Strategic Initiative Section Report

American Sign Language:

   • 2019-2020 Instructional Annual Update Program Review ASL

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

Date: 10-25-2019

  Sorted by: Program

American Sign Language

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

2019-2020 Instructional Annual Update Program Review ASL

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
ASL B1					
ASL B2					
ASL B3					

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review ASL

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

Each of our assessments is a reflection of final course grades.

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

Program Strengths: lower student-instructor ratios, Active involvement and support from the local Deaf community, local agencies, local school districts, and BC's Disabled Studets Programs and Services.

Program Weaknesses:

- No student lab to answer unique needs program
- Outdated technology (computers, audio system, headsets)
- No lighting/backdrops for filming
- no opportunity to involve Deaf community members
- no resource library

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).

Discipline faculty meet one or two times per week to disucss a range of pressing topics including assessment procedures and data.

Strategic Initiative Section Report

Anthropology:

- 2019-2020 Instructional Annual Update Program Review Anthropology

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

Date: 10-25-2019

Sorted by: Program

Anthropology

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

2019-2020 Instructional Annual Update Program Review Anthropology

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
ANTH B1	50.77	32.31	16.75	.17	100
ANTH B2					
ANTH B3					
ANTH B5					
PSYC B5	32.46	35.75	28.99	2.8	100
PSYC B6	63.32	20.92	5.43	10.33	100
GEOL B10	16.45	61.62	12.92	9.01	100
GEOL B10L	14.58	70.41	10.79	4.23	100
ERSC B10	64.71	0	17.65	17.65	100
ERSC B10L					
ART B1					
GEOG B2	15.82	53.57	24.49	6.12	100
MUSC B24					
PHIL B37					

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Anthropology

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

CSLOs in the Anthropology program are evaluated via a variety of methods including: exams and quizzes, essays on critical concepts, group projects, and in-class activites.

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

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. Anthropology modules revolve around genetics, primates, forensic anthropology, and paleoanthropology, much of which is high-interest and/or provides opportunities for hand-on learning. Extensive use of tactile materials such as cranial and post-cranial fossil casts or DNA models, kinestic activities, in addition to lecture and films facilitates multi-modal learning. Tutors were available all year for anthropology both in the Tutoring Center and online via NetTutor.

Weaknesses: Almost 17 percent of students are not meeting expectations for a variety of reasons including but not limited to the following: genetics can be difficult for many students, work & home demands, disconnect between teaching and learning styles. Potential solutions might include:

- Promoting Tutoring Resources
- Extend opportunities for multi-modal learning
- Checking-In with students

For our courses in the Inmate Scholars Program, audio-visual aids are limited due to policies of the department of corrections. Given that anthropology is highly visual and tactile, this is a drawback. However, we have recently received permission from the corrections department to begin using laptops and projectors and have initiated the acquisition of a mobile lab. Beginning in fall 2020, lab classes will be offered on all campuses, thus providing students with increased opportunities to interact with anthropological materials. Although tutors were available all year for anthropology, relatively few students take advantage of these resources - promoting these and other resources more extensively can potentially positively impact accomplishment of SLOs. Anthropology class sizes range from 40-45 students, making individualization difficult, however, Canvas offers some tools to facilitate communication and check-in with students who need encouragement or information about available resources. Reducing class size can facilitate greater individualization.

	Average Exceeds	Average Meets	Average Does Not Meet
Program Courses	50.77	32.31	16.75
Overall	36.87	39.22	16.71

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).

Full-time anthropology instructors share offices which facilitates regular, informal discussion of program goals, methods, and data collection. Adjunct faculty are distributed within and outside of Bakersfield making contact more challenging. Communication with adjunct anthropology faculty occurs via email primarily to discuss schedules, program updates, conference annoucements, or textbook related information.

Strategic Initiative Section Report

Business Administration:

- 2019-2020 Business Administration AD-T Program Review

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

Date: 10-25-2019

 Sorted by: Program

Business Administration

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

2019-2020 Business Administration AD-T Program Review

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
MATH B23 Finite Mathematics	25.27%	32.97%	38.46%	3.30%	100%
COMP B5 Introduction to Microsoft Office	63.52%	27.46%	3.89%	5.12%	100%
ECON B1 Principles of Economics- Micro	10.11%	63.54%	17.87%	8.48%	100%
MATH B22 Elementary Probability and Statistics	8.56%	45.44%	27.11%	18.88%	100%
BSAD B18 Business Law	34.33%	31.34%	13.36%	20.97%	100%
BSAD B1 Financial Accounting	6.98%	48.84%	32.56%	11.63%	100%
BSAD B2 Managerial Accounting	65.14%	19.43%	13.14%	2.29%	100%
MATH B2 Basic Functions and Calculus for Business	0.00%	47.06%	52.94%	0.00%	100%
COMP B2 Introduction to Computer Information Systems	0.00%	0.00%	0.00%	0.00%	0.00%
BSAD B20 Introduction to Business	19.83%	66.18%	9.81%	4.18%	100%

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Business Administration AD-T Program Review

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

For the three core courses in this degree which are located in the Business Management and information Technology Department, the full-time faculty assess the SLO from the SLO Assessment Plan. The faculty selects the outcomes to assess, performs the assessment, and reports the results in e-Lumen. We are not aware of the process in the Social Sciences Department and the Mathematics Department. Please note that most of the core course in this program are not in the Business Management and Information Technology Department.

