

# Strategic Initiative Section Report

**Political Science:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review Political Science

**Sorted by: Program**

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

## Political Science

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

#### 2019-2020 Instructional Annual Update Program Review Political Science

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

Courses	%Student Exceed	% Student Meets	% Student Doesn't Meet	%Student N/A	Total
POLS B1	35.83%	12.08%	27.92%	24.17%	100.00%
POLS B12	48.65%	18.92%	21.62%	10.81%	100.00%
POLS B16	72.73%	12.12%	3.03%	12.12%	100.00%
POLS B2	29.7%	54.1	16.2%	0%	100.00%
POLS B3	72%	24%	3%	1%	100.00%
TOTALS					100.00%

### Assessment Report (Part 2 Responses) 2019-20

#### 2019-2020 Instructional Annual Update Program Review Political Science

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

The Social Science Department has a process in place that all programs within it follow. The Political Science program does so by maintaining an SLO pattern for assessment and rotates through it each term, to be sure that all SLOs are evaluated within the 6 year cycle.

As part of this process, the instructors develop questions that are deemed appropriate measures of success in demonstrating competency in each SLO, and these questions/prompts are administered during the semester.

In the past 2 or 3 cycles, the process followed by the program has been to have one faculty

member evaluate an SLO for one of the courses the department teaches, but not necessarily having each faculty member report from the same course. For example, we have had one person report out on POLS B1, a second report out on POLS B2, and so on- without having 2 or more report out on POLS B1.

The results are evaluated, and then reflected upon in order to determine next steps- as to any possible need to modify instruction to better enable student success in SLO attainment.

Our program includes optional courses from outside our program, and, in some cases, outside our department, that number as many course descriptions as those within our program. As such, we also depend upon the success of students in courses such as Math or Psych [B5], and History, yet we have no right to investigate the practices of colleagues in other programs.

We do engage in collegial conversations about what is being done in History, or Economics, but we do not evaluate SLO success rates and provide analysis of the results, as we would find that both onerous and inappropriate- they are not Political Science.

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

In the process of developing this report, our program has engaged in a conversation regarding the way our current reporting process may lead to misleading data pictures. Our success rates are based primarily on a single sample of one class, as opposed to having each professor who teaches the same course provide SLO evaluations of that course. This means POLS B1's SLO score is based on one section of one professor's class, and is not reflective of the cross-section of all courses taught in our program.

This has led to discussion regarding the following possible changes:

1. having each faculty member evaluate *an* SLO from each different course they offer [if they teach POLS B1, POLS B2 and POLS B3, they would provide SLO data for each of the three classes, for one SLO].
2. For POLS B1, this would result in all four faculty providing SLO data.
3. This led to discussion about if we wanted to have 4 sets of data on SLO #1, to average them, or have them staggered so that each semester 4 different SLOs are measured.
4. We haven't reached a decision yet, but are investigating the potential of a change, as a means to provide a broader picture of what is happening.

Based on the SLO data provided, a few trends seem to appear. In POLS B1, this may or may not be accurate, due to our reporting methodology. In POLS B12 and B16, this following is directly connected, as one section of each is offered, with 12 in the fall and 16 in the spring.

When it comes to POLS B1 SLO data, the success rates leave room for improvement, as only 48% are at or above proficiency in that SLO.

- This can be connected to a variety of possible factors, and we need to investigate each of them. These possibilities include:
  - POLS B1 is generally taken as a Gen Ed course for all students, and has a higher percentage of first or second term college students than the other courses we offer.
    - The other POLS courses are generally taken by majors, or those who have had more experience as a student already, thus leading us to infer that they are both more motivated and have developed better academic skills through their experience- when compared to POLS B1 students.
    - The POLS B1 score is not clearly identified as to being from a F2F class or an online class- and the method of delivery of the class may be relevant, as online courses tend to have a lower

success rate than F2F classes.

- Furthermore, our POLS B1 SLO data is frequently reported out in the Fall, but not the Spring, term- which means it has a higher probability of 1st semester college students in it.

POLS B12 is always taught in the fall, but is generally taken by POLS majors.

It's SLO attainment was near the program goal of 70%, but not quite there [68%].

As such, we need to make moderate tweaks in information delivery or evaluation tools to enable students an opportunity to succeed in this class, but we are nearly there.

POLS B16 is taught in the spring, and is also primarily a POLS major course.

The focus and experience seem reflected in the fact that its' success rate is at 84%, indicating that there is no need to change anything with this course.

