

# Strategic Initiative Section Report

**Fire Technology:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review (Fire Tech)

**Sorted by: Program**

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## Fire Technology

### Assessment Report (Part 1 the Assessment Table) 2019-20

#### 2019-2020 Instructional Annual Update Program Review (Fire Tech)

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students	Total
FIREB1: Fire Protection Organization	54.84%	9.68%	4.84%	100%	62
FIREB2: Principles of Fire and Emergency Services Safety and Survival	65.79%	5.26%	0.00%	100%	38
<b>FIREB25A: Wildland Fire Behavior Courses</b>	<b>44.44%</b>	<b>33.33%</b>	<b>22.22%</b>	<b>100%</b>	<b>18</b>
<b>FIREB4: Fire Behavior and Combustion</b>	<b>85.11%</b>	<b>8.51%</b>	<b>2.13%</b>	<b>100%</b>	<b>47</b>
<b>FIREB5: Fire Prevention</b>	<b>21.05%</b>	<b>59.65%</b>	<b>16.67%</b>	<b>100%</b>	<b>114</b>
<b>FIREB7: Building Construction for Fire Protection</b>	<b>50.00%</b>	<b>42.86%</b>	<b>7.14%</b>	<b>100%</b>	<b>14</b>
<b>FIREB85: Special Topics/Fire</b>	<b>0.00%</b>	<b>100%</b>	<b>0.00%</b>	<b>100%</b>	<b>582</b>

<b>Program Totals</b>	<b>15.63%</b>	<b>76.84%</b>	<b>2.64%</b>	<b>100%</b>	<b>1062</b>

## Assessment Report (Part 2 Responses) 2019-20

### 2019-2020 Instructional Annual Update Program Review (Fire Tech)

#### Plan-Describe the process used to assess the courses for this program:

The plan includes program development & expansion, quality delivery of instruction, and innovative technology to enhance student completion and success in the Public Safety Training Programs. Align our (CSLOs/PLOs/ILOs) with similarly situated community colleges to increase efficiency enrollment, retention, and completion. A review of all program mapping is underway to ensure alignment. Support and alignment of goals are accomplished through internal program initiatives focused on student success.

Student learning objectives (SLO) are assessed in each course on a rotating basis with one to two SLO assessed each academic year. Performance on the SLO are assessed through performance on full quizzes, specific questions on a quiz or test, or through performance on a critical thinking assignment that deals with the concept being assessed in the SLO.

#### Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program

**Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program**

There is an increase in the program enrollment to include the addition of a police academy course. This is a welcome strength, the weakness is providing additional training classroom for this program. The increase enrollment has a positive impact on the student population in these three career fields. Thus as a weakness, our department requires additional classroom locations, instructors to cover the specialized courses, and classified staff to support the increased student populations. The law enforcement and Paramedic programs are new, yet, have a high probability of students transitioning into these career pathways. SLO performance data shows overall student success at meeting the objectives. Increased focus on reviewing material related to the evaluated SLO could move more students to the "exceeds expectation category".

#### Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).

The Department has a Public Safety Advisory Board, Law Enforcement Advisory, EMT Advisory Board, Fire Training Advisory Board, and Department monthly meeting. These advisory boards/committees provide strategic direction through internal program initiatives focused on student success is to facilitate continuous academic improvement.



# Strategic Initiative Section Report

**Food Science Technology:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review Food Science Technology

**Sorted by: Program**

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## Food Science Technology

### Assessment Report (Part 1 the Assessment Table) 2019-20

#### 2019-2020 Instructional Annual Update Program Review Food Science Technology

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total

No assessment data - New program

### Assessment Report (Part 2 Responses) 2019-20

#### 2019-2020 Instructional Annual Update Program Review Food Science Technology

**Plan-Describe the process used to assess the courses for this program:**

N/A - New program

**Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program**

N/A - New program

**Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

There is only one faculty member in this discipline who will be monitoring the process for this program on a continual basis. Dialogue with the department is done monthly.



# Strategic Initiative Section Report

**Heating Ventilation Air Condit:**

**Date: 10-25-2019**

- HVAC 2019-2020 Instructional Annual Update Program Review

**Sorted by: Program**

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## Heating Ventilation Air Condit

### Assessment Report (Part 1 the Assessment Table) 2019-20

#### HVAC 2019-2020 Instructional Annual Update Program Review

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
5	30%	60%	10%	10%	20 Students Each

### Assessment Report (Part 2 Responses) 2019-20

#### HVAC 2019-2020 Instructional Annual Update Program Review

#### Plan-Describe the process used to assess the courses for this program:

Each of the courses employ an assessment scheme that includes' Textbook assignments, unit quizzes, hands on skill assessment and participation in the learning processes.

#### Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program

The HVAC program at Bakersfield College is a new program. Its strengths include a solid proven curriculum supported by industry leaders and experts. It is staffed with instructors who have a passion for the industry and what they do to educate those who wish to be a part of a vital industry. We currently have some very excellent training equipment including several typical air conditioners for experimentation and discovery.

