

Strategic Initiative Section Report

Geology:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review GEOLOGY

Sorted by: Program

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

Geology

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

2019-2020 Instructional Annual Update Program Review GEOLOGY

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
Historical Geology (B11)	N/A	58.91	14.51	26.58	100
Historical Geology Lab (B11L)	N/A	84.17	5.21	10.62	100
Physical Geology Lab (B10L)	14.58	70.41	10.79	4.23	100

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review GEOLOGY

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

Pre- and Post-testing

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

Physical Geology Lab (B10L)

- Nothing below 77.78%
- Lowest scores with 77.78% are for SLO #s 2 and 5
- Possible improvements: 1) provide review sessions prior to exam so students better understand key concepts of Earth systems and 2) develop "practice" worksheets to assist students with math components of topographic maps (calculations on scale conversions, gradient calculations, basic unit and metric to imperial system conversions) so students can be better focused on topographic concepts

Historical Geology (B11)

- Data illustrate ¼ of the course does not complete or drops this course
- I provide a pre- and post- assessment; near 25% do not complete the post-assessment due to course drop (formally or informally)—based on course observations I attribute this to a variety of reasons including: lack of study skills, poor science and mathematics background, lack of time management, or lack of motivation / maturity
- I feel I don't have enough information to comment on improvements without examining other science courses at BC. Through informal course polls I do see the majority of students are not science majors and choose to wait until their very last semester to take a science course at BC; I think this is a larger problem than any professor teaching.
- With about 46%, identification of rocks, fossils, and minerals SLO is the lowest score. This may be due to the fact students don't traditionally deal with these in high school science courses. Efforts will be made to increase availability of hand samples in lectures.

Historical Geology Lab (B11L)

- All scores 77.03% or above
- Minimum score of 77.03% in SLO #6 application of relative dating. Efforts will be made to increase amount of relative dating exercises as additional practice may assist in student learning.

Overall strengths: Faculty doing well

Overall weaknesses: student attendance, student previous math & science ability

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).

- Jack Pierce lead a departmental faculty meeting before start of Fall 2019 semester
- Jack Pierce, Chris Benker, and other faculty have informal conversations about assessment and result improvement practices periodically in person and via e-mail throughout the semester

Strategic Initiative Section Report

Health Education:
Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review Health Education

Sorted by: Program

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

Health Education

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

2019-2020 Instructional Annual Update Program Review Health Education

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
PHED B 14 - BASEBALL					
PHED B JD - JAZZ DANCE		96	4		
PHED B 10 - FOOTBALL					
PHED 23 M - MENS SOCCER					
PHED B 11 - MENS BASKETBALL					
PHED B 25 B - BEACH VB					
PHED B 12 - TRACK & FIELD	48.21	43.21	8.57		
PHED B 13 - TENNIS					
PHED B 15 -					
PHED B 16 - M. GOLF					
PHED B 17 - CROSS COUNTRY					
PHED B 20 - WRESTLING					
PHED B SC - BEG SOCCER	90.24	4.86	1.63		
PHED B 23 - W SOCCER					
PHED B 24 - W. GOLF					
PHED B 6 T - BEG TENNIS	75.71	21.43	2.86		
PHED B 25 - VOLLEYBALL					

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
PHED B 6 V - BEG VOLLEYBALL	95		1		
PHED B 28 - WM BASKETBALL	84.62	15.83			
PHED B 29 - SOFTBALL	68.33	31.67			
PHED B 6 WT - WEIGHT TRAIN	26.84	63.24	5.88	4.04	
PHED B 2 SB - BEG SIMMING	63.38	13.68	17.95		
PHED B 32 - SHAPE UP		73.91	17.39		
PHED B 33 - SWIMMING	60.61	39.99			
PHED B 34 C - IC CONDITIONG	43.17	56.83			
PHED B 34 WT - IC WEIGHTS	37.14	45.17		17.14	
PHED B 36 - CPR	33.66	60.75	3.85	1.74	
PHED B 39A - CARE & PREVENTION		67.24	22.41	10.34	
PHED B 3 ADP - ADAPTIVE PE	66.67	22.22	11.11		
PHED B 42 - INTRO TO KINESIOLOGY		82.39	11.05	6.67	
PHED B 6 A - ARCHERY					
PHED B 39 B - ADVANCED ATHLETIC TRAINNING					
PHED B 6 BB - BEG BASKETBALL	84.62	11.54	3.85		
PHED B 6 BLB - BEG BALLET	94.29	5.71			
PHED B 6 FCX - FITNESS CENTER	25.70	59.80	13.61		
PHED B 6 G - BEG GOLF					
HLED B1 - HEALTH	18.21	57.55	11.87		

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Health Education

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

Discipline faculty will assess all SLO's for PHED courses associated with the AA-T Kinesiology once each year. Faculty assigned to teach Interecollegiate courses will assess all SLO's in their sections once a year, during their competition season.

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, students taking Health and PHED courses, either meet or exceed standards on all SLO's. The one weakness however, stems from having adjuncts as the only instructor of records on certain sections. Adjuncts are not required by adjunct to complete assessments. Therefore, gathering data on those sections taught by adjuncts is a challenge.