POLS B2 has an SLO success rate of 83%, demonstrating our program's success.

POLS B3 has an SLO success rate of 94%, also showing the program's strengths.

The weakness that stands out is one that may or may not be reflective of the entire program and all students' experiences, but may simply be a data collection/reporting issue- as describe previously.

A sample of one or two courses, out of about 25-30, is not an effective method of identifying the true strengths [or weaknesses] of any program.

However, there is another facet to our programs' strengths, and that is in our productivity.

- The campus average for productivity in the past year went down from 16.1 in 2017-18 to 16.0 in 2018-19.
- The Political Science Program has also seen a decline in our productivity, from 20.9 in 2017-18 to 20.5 in 2018-19.
- If the productivity numbers are reduced to counting the areas our full time professors teach [BC Delano College Center, BC Main Campus, BC Online], our productivity numbers also dropped, but are at 21.4.
- Thus, our program is one of the noteworthy contributors to driving the campus productivity to a higher level than the average.

In SLO Scores, we show a strength when we are focusing upon courses that have a higher level of student commitment [all but POLS B1], and we recognize the need to improve SLO attainment [or reporting methodology] in POLS B1.

## **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).**

As with all programs within the Social Science Department, discipline faculty meet at department meeting at least once a semester to discuss the assessment process in general terms, along with other business. Further communications occurs more frequently via email exchanges, and via program members visiting each other's offices. Despite one of our program members having a primary assignment in Delano, he is present on the BC campus twice a week, at least, and is thus able to meet with colleagues as needed by developments.

Programatic work is easier to accomplish via 'virtual' meetings and email than it is to get all POLS business hashed out during the entire Social Science Department Meeting.

However, at the full meetings, the general guidelines are presented, with general expectations. At program-specific meetings, we meet to further discuss the specifics of SLO assessment on an ongoing basis, that is no less than once per semester, and has previously equaled four times a

month - either in person or via email.

# Strategic Initiative Section Report

**Psychology:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review Psychology

**Sorted by: Program**

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

## Psychology

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

#### 2019-2020 Instructional Annual Update Program Review Psychology

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
PSYC B1A	51	25.98	15.67	6.63	100
PSYC B1B	30.43	60.87	8.70	0	100
PSYC B5	32.46	35.75	28.99	2.80	100
PSYC B6	65.21	19.85	5.15	9.79	100
PSYC B20	70.52	17.34	12.14	0	100
PSYC B30	37.88	48.48	11.36	2.27	100
PSYC B33	62.25	21.25	17	0	100
PSYC B40	54.48	24.54	10.99	13.89	100

### Assessment Report (Part 2 Responses) 2019-20

#### 2019-2020 Instructional Annual Update Program Review Psychology

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

Course SLOs (with the exception of PSYC B5) are assessed using the following rubric:

"% Students Exceed:" 80% or Better

"% Student Meets:" Less than 80%, but better than 60%

"% Students Doesn't Meet:" Less than 60%

The program discussed and decided that a grade of "C" in PSYC B5 is a prerequisite for PSYC B6,

so the course SLOs for PSYC B5 are assessed using the following rubric:  
 “% Students Exceed:” 80% or Better  
 “% Student Meets:” Less than 80%, but better than 70%  
 “% Students Doesn’t Meet:” Less than 70%

SLOs are assessed using student responses to either specific short-answer writing prompts on exams, overall exam scores, or culminating projects. Regardless of the method of assessment the rubrics listed above are applied.

A common SLO across Psychology courses pertains to the scientific method. For example, SLO #1 for PSYC B1A, General Psychology is  
 “Demonstrate an understanding and application of the scientific process and research methods employed in psychology.”

A common tool for assessment includes a student’s free response to the following short-answer writing prompt:  
 “What is the difference between an experimental and correlational study? Provide an example of an experiment. Provide an example of a correlational study.”

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

Courses	% Students Exceed	% Students Meets	% Students Doesn’t Meet	% Students N/A	Total
PSYC B1A	51	25.98	15.67	6.63	100
PSYC B1B	30.43	60.87	8.70	0	100
PSYC B5	32.46	35.75	28.99	2.80	100
PSYC B6	65.21	19.85	5.15	9.79	100
PSYC B20	70.52	17.34	12.14	0	100
PSYC B30	37.88	48.48	11.36	2.27	100
PSYC B33	62.25	21.25	17	0	100
PSYC B40	54.48	24.54	10.99	13.89	100

**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).**

Psychology faculty meet monthly to discuss issues pertaining to the program, which includes assessment. The initial meetings include discussion of the assessment rubric and how SLOs are measured. The following meetings focus specifically on data entry with eLumen, and interpretation of the data with a focus on continual improvement.



