

2020-21 Assessment Report in Program Review

Automotive Technology:

Date: 10-22-2020

- 2020-2021 3-Year Comprehensive Instructional Program Review Automotive Technology

Sorted by: Program

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

Automotive Technology

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 3-Year Comprehensive Instructional Program Review Automotive Technology

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
B10	13.01%	82.11%	4.88%	0%
B11	10.53%	57.89%	28.95%	2.63%
B20	34.32%	51.69%	13.77%	0.21%
B21	11.76%	76.47%	11.76%	0%
B22	73.33%	26.67%	0%	0%
B30	38.71%	50%	11.29%	0%
B31	25.93%	44.44%	29.63%	0%
B33	31.82%	40.91%	27.27%	0%
B34	20%	20%	60%	0%
B36	90.91%	9.09%	0%	0%
B39	81.82%	0%	18.18%	0%
B40				
B43	16.67%	66.67%	16.67%	0%
B46				
B48	61.54%	33.33%	5.13%	0%
B49	19.23%	38.46%	42.31%	0%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 3-Year Comprehensive Instructional Program Review Automotive Technology

PLAN:

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

(see examples)

Assessment tools used by the Automotive Technology Department include quizzes and tests in the ASE (Automotive Service Excellence) testing format. This includes multiple-choice questions based on wiring diagrams, component identification, and general automotive repairs. There are also two technician format questions in which one tech is correct, both are correct, or both are incorrect. These types of questions can involve a statement in which both are debating the answer, or both technicians are making a statement. The Automotive Faculty also assess student knowledge with a series of lab assignments that are suited for each course. Strategies for Hybrid courses include incorporating review/discussion questions and questions embedded within course videos in an attempt to reinforce the material. During these assessments, the faculty may collaborate and discuss how the particular SLO or lab assignment could be presented more effectively

REFLECT:

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

(see examples)

Strengths: The number of students in the Automotive Program successfully meeting, or exceeding expectations suggests that the materials presented are accessible to a majority of students. All courses within the Automotive Program have a considerable amount of hands-on components in which students observe, investigate, and problem-solve, which enhance their cognitive skills. These labs combined with lectures, videos, and demonstrations support the various learning styles of students.

Weaknesses: The approximately 19% of students not meeting expectations for a variety of reasons: Automotive incorporates mathematics, chemistry, physics, with a heavy emphasis on electrical theory, time management issues juggling home, work, and school, and access to technology outside of campus. Any number or combination of these items present challenges for the student.

REFINE:

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

(see examples)

SLO Data shows that over 42% of Automotive students meet the expectations of the program and that 37% exceed those expectations while only 19% of Automotive students fall below expectations. We are very proud of these numbers because we believe it displays the high expectations our industry demands while still being achievable for the majority of our students. We believe that refining the prerequisites for our classes and expanding the tutoring available for our students could help improve the 19% of students that fall below the expectations of the program.

We will investigate the prerequisites for our class and the curriculum for each course. We will look for gaps and/or duplication in course content and refine as needed.

DIALOGUE:

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

The Automotive faculty meets weekly to discuss various issues with instructional strategies, curriculum improvement, professional development, and funding allocation as well as many other issues prevalent to our discipline. Advisory board meetings are held twice a year with our industry partners to hear what the needs of the industry are so that we can align our course objectives to those needs.

2020-21 Assessment Report in Program Review

Engineering:

Date: 10-22-2020

- 2020-2021 Instructional Program Review Engineering

Sorted by: Program

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

Engineering

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Engineering

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
ENGR B40				
ENGR B24				
ENGR B19C				
ENGR B20				
ENGR B17				
ENGR B17L				
ENGR B37				
ENGR B70				
ENGR B36				
ENGR B45				
ENGR B47				
ENGR B38				
CHEM B1B				
CHEM B1A				
MATH B6A				
MATH B6B				
MATH B6C				
MATH B6D				
MATH B6E				
GEOLB10L				
PHYS B4A				
PHYS B4B				
PHYS B4C				
COMP B12				
COMP B14				

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Engineering

PLAN:

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

(see examples)

Assessment in courses in ENGR courses falls almost entirely into four categories: (1) exams (2) group projects and (3) lab reports. These traditional categories cover the broad range of SLOs. ENGR faculty meet throughout the semester to evaluate student success on these categories and the effectiveness of these tools to measure success on SLOs. Assessments are typically timed out to happen 4-5 weeks apart.

REFLECT:

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

(see examples)

While we are generally pleased with student performance, there is always a fair amount of students underperforming. In difficult ENGR classes (ENGR B36, ENGR B37, ENGR B17) this is often due to the rigor of the course. We are constantly updating delivery methods to improve this. In the intro-level course, ENGR B47, the issue tends to be a lack of organization among first-year students. We try to deliver the material in such a way that expectations are clear, but the fact that it has no prerequisites means several students seem to enroll in this course on a whim. They seem to struggle more than those who are fully invested in getting an ENGR degree.