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).

At the end of each academic year (May), discipline faculty members meet by subject areas to discuss planning, data collection and results.

Strategic Initiative Section Report

Industrial Technology:

Date: 10-25-2019

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

Sorted by: Program

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

Industrial Technology

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

2019-2020 Instructional Annual Update Program Review - Industrial Technology

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
INDT B10	No Data	No Data	No Data	No Data	
INDT B48WE	No Data	No Data	No Data	No Data	
INDT B271	No Data	No Data	No Data	No Data	
INDT B71	No Data	No Data	No Data	No Data	
INDT B275	No Data	No Data	No Data	No Data	

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review - Industrial Technology

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

INDT classes are taught by various faculty in all programs, based on need. The most-often offered course, INDT B10, is an occupational readiness course taught by faculty from OSRM, electronics, automotive, and industrial drawing. Other classes in this program are either work experience classes or special projects classes.

As you can see from the table above, no data has been collected for SLO assessment during the previous cycle.

It is one of the goals of the program to assess SLOs on a regular basis.

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

N/A

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).

N/A

Strategic Initiative Section Report

Mathematics:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review (Math)

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Mathematics

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

2019-2020 Instructional Annual Update Program Review (Math)

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

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
Math B1A	12.57	45.81	25.75	15.87	334
Math B1B	13.08	33.64	51.40	1.87	107
Math B2	0.00	47.06	52.94	0.00	17
Math B4A	4.69	28.91	64.06	2.34	128
Math B6A	31.65	25.32	20.89	22.15	158
Math B6B	36.61	25.89	29.46	8.04	112
Math B6C	0.00	71.43	16.88	11.69	77
Math B6D	0.00	80.00	14.00	6.00	50
Math B6E	10.42	62.50	12.50	14.58	48
Math B21	0.00	0.00	0.00	0.00	0
Math B22	8.56	45.44	27.11	18.88	911
Math B23	25.27	32.97	38.46	3.30	91
Math B60	33.24	13.69	50.28	2.79	358
Math B65	7.23	46.99	40.96	4.82	83
Math B70	28.25	37.81	27.90	6.04	878

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Math B1B	13.08	33.64	51.40	1.87	107
Math B2	0.00	47.06	52.94	0.00	17
Math B4A	4.69	28.91	64.06	2.34	128
Math B6A	31.65	25.32	20.89	22.15	158
Math B6B	36.61	25.89	29.46	8.04	112
Math B6C	0.00	71.43	16.88	11.69	77
Math B6D	0.00	80.00	14.00	6.00	50
Math B6E	10.42	62.50	12.50	14.58	48
Math B21	0.00	0.00	0.00	0.00	0
Math B22	8.56	45.44	27.11	18.88	911
Math B23	25.27	32.97	38.46	3.30	91
Math B60	33.24	13.69	50.28	2.79	358
Math B65	7.23	46.99	40.96	4.82	83
Math B70	28.25	37.81	27.90	6.04	878

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review (Math)

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

All faculty members including adjunct in the mathematics department were used the same SLO questions for each course and each CRN for assessing the students each SLO questions to achieve the data results.

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

The lab component for Math B65 is a plus because it encourages application and discussion which are designed for non-STEM majors who will take Math B22 or mostly Psych B5 right after. In addition, we had students who are in high-level mathematics that they were doing very well, such as Math B6D. However, we did not get a good success rate for Math B60.

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 hold our department meeting monthly and we constantly have a conversation about our teaching and assessment.

Strategic Initiative Section Report

Occupational Safety Risk Mgmt:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review - OSRM

Sorted by: Program

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

Occupational Safety Risk Mgmt

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

2019-2020 Instructional Annual Update Program Review - OSRM

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
OSRM B10	0	100	0	0	100
OSRM B12	0	100	0	0	100
OSRM B16	0	80	20	0	100
OSRM B18	0	80	20	0	100
OSRM B20	0	80	20	0	100
OSRM B26	0	66.67	33.33	0	100

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review - OSRM

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

CSLOs are assessed a variety of ways, including but not limited to:

- quizzes and exams
- writing assignments
- student presentations
- critical thinking activities
- research activities

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

The strength of the program is that it offers students coursework applicable to many career paths, and a degree pathway to a broad profession. Students taking the courses are specifically interested in the safety/risk management profession and therefore there is a higher level of commitment to engage with the material. Non-OSRM students who enroll in OSRM courses have typically done so because they see a connection and relationship with the course scope and their

degree pathway. These students also tend to engage at a higher level with the material. Students who do not see a career connection or who don't see the application of the course material in their lives usually drop the courses early in the semester.

Another strength of the program is that it offers an educational path to a well paying career. Most students who enroll recognize the potential career opportunities.

A weakness of the program is that OSRM coursework is not yet acknowledged within other pathways. For instance, although an OSRM course, the Risk Management course would be an excellent elective or requirement for the Business degree. All Industrial Technology majors should require OSRM B10 Occupational Safety.

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 professor for the OSRM program at this time. Therefore, it could be said that planning, data collection, and program improvement are of constant consideration. There is an OSRM advisory committee which provides regular feedback and input. The committee meets twice per year and via electronically as necessary.