

Strategic Initiative Section Report

Business Administration:

Date: 10-25-2019

- 2019-2020 Accounting 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

Business Administration

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

2019-2020 Accounting Instructional Annual Update Program Review

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

See report generated by assessment committee directly from elumen.

Assessment Report (Part 2 Responses) 2019-20

2019-2020 **Accounting** Instructional Annual Update Program Review

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

The one full-time faculty member, through consultation with adjunct, provides assessment tools to all faculty. Common assessment.

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

Online course assessments show much lower success and retention than traditional courses. Traditional course need to improve on basic concepts which should improve the later SLOs.

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).

End of the semester, information from adjunct teaching and full-time are compiled together and we discuss what we need to do in future assessments, if change is needed, ideas are shared and the full-time faculty will develop new assessment tools.

Strategic Initiative Section Report

Business Administration:

Date: 10-25-2019

- 2019-2020 Administrative Office Assistant 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

Business Administration

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

2019-2020 Administrative Office Assistant Instructional Annual Update Program Review

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

See reports produced by Assessment Committee generated from elumen.

Assessment Report (Part 2 Responses) 2019-20

2019-2020 **Administrative Office Assistant** Instructional Annual Update Program Review

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

Students are allowed to learn and develop skills necessary before an assessment is given to them. Many of the SLO's are a skill development that takes time so the only assessment for many of the courses is only given the last day of the class. Students are all worked with on a one-on-one so each student gets coaching on what they need to work on individually.

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

Assessment results show that students who complete each course usually are highly successful in the skills they learn. The major downfall is that students start the class and do not allow ample time to devote to developing the skill required and then do not finish the course. Completion rate are low because of this.

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 faculty meet constantly to assess student performance and how we can better serve each student on an individual basis. This is how the lab works. All lab faculty meet at the beginning of the semester to review and determine what changes need to be implemented in the coming semester. We meet again during finals week to discuss how the students performed and what we need to think about over the break to help better serve our clientele.

Strategic Initiative Section Report

Agricultural Business:

Date: 10-25-2019

- 2019-20 Instructional Annual Update AG Business
- 2019-2020 Instructional Annual Update Program Review

Sorted by: Program

Agricultural Business

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

Agricultural Business

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

2019-20 Instructional Annual Update AG Business

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
AGBS B6		100			100
AGBS B2					
AGBS B3					

Assessment Report (Part 2 Responses) 2019-20

2019-20 Instructional Annual Update AG Business

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

SLO's were assessed through testing

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

The program is strong. !00% of students tested met the 70% base knowledge

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 monthly meetings were all disciplines are discussed. Ag Business professors meet at least weekly to discuss curriculum and best practices

Strategic Initiative Section Report

Animal Science:

Date: 10-25-2019

- 2019-2020 Instructional Annual Update Program Review Animal Science

Sorted by: Program

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

Animal Science

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

2019-2020 Instructional Annual Update Program Review Animal Science

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

No courses assed this year

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Animal Science

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

The questions on the student exams that match to certain SLO's are compared to the correct or wrong answers, curenly the students are in the 70% range

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

This question has not been answered yet

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 dept. meets once a month and discuss assement amongs other import information for the deptment.

Strategic Initiative Section Report

Art:**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review Art

Sorted by: Program

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

Art

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

2019-2020 Instructional Annual Update Program Review Art

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
ART B 1	47.45	19.39	15.82	17.35	100
ART B 2	NA				
ART B 3	NA				
ART B 4	59.09	22.73	18.18	0	100
ART B 5	78.57	21.43	0	0	100
ART B 6	NA				
ART B 7	NA				
ART B 8	NA				
ART B 9	NA				
ART B 10	65.56	13.33	10	11.11	100
ART B 11	83.33	5.56	0	11.11	100
ART B 12	75	12.5	0	12.5	100
ART B 13	100	0	0	0	100
ART B 14	Not offered last year				
ART B 16	69.79	10.42	14.58	5.21	100
ART B 17	73.21	0	7.14	19.64	100
ART B 20	75.86	3.45	11.49	9.2	100
ART B 24	66	24	10	0	100
ART B 25	50	8.33	38.89	2.78	100
ART B 26	62.5	15	22.5	0	100
ART B 29	40	60	0	0	100
ART B 35	66.67	14.1	4.49	14.74	100
ART B 36	55.17	14.37	22.99	7.47	100
ART B 37	49.12	19.3	19.3	12.28	100

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
ART B 38	16.67	27.78	38.89	16.67	100
ART B 40	91.67	0	8.33	0	100
ART B 41	76.92	15.38	7.69	0	100
ART B 42	57.69	34.62	7.69	0	100
ART B 43	80.95	7.14	9.52	2.38	100
ART B 44	91.18	2.94	5.88	0	100
ART B 45	86.67	3.33	10	0	100
ART B 46	92.86	7.14	0	0	100
ART B 47	80	10	10	0	100
ART B 48	90	10	0	0	100

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Art

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

Each spring semester the department assess SLOs for all courses. The fulltime faculty each assess the courses they teach, and adjuncts participate voluntarily. One weakness in the process is that there are several classes only taught by adjunct and we don't have data for all classes. Faculty have become more comfortable with eLumen and we typically meet as a group to have eLumen data entry session where experienced faculty assist others.

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

Overall the program is strong and SLO's are being met in the art courses. Only a few courses have high failure rates on the SLOs assessed this past year. The missing data for classes only taught by adjuncts is unfortunate and demonstrates the need for a fulltime faculty in the Studio Arts 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).

Assessment is a standing agenda item for department meeting and is discussed at a minimum of four meetings each year. Additionally, in

the spring we typically have work sessions to help each other with gathering and entering data and reflecting on what we see. We are represented on the Assessment committee. We also find that we informally discuss assessment weekly. We are fortunate that almost all of our classes on the main campus are taught in our dedicated buildings, so we see each other often and have conversations about assessment.

Strategic Initiative Section Report

Automotive Technology:

Date: 10-25-2019

- Automotive Technology 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

Automotive Technology

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

Automotive Technology 2019-2020 Instructional Annual Update Program Review

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
B11	51	5	9		68
B20	12	33	0		45
B21	10	29	3		42
B22	8	27	1		37
B30	4	34	3		41
B31	0	13	0		13
B33	0	24	1		25
B36	0	23	13		36
B39	0	29	0		29
B40	3	24	5		32
B43	9	21	7		37
B40	9	17	11		37
B46	10	9	2		21
B48	5	12	3		20
B49	0	15	0		15

B48WEX	18	0	0		18
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Assessment Report (Part 2 Responses) 2019-20

Automotive Technology 2019-2020 Instructional Annual Update Program Review

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

SLO Data shows that over 62% of Automotive students meet the expectations of the program and that 27% exceed those expectations while only 11% 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 refine the prerequisites for our classes and expanding the tutoring available for our students could help improve the 11% of students that fall below the expectations of the program.

Reflect-Based on the SLO performance data listed in the table, describe both the strengths and weaknesses 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. We will also refer our top students to the tutoring office to strengthen the help available outside of class.

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 Automotive faculty meet 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.