REFINE:

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

(see examples)

We have updated textbooks and supplemental materials in a major block of Mechanics courses (ENGR B36, B37 and B38) to improve continuity. We have changed Circuits Lab ENGR B17L to include more simulation to better meet SLOs and the needs of the students. We have also made use of new Canvas "Studio" tools to improve student engagement in ENGR B19C and ENGR B47.

DIALOGUE:

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

(see examples)

Typically ENGR faculty meet every 1-2 weeks to discuss planning and implementation.

2020-21 Assessment Report in Program Review

Industrial Automation:

Date: 10-22-2020

- 2020-2021 Instructional Program Review Industrial Automation

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Industrial Automation

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Industrial Automation

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
INDA B114				
INDA B120				
INDA B122				
INDA B125				
INDA B132				
INDA B150				
INDA B144				
INDA B143				
INDA B140				
INDA B135				
INDA B100				

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Industrial Automation

PLAN:

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

Each faculty performs one SLO assessment on each course section they are teaching. Since we have multiple sections of each course running every semester, we have constructed an excel tracking sheet, stored on our program shared drive. Each faculty tracks SLO assessment and ensure each are evaluated in a 3 year period.

REFLECT:

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

Faculty are requesting reports be run and discussed at monthly meetings to increase compliance with assessment. 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.

REFINE:

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

Faculty are requesting reports be run and discussed at monthly meetings to increase compliance with assessment.

DIALOGUE:

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

Faculty are requesting reports be run and discussed at monthly meetings to increase compliance with assessment.

2020-21 Assessment Report in Program Review

Philosophy:

Date: 10-22-2020

- 2020-2021 Instructional Program Review Philosophy

Sorted by: Program

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

Philosophy

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Philosophy

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
PHIL B100	94.12%	0%	0%	5.88%
PHIL B16	0%	0%	0%	0%
PHIL B12	73.58%	9.43%	16.04%	0.94%
PHIL B19	36.36%	36.36%	27.27%	0%
PHIL B9	67.5%	12.5%	2.5%	17.5%
PHIL B7	67.61%	19.72%	12.68%	0%
PHIL B6A	43.33%	42.22%	10%	0%
PHIL B18	0%	0%	0%	0%
PHIL B10	42.11%	14.74%	15.79%	0%
Philosophy Program Degree	65.2%	12.78%	14.1%	7.93%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Philosophy

PLAN:

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

Assessment tools used by the BC Philosophy Department include multiple-choice questions, short answers, fill-in responses, and Pre/Posttest 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 in an attempt to reinforce the material with practical application.

REFLECT:

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

Strengths: Students in the program are successfully meeting or exceeding expectations based on the evaluation criteria utilized, suggesting that the materials presented are accessible to a large number of students. Philosophy curriculum revolves around critical thinking and argumentation. To that end, each of us make sure to support SIs and recommend students tutors to the Tutoring Center. This has been very effective in helping students out who need additional support.

Weaknesses: We do recognize that almost 14 percent of students are not meeting expectations for a variety of reasons, which may or may not be within our control. And this may be our greatest weakness as we would like to see all student exceed or meet expectations. To that end, we do encourage students to help motivate them in additional ways like providing bi-weekly Gadfly chats (often reaching well above 50 students during the lunch hour) and encouraging students to write an essay for our student colloquium and essay contest for which students can earn up to \$1000 for first prize. We are always consciously being creative to help students success and generate internal motivation to do well in our classe. We do recognize however that Phil b19 needs more support.

REFINE:

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

After reviewing our data, we have identified individual instructors who will come together to develop a plan and assessment activity for, in particular, B10 and B19. We recognize that these courses, probably because of their high theoretical foundation, are in need of extra student support. This may include developing a way to integrate an assignment with our essay contest or Gadfly Cafe discussions - this is just one idea, but again we have a task force of sorts to tackle this in an innovative and creative but effective way.

DIALOGUE:

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

The philosophy department starts in the fall by creating teams and task forces made of the instructors who teach the same courses. We decide which SLOs to assess and then all work on creating assessments for the Spring to do our assessments. We do one SLO for each course each year. We communicate in face-to-face discussion at department meetings and individual task force discussions. We all come together in Spring to discuss results and input our data into eLumen together.

2020-21 Assessment Report in Program Review

Woodworking:

Date: 10-22-2020

- 2020-2021 3-Year Comprehensive Instructional Program Review Woodworking

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Woodworking

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 3-Year Comprehensive Instructional Program Review Woodworking

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

Assessment Report (Part 2 Responses) 2020-21

2020-2021 3-Year Comprehensive Instructional Program Review Woodworking

PLAN:

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

The program has been without a full-time faculty member for the past five years. The program has relied on adjunct professors to teach the courses. Consequently, SLOs have not been regularly assessed in this area.

Although still technically without a full-time woodworking instructor, the construction program faculty who was hired last year is dedicated to the success of the construction program and the woodworking/cabinetmaking program. It is one of the goals for this program to implement regular SLO evaluation for this program. The goal was interrupted last year due to COVID, but plans are in place this year to ensure completion of this goal.

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)

The department chair works with the full- and part-time faculty to discuss the importance of SLO assessment at department meetings and through classroom visits (for the adjunct).