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

The program shows strength in the majority of the courses because students meeting the assessment in the criteria of "Exceeds" and "Meets" expectation is 71.69%. The weaknesses in the program is the math-based courses, but that is normal. The math-based courses demonstrate the highest number of students who "Doesn't Meet Expectation", which is approximately 78% of the 23.24% of students who do not meet expectation.

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 of the Business Management and Information Technology Department meet as often as it is required. There is no official meeting time for the discussion of assessment, but faculty meet throughout the year atleast once with the assessment committee member to discuss the input procedures for assessment data.

Strategic Initiative Section Report

Chemistry:

 • 2019-2020 Instructional Annual Update Program Review
CHEMISTRY

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

Date: 10-25-2019

 Sorted by: Program

Chemistry

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

2019-2020 Instructional Annual Update Program Review CHEMISTRY

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
CHEM B1A	42.64%	21.70%	26.68%	8.98%	100.00%
CHEM B1B	26.80%	38.56%	30.07%	4.58%	100.00%
CHEM B30A	32.35%	25.00%	36.76%	5.88%	100.00%
CHEM B30B	76.47%	5.88%	17.65%	0.00%	100.00%
MATH B6A	31.86%	25.32%	20.89%	22.16%	100.00%
MATH B6B	36.61%	25.89%	29.46%	8.04%	100.00%
PHYS B4A	37.38%	35.76%	16.43%	10.52%	100.00%
PHYS B4B	41.29%	40.06%	18.03%	0.62%	100.00%

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review CHEMISTRY

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

We have assessed at least a few outcomes each year for each chemistry course through our 6 year assessment plan. It is recognized that this represents only a partial reflection of our students' success in the program's courses.

It has been discussed and decided that for now (until our munchies are satisfied) we will continue with this approach.

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

The data reflects an ongoing trend present for years--that being that across the board for our students people are being reasonably successful (roughly 70% or better overall). Weaknesses in the analysis come from various courses having only a few of the whole set of SLOs being assessed any given year, but as the results are pretty consistent from year to year the interpretation stands for all SLOs assessed recently.

Any comments about the few scores above ~80% from the outside reflect a lack of understanding about the abilities of our students to think and process the way scientists do--something that takes years to develop, and which some students simply don't want to address for various reasons. We strive to be inclusive of the wide diversity encountered and will continue to examine more ways to work with this diversity. We do not see this a a weakness but rather 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).

This is done by informal (face-to-face small gathering) and formal (departmental meetings) at least once a school year. See the process question above for other details of possible interest.

Strategic Initiative Section Report

Child Development: **Date: 10-25-2019**

  • 2019-2020 Instructional Annual Update Program Review
Child Development   **Sorted by:** Program

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

Child Development

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

2019-2020 Instructional Annual Update Program Review Child Development

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
CHDV B20	70.30%	4.57%	16.19%	14.94%	100%
CHDV B41	79.13%	5.22%	3.04%	12.61%	
CHDV B45A	80.00%	6.67%	6.67%	6.67%	
CHDV B49	47.06%	47.06%	5.88%	0.00%	
CHDV B42	83.90%	2.54%	1.41%	12.15%	
CHDV B21	57.72%	17.45%	14.77%	10.07%	
CHDV B41	79.13%	5.22%	3.04%	12.61%	

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Child Development

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

The Child Development program has selected key signature assignments for each of the child development courses that are used by each instructor teaching the course. The signature assignments are designed to measure all SLOs for each course so that the data captured is the same for all course sections. A general rubric for each signature course assignment has been developed for use by the instructors so that data collected is equitable across courses.

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

For each of the courses assessed during fall 2018, spring 2019, and summer 2019, the percentage of students that met or exceeded expectations rose above the projected 70 percentile. Faculty periodically discuss the assignments for the courses to ensure the assignments are being carried out in an equitable manner following the developed grading rubric. During discussions in 2018, it was found that the CHDV B21 signature assignment had been modified by some faculty which would result in skewed data. With that in mind, faculty

teaching the CHDV B21 course got together and developed a new assessment assignment that all instructors teaching the CHDV B21 course would use. The data collected from 2018-19 shows that 75.17% of students met or exceeded expectations. Faculty will continue using and monitoring the assignment to ensure the majority of students are meeting SLO expectations.

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 discuss assessments during regular department meetings and meet periodically as needed when questions arise. In the spring of each year, faculty meet to discuss assessment data and the assignments to ensure that the methods being used to assess the SLOs are working and reliable. When necessary, faculty teaching a specific course will get together to revise, modify, or rewrite assessment assignments based on changes to curriculum SLOs.