# Strategic Initiative Section Report

**Registered Nursing:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review Registered Nursing

**Sorted by: Program**

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

## Registered Nursing

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

#### 2019-2020 Instructional Annual Update Program Review Registered Nursing

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

Courses	Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
NURS B99						
*						
NURS B40						
0						
98.48						
0.3						
1.21						
NURS B41						
0						
98.15						
1.85						
0						
NURS B42						
0						
98.21						



1.79 0 NURS B43 0 98.79 1.21 0 NURS B44 0 100 0 0 NURS B46 0 87.86 10 2.14 NURS B47 61.33 37.17 0.88 .63 NURS B48 0 98.72 0.37 .92 NURS B49   *					
<b>Courses</b>	<b>% Students Exceed</b>	<b>% Students Meets</b>	<b>% Students Doesn't Meet</b>	<b>% Students N/A</b>	<b>Total</b>
NURS B99					*
NURS B40	0	98.48	0.3	1.21	
NURS B41	0	98.15	1.85	0	
NURS B42	0	98.21	1.79	0	

NURS B43	0	98.79	1.21	0	
NURS B44	0	100	0	0	
NURS B46	0	87.86	10	2.14	
NURS B47	61.33	37.17	0.88	.63	
NURS B48	0	98.72	0.37	.92	
NURS B49					*

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
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NURS B99					*
NURS B40	0	98.48	0.3	1.21	
NURS B41	0	98.15	1.85	0	
NURS B42	0	98.21	1.79	0	
NURS B43	0	98.79	1.21	0	
NURS B44	0	100	0	0	
NURS B46	0	87.86	10	2.14	
NURS B47	61.33	37.17	0.88	.63	
NURS B48	0	98.72	0.37	.92	
NURS B49					*

\* NOT ASSESSED IN 18-19

\*\* NOT MAPPED TO PLOs

PLOs	PLO Performance Fall 2018	PLO Performance Spring 2019
#1	99.1%	98%
#2	75.8%	87.1%
#3	97.3%	95.2%
#4	100%	98.2%
#5	100%	99.9%

## Assessment Report (Part 2 Responses) 2019-20

### 2019-2020 Instructional Annual Update Program Review Registered Nursing

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

All faculty will assess and enter SLO assessment results into eLumen a minimum of once a year for all courses mapped to the program. All courses required for the program have their SLO's as appropriate mapped to PLOs. During program review cycle the PLO data will be reviewed and action plans will be developed to ensure PLO results are improving. The Plan is for each SLO to be assessed every 3 yrs, but in reviewing the results, it was noted that all nursing classes that completed assessments, assessed all 5 SLOs for the course in 2018/19. Additionally, those classes that have more than one faculty teaching will use the same assessment tool to obtain SLO assessment data.

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

Based on the above data, there are a few key strengths we discovered: we consistently are well above the college expectation of 70% for meeting PLOs. In addition, the RN program has a high NCLEX (greater than 98%) pass rates and this further demonstrates that students graduating from the program have met the PLOs of the program. All PLOs were well above 90%, excluding PLO #2 which is tied to BIOL 16,32,33. We recognized this is not indicative of PLO achievement as students in nursing classes all as shown in the above data were well above 95% in SLO assessment data. Another strength of the program is that the nursing courses were revised together and the SLOs increase in difficulty each semester. Blooms taxonomy was utilized in the revision of the SLOs for the nursing courses. The SLOs for the NURS classes were written in a way as to increase in difficulty as student progresses through the program and tie to all of the PLOs. One of the weaknesses we discovered with the program is that students are not prepared for the rigor of the nursing program as evidenced by lack of SLO attainment in prerequisite classes.

#### REFINE -

Although the SLO data for nursing classes is high, there are changes that faculty will be making from reviewing their SLO data as to continuously strive to achieve improved student learning:

1. One faculty member stated they will be developing assessment tools with the SLO being addressed at the top of the assignment. – this will make it easier to assess achievement of SLO and make clear to the student the goal of the assignment – This was a Best practice shared via face-to-face conversation.
2. Nursing committee will be meeting to discuss care plans and increasing in difficulty with those assignments with each semester. – (based on B46 SLO results)
3. Nursing Assessment members will remind faculty of importance of completing at minimum yearly SLO assessment data.
4. Meet with dept faculty that have classes in the Registered Nursing AS to map their SLOs to PLOs as appropriate in order to obtain more robust and complete PLO assessment data.

