

2020-21 Assessment Report in Program Review

American Sign Language:

Date: 10-22-2020

- 2020-2021 Instructional Program Review ASL

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 Assessment Table) 2020-21, Assessment Report (Part 2 Responses) 2020-21

American Sign Language

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review ASL

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
ASL B1				
ASL B2				
ASL B3				0%
ASL B4				
ASL B6				
ASL B7				

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review ASL

PLAN:

**Describe the process, timing, and tools used to assess the courses for the program.
(see examples)**

When more than one Instructor is teaching a specific course we meet to discuss assessment tool, we decide what test or assignment we will use to evaluate that outcome. Then after the semester is over, each instructor gathers data for their course and we discuss the outcomes which leads to discussions on best practices. Instructors share their process of teaching a particular skill and we all engage in discussion about how to proceed. If one instructor has a particular method that has garnered success, other instructors can use that strategy in an effort to increase their student success rates.

When only one instructor is teaching a given class they decide on the tool with advice from other program faculty.

REFLECT:

**Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program.
(see examples)**

But we also noticed that there is only data for one ASL 1 course and we offer 10 -12 every semester. We would like to see the number of instructors posting their SLO data increase in order to provide more information on the actual numbers of students who are exceeding, meeting or not meeting. Also for ASL 1 the overall numbers look good, but on one of the more important ASL skills students need to develop 50% of the students did not meet the SLO, which is concerning. Since we only have information from 1 section, we need to dig deeper and have more involvement to find out the true numbers for our program as a whole instead of numbers for only 1 section.

The data listed above for ASL 2 is also only from one course, the data from ASL 3 is two classes.

REFINE:

**Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.
(see examples)**

Going forward we would like to see more faculty contributing data so that we can fully assess our progress for all or at least most students in the ASL program. The Assessment representative from the Department will reach out to all faculty to ensure that we gather the data from the assessments for each instructor and provide assistance and support where needed. We need more involvement from all faculty in order to get the best results and most accurate data in order to really assess student achievement.

DIALOGUE:

**Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.).
(see examples)**

Typically we have these discussions at least twice a year. We meet to discuss and decide on the assessment tool and then we meet again to compare data and formulate a plan for any revisions to exams, assignments, SLO's, assessment tools, curriculum and or objectives.

2020-21 Assessment Report in Program Review

Construction Technology:

Date: 10-22-2020

- 2020-2021 Instructional Program Review Construction Technology

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 Assessment Table) 2020-21, Assessment Report (Part 2 Responses) 2020-21

Construction Technology

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Construction Technology

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
No data				

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Construction Technology

PLAN:

**Describe the process, timing, and tools used to assess the courses for the program.
(see examples)**

Construction has been without a full-time professor to shepherd the program for the past few years. As such, SLOs have not been assessed on a regular basis. The normal flow of classes and review was disrupted by COVID in the previous semester. It is, therefore, one of the goals of this program review to complete regular assessment of all SLOs this year and in semesters to come.

REFLECT:

**Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program.
(see examples)**

N/A

REFINE:

**Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.
(see examples)**

N/A

DIALOGUE:

**Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.).
(see examples)**

There is only one full-time instructor in the program. The professor and adjuncts meet weekly with the department chair to dialog about needs, strengths, and weaknesses in the program.

2020-21 Assessment Report in Program Review

Heating Ventilation Air Condit:

Date: 10-22-2020

- 2020-2021 Instructional Program Review HVAC

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 Assessment Table) 2020-21, Assessment Report (Part 2 Responses) 2020-21

Heating Ventilation Air Condit

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review HVAC

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
HVAC B-50	10%	85%	5%	
HVAC B-52	10%	85%	5%	
HVAC B-54	10%	85%	5%	
HVAC B-55	10%	85%	5%	

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review HVAC

PLAN:

Describe the process, timing, and tools used to assess the courses for the program.

(see examples)

Assessment tools used by the BC HVAC

Department include multiple choice questions, short answers, fill in responses, and Pre/Post test comparisons. Faculty review their class data and compare their data with other faculty within their discipline. Typically, faculty will collaborate and discuss how the particular SLO could be presented more effectively. Previous strategies include, incorporating in class review/discussion questions

REFLECT:

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

(see examples)

The HVAC department

has consistently met the fundamental goal or our program of an SLO success rate of 70% or higher, which is a strength. This year the success rate was above 100% overall for the program, which is significantly higher than 70%.

REFINE:

Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above. (see examples)

At this time the only weakness in the program is a lack of diversity in presentation. The program needs additional classroom space to accommodate advanced courses and additional instructors to assure that best approaches of presentation are addressed. "Looking to the future" is a focus already being taken into consideration.

