Strategic Initiative Section Report

Radiologic Technology:

- 2019-2020 Instructional Annual Update Program Review (Rad Tech)

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

Radiologic Technology

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

2019-2020 Instructional Annual Update Program Review (Rad Tech)

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
RADT B1A	0	100	0	0	
RADT B1B	0	100	0	0	
RADT B4A	0	100	0	0	100
RADT B4B	0	100	0	0	100
RADT B2A	95.45	4.55	0	0	100
RADT B3A	0	97.83	2.17	0	100
RADT B12	97.73	0	2.27	0	100
RADT B6	0	100	0	0	100
RADT B2B	2.17	97.83	0	0	100
RADT B3B	0	100	0	0	100
RADT B7	75.83	24.17	0	0	100
RADT B10	77	21	2	0	100
RADT B2C	0	100	0	0	100
RADT B5	0	100	0	0	100
RADT B13	0	100	0	0	
RADT B30	33.33	66.67	0	0	100
RADT B9A	0	20	0	0	100
RADT B11	0	100	0	0	100

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review (Rad Tech)

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

The program began tracking SLO Assessment in Elumen Summer 2018. For all didactic (lecture and lab) 1 SLO is evaluated in each course each semester the course is taught. The Program Director disseminates assigned didactic SLOs to the faculty at the start of the semester. SLOs are evaluated within the required timeline for assessment. All SLOs for clinical courses are assessed each semester. While lecture and lab courses are important, our faculty wanted to utilize the clinical online reporting system to measure outcomes and monitor trends. Decisions to utilize the Trajecsys online reporting system for clinical outcomes was determined during faculty meetings.   The system has been invaluable in efficiently filtering outcomes. It has also brought new discussion in validity to assessment tools we are using because clinical trends, starting in 2017, have been easier to track.

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

According to the data, program performance is excellent. Data, when compared to last academic year, is similar in performance, free of any significant deviance. Only 2 courses (2% each) report standards below expected performance (RADT B12 & RADT B3A). Both courses continue to challenge students with algebraic equations and radiologic physics concepts. Overall program performance may appear inflated, however, our program continuously has high success rates in passing board exams, over 90% the last 5 years. Our program data supports our graduate's success after program completion.

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 discuss assessment twice per month during department faculty meetings. The program extends assessment into additional outcomes for programmatic success in accreditation standards beyond that of the college. Assessment tool validity, outcomes and data collection are an ongoing training process for our faculty. To ensure best practices, 1 faculty member serves on the College Assessment Committee and reports on assessment standards for PLOs, SLOs and ILOs. Faculty also discuss assessement in Advisory Board Meetings that include clinical community partners. Assessments for Advisory Board discussion include course outcomes, program outcomes, surveys by students and employers, employment rates, and other data. Advisory Board Meetings are held twice each semester, 4 times per academic year.

Strategic Initiative Section Report

Sociology:

- 2019-2020 Instructional Annual Update Program Review Sociology

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

Sociology

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

2019-2020 Instructional Annual Update Program Review Sociology

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
	32	51	14	3	100

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Sociology

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

Courses in in the program are assess using PARR: 1) Plan; (2) Assess; (3) Reflect; (4) Revise. 1. Faculty plan the kinds of assessment that they are going to use in each course before the start of the semester as they outline the syllabi. 2. Faculty assess students' understanding of SLOs using tests, essays, creative classroom activities, quizzes, speeches, and other projects. 3. Faculty reflect about the results of the assessment, the assessment techniques, and the particularities of the pedagogy used in the classroom in order to better understand the results. 4. Based upon the reflection, faculty revise the emphases, activity structure, assignments, etc.

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

Results indicate that students understand SLOs very well, as the the percentage of students who either exceeds or meets expectations is much greater than the department's goal of 70%. However, program

faculty need to better communicate the importance of submitting assessment each semester, especially to its adjuncts who may not be able to participate in department meetings on a regular basis.

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 engage in formal discussions about assessment during regular department meetings, but more importantly through informal discussions when faculty share their understanding of student learning and assessment ideas that have worked particularly well for certain SLOs.

Strategic Initiative Section Report

Spanish:

- 2019-2020 Instructional Annual Update Program Review Spanish

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

Spanish

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

2019-2020 Instructional Annual Update Program Review Spanish					
Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total

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

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Spanish

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

In the future, Spanish B1 will be assessed with a departmental final exam covering all SLOs and PLOs.
The other courses are taught by fewer instructors and in many instances by only one instructor. For this reason, this will be left up to the instructors to collaborate as necessary.

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

NA

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).

We meet as a department on a monthly basis and devote time to assessment at these meetings. Process reports are presented by those involved in assessing.

Additional meetings, email exchanges, texts etc. are used to follow up on progress and in creating, proctoring and gathering the test results as well as the analysis.

Strategic Initiative Section Report

Student Development:

- 2019-2020 Instructional Annual Update Program Review Student Development

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

Student Development

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

2019-2020 Instructional Annual Update Program Review Student Development

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
STDV B1	31.90	39.95	19.84	8.31	100
STDV B2	81.86	10.70	.93	6.51	100
STDV B3	0	0	0	0	0
STDV B6	83.44	0	0	16.56	100

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review Student Development

This section has no content

Strategic Initiative Section Report

Welding:

   • 2019-2020 Instructional Annual Update Program Review - Welding

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

Welding

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

2019-2020 Instructional Annual Update Program Review - Welding

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
	5	16	0	0	21

Number of Students Exceeding Expectations	Number of Students Meeting Expectations	Number of Students that Do Not Fully Meet Expectations	Totals
5	16	0	21
23.81%	76.19%	0.00%	100.00%
Total meeting or exceeding outcome expectations			21
Percent meeting or exceeding expectations			100.00%

Assessment Report (Part 2 Responses) 2019-20

2019-2020 Instructional Annual Update Program Review - Welding

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

Outcome Assessment Report		
Department:	Engineering & Industrial Technology	
Course Title and Number:	Intro. to Oxy/Acetylene Welding and Cutting WELD B1A	
Date of Assessment:	10/1/19	
Date of Previous Assessment for this Outcome:		3/11/19
Learning Outcome Assessed: Specify SLO#		
2. Students will understand the concepts of safety and practice it while working in the welding lab.		

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

The total number of students meeting or exceeding the outcome was 100%, which is required to enter and participate in the welding lab. The data indicates that an improvement of students meeting the expectations, 76.19%, can be improved to include them in the percentage that exceeds the expectations. This can be accomplished with more quizzes that will be reflected on a final for assessment.

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 Welding staff collaborates all safety instruction creating a redundancy from class to class and creating a flow that is consistent with the standards of industry and Bakersfield College. The addition of dailey quizzes that pertain to the task as it relates to the lesson would improve retentation and possibly be reflected in the final safety assessment. The welding staff could have a meeting every semester to discuss what has happened during the semester and improve quizzes, tests, and lecture to increase expectations.