**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 nursing dept meets monthly and every month there is a discussion point on the assessment process. Additionally, all lead faculty complete their own SLO assessments and enter and analyze their data. Last semester during a monthly staff meeting, the assessment process in eLumen was discussed with timeline for entering in SLO assessment data into eLumen. Additionally, program review, goals and future action plans are discussed with all faculty at dept meetings. Faculty also share best practices for development and refinement of SLO assessment tools.

# Strategic Initiative Section Report

**Vocational Nursing:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review Vocational Nursing

**Sorted by: Program**

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

## Vocational Nursing

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

#### 2019-2020 Instructional Annual Update Program Review Vocational Nursing

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
VNRS B67	-	-	-	-	Not mapped
VNRS B68	-	-	-	-	Not Mapped
VNRS B69	0%	96.55%	3.45%	0%	100%
VNRS B69L	0%	89.66%	10.34%	0%	100%
VNRS 79	0%	80%	20%	0%	100%
VNRS B79L	0%	84.62%	3.85%	9.53%	100%
VNRS B83	0%	100%	0%	0%	100%
VNRS 84	-	-	-	-	Not Mapped
VNRS B88	0%	100%	0%	0%	100%
VNRS B88L	0%	100%	0%	0%	100%
VNRS B89	0%	61.90%	33.33%	4.76%	100%
VNRS B89L	0%	100%	0%	0%	100%

## Assessment Report (Part 2 Responses) 2019-20

### 2019-2020 Instructional Annual Update Program Review Vocational Nursing

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

Student learning objectives are assessed utilizing classroom didactics that align with course content. The VN program utilizes PowerPoints, group projects, case studies, and clinical skills to accomplish course objectives. The program measures student learning through examinations, quizzes, group presentations and classroom participation. VNRS B69L is structured so that students obtain a pass or fail to advance within the course to the next level; 10.34% students were unsuccessful in meeting the clinical objectives. 3.45 % were unsuccessful meeting the 72% score in VNRS B69 by week 6. Program goals for VNRS B79 and VNRS B79L measures clinical knowledge that is congruent to classroom lectures the 3.85% did not meet the requirements needed to advance to Level III; 33.33% of the students were not successful in VNRS B89 in meeting the SLO, however 61.90% students were able to successfully complete certification of Vocational Education requirements. The VN program is committed to the success of student's strategies involves intrusive intervention and communication with students. Faculty members are assigned a group of students to mentor during students' first semester of nursing school.

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

Measurements that validate program success includes retention and success rates. Our retention rate is 94% and success rate is 90% which are both much higher than the college average. NCLEX pass rates for Quarters 1-4 of 2016 were 89%. The faculty recognize the need for improvement specifically in the areas of on time completion and retention and have implemented strategies to aid in improvement as delineated appropriately for the program. The faculty is committed to continuing using strategies that will maintain the success of the VN program, providing the community with Vocational nurses that will provide entry level safe and competent care. Continued of the program will require collaborative efforts of administration, faculty and staff along with community stakeholders.

**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 VN Faculty meet bi-monthly to discuss program outcomes and future dynamics of the VN program. During VN meeting faculty members review attrition and current enrolled students, elected students' officers are invited to VN bi-monthly meeting. Each Spring semester VN Faculty and Chair review program goals, curriculum, course textbooks, and continued assessment of graduate data. Student enrollment and attrition data is reviewed during the Spring semester VN meeting in March. The PLO's have been revised. The program is beginning the process for BVNPT approval. Once approved, we will start CCCCCO approval through the BC curriculum process for a program modification.

# Strategic Initiative Section Report

**Woodworking:**

**Date: 10-25-2019**

- 2019-2020 Instructional Annual Update Program Review - Woodworking

**Sorted by: Program**

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

## Woodworking

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

#### 2019-2020 Instructional Annual Update Program Review - Woodworking

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
WOOD B1	No data available	No data available	No data available	No data available	
WOOD B5	No data available	No data available	No data available	No data available	
WOOD B50	No data available	No data available	No data available	No data available	

### Assessment Report (Part 2 Responses) 2019-20

#### 2019-2020 Instructional Annual Update Program Review - Woodworking

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

Up until this year, the program has been without a full-time faculty. 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 over the summer 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.

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

No data available

#### **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 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).



