

Strategic Initiative Section Report

English:**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review English

Sorted by: Program

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

English

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

2019-2020 Instructional Annual Update Program Review English

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
ENGLB5A	0	0	0	0	0
ENGLB5B	0	0	0	0	0
ENGLB30B	0	0	0	0	0
ENGLB30A	0	0	0	0	0
ENGLB20A	0	0	0	0	0
ENGLB25B	0	0	0	0	0
ENGLB10	0	0	0	0	0
ENGLB41A	0	0	0	0	0
ENGLB21	0	0	0	0	0
ENGLB24	0	0	0	0	0
ENGLB27	0	0	0	0	0
ENGLB28	0	0	0	0	0
ENGLB1B	15	64.17	.83	20	100
ENGLB2	0	0	0	0	0
ENGLB3	0	0	0	0	0
ENGLB1A	25.51	30.43	28.06	17	100
ENGLB50	0	50	25	25	100
ENGLB60	0	0	0	0	0

The previous practice was to encourage individual faculty members to enter the SLO assessments for each of their courses; however, that has not happened. Data has been included for those few courses that completed CSLO assessment.

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review English

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

For the last several years, the department has relied on encouraging instructors to enter SLO Assessment upon completion of each course taught. Unfortunately, our instructors have not complied with this recommendation/request and very few assessments are complete.

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

The obvious weakness is that the assessments were not completed. In the future, we will hold meetings and workshops that will encourage participation at the beginning of the semester. In addition to this, the current department chair will create an English Assessment sub-committee that will oversee and ensure that all assessments are complete by the end of each semester. Furthermore, the current department chair will invite a member from the assessment committee to attend a department meeting and provide training concerning how to enter assessment into eLumen.

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 assessment rep has spoken about the need for assessments to be completed at every department meeting.

Strategic Initiative Section Report

Health Information Technology:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review First Draft 19-20 Health Info Tech

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

Health Information Technology

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

2019-2020 Instructional Annual Update Program Review First Draft 19-20 Health Info Tech

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
HEIT B21	78.57	3.57	0	17.86	100
HEIT B22	80.56	16.67	2.78	0	100
HEIT B24	64.06	23.44	9.38	3.12	100
HEIT B25	62.75	7.84	25.49	3.92	100

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review First Draft 19-20 Health Info Tech

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

Courses are assessed by following the HEIT Assessment Plan.

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

Data that indicates that students do not understand student learning outcome have been given an additional assignment to help develop a better understanding of the concepts sooner in the semester.

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).

Health Information Technology Faculty Director holds department meeting weekly.

Strategic Initiative Section Report

Industrial Automation:

Date: 10-25-2019

- Industrial Automation 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

Industrial Automation

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

Industrial Automation 2019-2020 Instructional Annual Update Program Review

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

Courses	% Exceed	%Meets	% Doesn't Meet	Students N/A	Total
INDA B114 No Data					
INDA B120	85.71	14.29	0	0	100
INDA B122	12.73	69.09	18.18	0	100
INDA B125	71.43	23.81	4.76	0	100
INDA B132 No SLOs in elumen					
INDA B150	11.76	88.24	0	0	100
INDA B144	66.67	26.19	7.14	0	100
INDA B143	17.86	62.50	19.64	0	100
INDA B140	62.50	23.61	13.89	0	100
INDA B135	78.57	21.43	0	0	100
INDA B100 No Data					
INDA B105	36.36	27.27	36.36	0	100
INDA B110	27.27	59.09	13.64	0	100
Report Totals	40.22	48.04	11.73	0	100

Courses	% Exceed	%Meets	% Doesn't Meet	Students N/A	Total
INDA B114 No Data					
INDA B120	85.71	14.29	0	0	100
INDA B122	12.73	69.09	18.18	0	100
INDA B125	71.43	23.81	4.76	0	100
INDA B132 No SLOs in elumen					
INDA B150	11.76	88.24	0	0	100
INDA B144	66.67	26.19	7.14	0	100
INDA B143	17.86	62.50	19.64	0	100
INDA B140	62.50	23.61	13.89	0	100
INDA B135	78.57	21.43	0	0	100
INDA B100 No Data					
INDA B105	36.36	27.27	36.36	0	100
INDA B110	27.27	59.09	13.64	0	100
Report Totals	40.22	48.04	11.73	0	100

Assessment Report (Part 2 Responses) 2019-20

Industrial Automation 2019-2020 Instructional Annual Update Program Review

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

Faculty are required to assess at least one outcome for every course, every time it is listed. Therefore, if two sections are being offered, at least two outcomes will be assessed. Outcomes must be rotated, thus allowing each outcome to be assessed in a 3 year period.

The process used to assess the courses in this program vary by SLO. Many of these courses have a lab component. Assessment in these courses range from completed lab work, exams, weekly assignments, and project papers.

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

This is a new program and the assessment data shows 88.26% either met or exceeded expectations. That leaves 11.73% failing to meet expectations. Faculty is dedicated to student success and faculty has accepted the challenge of promoting and assessing a successful program. Courses continue to go through revisions as some of these courses

have never been taught anywhere. Some weaknesses include a Faculty member who was hired for the program and left after one year due to personal issues. This left us with a void for a year where other faculty stepped up to fill the gap. Another weakness is the fact that this program is new. Faculty is finding out what works and what doesn't. They are then modifying courses and curriculum to meet the goals of the program. Having enough equipment is always a challenge and many courses that have a lab component require consumable materials. Ensuring ongoing finding is available will be required.

