated more to introductory type material) and, second, a discussion between faculty and adjunct on how to more effectively incorporate a degree of first year course work in a second year class. This is the course of action we have taken.  | The outcome assessments related to Program and Student level Learning Objectives deal with the effectiveness of the instructional endeavor within the context of the courses being assessed. This data, although vital, does not necessarily address the overall need for additional resources. It may, in fact, conceal that need. The outcome assessment for this report are fairly positive, however, resource requests are born out of perceived program weaknesses as illustrated in point ‘d’ below. |
| **Spanish** | The outcome assessment results shed light onto the inconsistencies between our two campuses (the BC campus and the Delano campus), predominantly when dealing with issues of enrollment and student success. We believe the inconsistencies are caused by the geographical separateness of both locations. The faculty has proposed to have one to two Spanish faculty meetings in Delano per semester. With the Delano meetings we hope to facilitate communication in order to create seamless consistencies within the program.  | As part of our continuous effort to raise the percentages of student success, the outcome assessments results inform our request to equip rooms LA224, LA201 and LA202 with new technology additions that aid in fully exposing students to the study of language and culture. |
| **Technology Services** | There are two separate (but similar) assessment results both reflecting on what we can do with less budget, resources and people. Information Services looked for a satisfaction rate with classroom and office technology and Media Services is looking for more cost effective and green technology for use in the classroom. The assessment showed via a survey: <https://committees.kccd.edu/sites/committees.kccd.edu/files/7.2%2520ISIT_SurveyResults_2013_Final.pdf> a majority were happy with the solutions provided to them. Media Services is continuing to look for greener technology and equipment efficiency.  | The President of the college recommended that both Information & Media Services come up with a 3-to-5 year replacement plan and budget accordingly for the 2013-2014 budget cycle. Therefore there is a significant increase to the budget for both areas under Technology Support Services. |
| **Theatre** | It showed that there are less production opportunities for our students and that we need to return to four Theatre productions per year once the SPARC building is completed.  | Less productions and lack of Technical Facilities reduced student educational opportunities. The remodel of the SAM will provide proper facilities thus allowing more Theatre productions and outside events which will require a Full Time Technical Director and budget increase. |
| **Welding** | The need to address deficiencies in soft skills, reading, and trade arithmetic changed the overall focus of lecture, lessons, and lab work. The welding faculty embedded lecture that addressed these components and results will prove through assessment these needs are improving. These embedded components have also been inserted into the C6 welding program, with a special emphasis on trade math, locating information, and writing. WELD B81, WELD 74A, WELD B1A, WELD B1B, and 65AB focus on math, while WELD 53AB and WELD 74B focus on communication skills. Embedding basic skills into welding curriculum have been an ongoing process that began 4 years ago and continues to be a focus moving forward. | Our resource request for 2013-2014 and 2014-2015 academic year focuses on adding another full-time faculty member. With the addition of six sections to accommodate the C6 program which focuses on basic skills, the need for additional faculty is high. Our outcome assessment showed the need for embedded basic skills in all courses. The C6 program fills this need but six new sections overloads existing faculty. For the C6 program to continue successfully additional faculty will be key. In addition, administration is pushing for two sections WELD B1B and WELD B1A to be taught at Delano High School. These two courses also address the need for embedded Basic Skills at the high school level. However, this will add two more sections to the program and further the need to hire additional faculty. |
| **Wood** | A survey was taken of all Woodworking Technology students during both semesters of the 2012-2013 academic years in order to assess their needs relative to their immediate educational planning. From these surveys, courses that met the needs of these students were offered for the fall semester of 2013. | Once it was established which courses would be offered, based upon student needs, then the end-of-year 2012-2013 Woodworking Technology resources were assessed in order to establish what resources, materials and supplies would be needed in order to support the curricular content of those courses being offered for the fall 2013 semester. |
| **Workability** | No assessment results were reported on the last program review | No assessment results were reported on the last program review |