DIALOGUE:

Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.). (see examples)

At this time the HVAC department is a one man band with only one adjunct instructor. We rely on input from the HVAC/R industry advisories in regards to changes in subject matter and assessment. I meet with my adjunct instructor once a month, or as needed.

2020-21 Assessment Report in Program Review

Mechanized Agriculture:

Date: 10-22-2020

- 2020-2021 Instructional Program Review Mechanized Agriculture

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 Assessment Table) 2020-21, Assessment Report (Part 2 Responses) 2020-21

Mechanized Agriculture

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Mechanized Agriculture

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
MCAG B3	28%	72%	0%	
MCAG B4	5%	80%	15%	
MCAG B10	26%	74%	0%	
MCAG B11	0%	71%	29%	
MCAG B12	25%	75%	0%	
MCAG B13	0%	71%	29%	
MCAG B14	18%	52%	30%	

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Mechanized Agriculture

PLAN:

Describe the process, timing, and tools used to assess the courses for the program.

(see examples)

Tools for student assesment within the Mechanized Agriculture Programs include weekly quizzes, midterm and final exams, lab reports, lab tests, and prectical demonstrations.

REFLECT:

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

(see examples)

After looking at the numbers based on student success last year i noticed a strong coorilation to students meeting the required SLO's for each course, and here is what i saw:
The more technical courses such as Intro to diesel engines and Hydraulics tend to have a greater number of studetns who do not meet the course SLO's. However there are students in many of

these courses that exceed the knowledge to pass the class.

The upper level courses in the program such as Advanced diesel engines and Heavy equipment systems have a higher rate of student not meeting the minimum knowledge for the courses SLO's

REFINE:

Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above. (see examples)

After reviewing the information from last years group of students i have began revisions on affected courses delivery strategies. I am working on building in to each course more time to discuss, reflect, and practice critical concpets in the courses. It is my hope that this will increase student understading of these concepts and their application to the course learning objectives.

I have also noticed that many student do not take full advantage of faculty office hours to recieve assistance when struggling with course concepts. I have began a weekly practice of enrouaging students to contact faculty and fully utilize this time for assistance and clarification with course concepts. My hope is that by reaching out to students weekly to encourage them to attend office hours for enrichment, they will better succeed in the courses.

DIALOGUE:

Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.). (see examples)

NA

2020-21 Assessment Report in Program Review

Spanish:

Date: 10-22-2020

- 2020-2021 Instructional Program Review Spanish

Sorted by: Program

SI Section Templates: Assessment Report (Part 1 Assessment Table) 2020-21, Assessment Report (Part 2 Responses) 2020-21

Spanish

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Spanish

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
Spanish B2	62.04%	6.12%	4.9%	26.94%
Spanish B35	53.04%	37.5%	4.5%	0%
Spanish B1	55.88%	8.82%	8.82%	26.47%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Spanish

PLAN:

Describe the process, timing, and tools used to assess the courses for the program.

(see examples)

Students were assessed mainly in the Spring of 2020 mainly through an online test - due to COVID-19. The exam was created by the instructors of the courses assessed. The exam assessed speaking, reading, writing, and listening skills as well as cultural knowledge appropriate to each level.

REFLECT:

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

(see examples)

The results were interesting in that we see that for Spring 2020 vs Fall 2019, there were many more students in the NA category. This is likely due to COVID-19 and all of our students moving to an online environment.

Strengths:

1. SLO performance has a success rate of 80% - meets or exceeds expectations.
2. SLO performance improves in the higher level courses. This is to be expected in higher level

courses taken by students in the major, working towards finishing a degree.

3. SLO performance for Heritage Speakers is very high which indicates a continued need for these higher level courses that targets those with a Heritage background in Spanish.

Weaknesses:

1. We could and need to do better on gathering and reporting the data. We regularly assess all of our SLOs. Span B1 and Span B2 are courses in which is necessary necessary to practice what we assess on a daily basis: that is Speaking, Reading, Writing, Listening and cultural competence. However, because there are relatively few full time instructors, we need more involvement from our adjunct instructors at all instructoral at levels.
2. We need a better way to review data from year to year.

REFINE:

Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above. (see examples)

The Foreign Language and ASL Department decided to complete the assessment on a 3-year cycle with half of the courses being assessed in year one and the other half in year 2. Every 3rd year there is a planned period of reflection and refinement. We feel that evaluating all SLOs at once, or during a single semester, gives a much better idea of overall student performance and success.

We plan to create common assessments for ease of delivery, reporting, and comparability across sections as well as assessment cycles.

DIALOGUE:

Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.). (see examples)

1. We plan to meet more regularly - (at least monthly) - to work and to plan the assessments.
2. We will develop the tests and methods for getting the results reported. Now that we are online t. we can assess SLOs directly through an online test making recording and reporting easier.