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).

Monthly meetings are held in a face to face enviroment for program faculty. Faculty are meeting throughout the semester as needed to discuss assessment results. Faculty are also sharing those results with the Advisory Committee and gaining feedback from industry. In the 2018-2019 academic year many faculty met on a weekly basis.

It looks as if you have identified weaknesses and are working toward solutions.

Strategic Initiative Section Report

Journalism:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review Journalism

Sorted by: Program

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

Journalism

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

2019-2020 Instructional Annual Update Program Review Journalism

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
JRNL B1	0	0	0	0	0
JRNL B2	51.06%	34.04%	10.64%	4.26%	100%
JRNL B15	0	0	0	0	0
JRNL B16	0	0	0	0	0
JRNL B26	97.62%	2.38%	0	0	100%
JRNL B25	0	0	0	0	0
ART B17	73.22%	0	7.14%	19.64%	100%
COMM B5	29.64%	42.43%	13.43%	14.5%	100%
ECONB1	10.11%	63.54%	17.87%	8.48%	100%
ECONB2	8.75%	71.87%	17.02%	2.35%	100%
MATHB22	8.56%	45.44%	27.11%	18.88%	100%
POLSB1	35.83%	12.08%	27.92%	24.17%	100%
POLSB2	0	0	0	0	0

In the next year, journalism faculty will discuss, develop and implement a plan to streamline the assessment process so that assessment of student learning outcomes will occur on a regular basis. The aim is to assess every SLO in every journalism class this year.

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Journalism

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

Only one faculty member who teaches in the program is full-time. She completes assessment every semester in her classes and reports her results to Elumen. As half of the course offerings in the program are taught by adjunct faculty and the union has made it abundantly clear that adjuncts are not required to complete assessment activities in eLumen, the full-time faculty member meets with the adjunct faculty at least once annually to discuss their classroom assessments.

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

Strengths: Courses taught by full-time faculty are assessed every semester and students tend to meet expectations.

Weaknesses: Too many of the courses in the program are taught by adjunct faculty who are not required to engage in assessment on Elumen.

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).

Faculty members meet several times per semester to discuss what is working and what needs improvement. Erin Auerbach and John Harte talk several times a week. Erin connects with Christina Lopez at least twice a semester to discuss how classes are going. These meetings are both informal and scheduled. Additionally all journalism faculty (one full time and adjuncts) are on the CTE advisory board for journalism, which meets each semester.

Strategic Initiative Section Report

Manufacturing Technology:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review - Manufacturing

Sorted by: Program

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

Manufacturing Technology

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

2019-2020 Instructional Annual Update Program Review - Manufacturing

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
MFGTB1 AB - 01	54.68	26.56	17.18	1.58	
MFGTB1 AB - 50	31.11	43.33	20	5.56	
MFGTB2 - 50	33	33	33	1	
MFGTB3 - 50	18.75	62.5	18.75	0	
MFGTB55	14.28	85.71	0	0	

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review - Manufacturing

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

MFGTB1 AB -01 - Assessment for this course is done through completion of in-lab project which requires the student to complete all of the SLO's as part of completion of their project.

MFGTB1 AB-50 - Assessment for this course is done through completion of in-lab project which requires the student to complete all of the SLO's as part of completion of their project.

MFGTB2 - 50 - This assessment represents a single project in support of students understanding of SLO #1 Upon successful completion of the course, the student will be able to describe the most important cutting operations performed on the CNC lathe. The project however is not the only assignment that can be used for this assessment, rather it was the first one document.

MFGTB3 - 50 - This assessment represents a student's ability to correctly explain and utilize the most commonly used preparatory codes (G codes) and miscellaneous codes (M codes) used in programming mill operations. The assignment used is not the only exercise that can be used to assess SLO completion, merely the first in a series of exercises used to build understanding in the course.

MFGTB55 - 01 - Assessment reflects student's ability to accomplish tasks expected as SLO's for the course. The SLO tested for in this instance was: Setup Lathe part in mill and machine a circular hole pattern using an indexing head and calculate hole position.

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

MFGT-B1AB - Strengths - Teaches students with little to no prior experience or skill at planning and building to a specification a level of understanding which will allow them to plan and execute projects to specification, and use machine tools to perform basic metal removal techniques.

Weaknesses - Not enough space or equipment to plan and execute more complex projects. Also, not enough time in term to expose all students to various other areas of metal cutting. Equipment used in this course is showing its age, and is close to end of expected lifecycle.

MFGTB2 - Strengths - Course does provide strong platform for students to learn manual Lathe programming and editing techniques and CAM programming software.

Weaknesses - Lab only has two CNC lathes and does not have enough space for much more than 2 or three more machines.

MFGT- B3 - Strengths - Course has strong platform of teaching programming and editing functions of subject. Weaknesses - course lacks the simulation software to link designed programs to shop floor machine operations. Also, lab space limited, and only two cnc mills exist in lab to instruct 17-21 students on each term.

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).

Department meets each semester.