Currently because the program is new our weaknesses include inadequate space to offer additional course offerings to meet the needs of the overwhelming student demand. The program has just entered its second year and all four of the courses offered this semester are full. In the first year the classes were nearly full, with lots of community interest. The need for additional course offerings particularly in the evening time slot is absolute. I have had several students tell me that they cannot take on the course load they want because they can only attend in the evening. The need for additional space in the lab area will also need to be addressed in the near future. The increased lab space is required to meet the need for additional offerings, but also to be able to include commercial refrigeration equipment. We are well equipped to offer hands on experience with air conditioning, but we have no commercial refrigeration equipment yet. Additional lab space will be needed to offer required experience in this aspect of the industry.

**Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

We will develop and implement a plan.

# Strategic Initiative Section Report

**Industrial Drawing:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review - Industrial Drawing

**Sorted by: Program**

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## Industrial Drawing

### Assessment Report (Part 1 the Assessment Table) 2019-20

#### 2019-2020 Instructional Annual Update Program Review - Industrial Drawing

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
INDR B12	56	14	30	0	100
INDR B20A	56	31	31	0	100
INDR B42	62	19	19	0	100
INDR B50	65	13	22	0	100
INDR B52	72	15	13	0	100

### Assessment Report (Part 2 Responses) 2019-20

#### 2019-2020 Instructional Annual Update Program Review - Industrial Drawing

#### Plan-Describe the process used to assess the courses for this program:

The SLO assessments in these courses are a combination of formative and summative assessments. We meet formally and casually to discuss assessments, SLO progress, and changes to the curriculum.

Most of our instructors use common assessments for classes that have more than one section (INDR 12, 20a), facilitated by the Canvas LMI.

#### Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program

The program is strong, with success rates ranging between 69 and 87 percent.

The introductory course and intermediate courses have the lowest pass rates at 70% and 69% respectively.

As students progress into advanced and specialized courses, the success levels increase, which may indicate a greater interest and intrinsic motivation to pass.



**Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

Because we share instructional facilities, faculty meet informally on nearly a daily basis. We are all actively involved in program improvement, sharing resources, assignments, activities, and exams. the Canvas LMI has increased the availability of resources for our group and created consistency across the program.

We also have regularly scheduled department meetings and advisory meetings once per semester.

# Strategic Initiative Section Report

**Japanese:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review Japanese

**Sorted by: Program**

**SI Section Templates:** Assessment Report (Part 1 the Assessment Table) 2019-20, Assessment Report (Part 2 Responses) 2019-20

## Japanese

### Assessment Report (Part 1 the Assessment Table) 2019-20

#### 2019-2020 Instructional Annual Update Program Review Japanese

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
JAPN B3 - SLO 1	50 %	50 %	0 %	0 %	100 %
JAPN B3 - SLO 2	7.14 %	35.72 %	57.14 %	0 %	100 %
JAPN B3 - SLO 3	50 %	28.57 %	21.43 %	0 %	100 %
JAPN B3 - SLO 4	35.71 %	28.58 %	35.71 %	0 %	100 %
JAPN B3 - SLO 5	100 %	0 %	0 %	0 %	100 %

### Assessment Report (Part 2 Responses) 2019-20

#### 2019-2020 Instructional Annual Update Program Review Japanese

**Plan-Describe the process used to assess the courses for this program:**

1. SLO #1 - Final Oral Exam
2. SLO #2 - Kanji Quiz (L.13-18)
3. SLO #3 - Homework Assignment
4. SLO #4 - Final Exam Listening Comprehension
5. SLO #5 - Class Discussion Quiz

**Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program**

**Strength** - Cultural understanding is our strength. Students in the Japanese Program are challenged and empowered to think critically about contrasting cultures and communicate effectively while analyzing a different language, enabling them to become responsible, committed, confident, productive citizens in their own communities as well as to provide students with multiple career pathways such as teaching, business entities, and non-for-profit, among others both in United States and in Japan. We keep in-class discussion about the culture.

**Weakness** - Since we have changed Foreign Language credit from 5 units to 4 units since Fall 2015, we do not have enough time to practice in class, especially writing. We have to rely on students to do work at home as their homework assignment. If we do have extra time (1 hour per week), we could definitely improve SLO 2 expectation of success. To increase students success rate, we will use 15 minutes for writing practice/explanation every class.

1. SLO # 1 - All students meets expectation because of class activities. I continue to take enough time for class activities to practice verbally. Keep the class activities.
2. SLO #2 - Only 5 students out of 14 students meet the expectation. Not enough time in class practice or activities. I will increase class explanation time and activities using kanji.
3. SLO #3 - 12 students out of 14 students meet the expectation. In class writing assignment practice looks help them. 12 students out of 14 students meet the expectation. In class writing assignment practice looks help them.
4. SLO #4 - 9 students out of 14 students met the expectation. We could use the language lab to increase listening comprehension practice. I will add more listening comprehension by using Canvas feature and language lab time.
5. SLO #5 - In class discussion worked really well. Continue to do in class discussion about cultures.

**Dialogue-Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

There are only adjunct instructors in the program, and this program review and assessment are done completely voluntarily over the years. We have shared emails but have not officially met regarding the program review or assessment. However, attending the department meeting, exchanging ideas by emails and consulting with the department chair and ASL and Spanish faculties regulary.