2020-21 Assessment Report in Program Review

ASL Interpreter Training:

Date: 10-22-2020

  • 2020-2021 Instructional Program Review ASL Interpreter Training

Sorted by: Program

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

ASL Interpreter Training

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review ASL Interpreter Training

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
ASL B62	0%	0%	0%	0%
ASL B64	0%	0%	0%	0%
ASL B66	0%	0%	0%	0%
ASL B68	0%	0%	0%	0%
AS B70	0%	0%	0%	0%
ASL B71	0%	0%	0%	0%
ASL B72	86.67%	13.3%	0%	100%
ASL B74	75%	17.5%	7.5%	100%
ASL B75	0%	0%	0%	0%
ASL B77	0%	0%	0%	0%
ASL B73	0%	0%	0%	0%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review ASL Interpreter Training

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

The process of assessment is to cull data from specific assignments that match CSLOs. Assignments include exams, essays, language analyses, and video assessments, using scores to determine if students have exceeded, met or failed to meet expectations. Faculty work independently and this process typically happens at the end of the semester. We compare data on specific assignments to confirm that we are assessing appropriate assignments for given CSLOs.

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

What assessment is shown reveals that students are doing well in our program with the overwhelming majority of students exceeding or meeting expectations. Our department has consistently met the goal of a success rate exceeding 70%. At this time, due to the limited amount of assessment data collected, our findings are necessarily limited. Weaknesses in the program include lack of follow-up with program completers and a lack of a tutoring pool for our specialized field. Although approved for a lab, the campus has been unsuccessful in securing space for such a learning environment. This lack of a dedicated lab is a profound program weakness robbing students of specialized learning opportunities outside of class and putting our program out of step with established industry best practices.

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

The program's two faculty members will undertake a more comprehensive approach to collecting assessment data in a timelier fashion. Our meetings will be geared more to collecting data for formal assessment. We will continue to work towards securing a dedicated space for our lab. If successful, this will open an opportunity to provide native language users, student aides, and tutors for our students.

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

Assessment data is compiled at the end of the semester when it is due. Scores from various assignments are used for data.

Faulty meet weekly to discuss assessments, learning materials, video assessment tools, and generally to see how classes are going. Even though neither of us teach the same courses, we meet to assure that our approach to grading, assessment, and that our end goal remains the same. Our goal is that our cohort as a whole is assessed in a uniform manner.

We have an advisory panel and meet with them to discuss program standards and intern/mentorship opportunities for students.

2020-21 Assessment Report in Program Review

Culinary Arts:

- 2020-2021 3-Year Comprehensive Instructional Program Review Culinary Arts

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

Date: 10-22-2020

Sorted by: Program

Culinary Arts

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 3-Year Comprehensive Instructional Program Review Culinary Arts

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
FDSV B50- Introduction				
FDSV B51-Orientation				
FDSV B52- Sanitation				
FDSV B55a -Theory I				
FDSV B55b-Theory II				
FDSV B55c-Lab I				
FDSV B55d-Lab II				
FDSV B55e-Advanced Practicum				
FDSV B55f-Fundamental of Baking				
FDSV B55k-Advanced Baking				
FDSV B59-Management				
FDSV B48WE- Work Experience				
NUTR B10-Introduction				

Assessment Report (Part 2 Responses) 2020-21

2020-2021 3-Year Comprehensive Instructional Program Review Culinary Arts

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

We use the data collected during the grading of our major projects and our lab competencies.
FDSV B50- Introduction- B50 is assessed using two major graded projects for the semester. The first project is due at mid-term and the other is due at the end of the semester. We are able to assist the student with

their first project by allowing them to turn it in for review prior to the due date. The second project is assesses their ability to complete a long range project and comply with verbal instruction.

FDSV B52- Sanitation- Sanitation is assessed using three major written test and their national Certification for food safety results.

FDSV B55a -Theory I: This assessment for Theory class is the students' participation in MyLaband Mastering component of the weekly homework and the end of the semester project of their notes taken during lecture and demonstrations.

FDSV B55b-Theory II: This assessment for Theory class is the student's participation in MyLaband Mastering component of the weekly homework and the end of the semester project of their notes taken during lecture and demonstrations.

FDSV B55c-Lab I: Weekly assessment of skills used during the preparation of foods for service are provide to each student at the end of every class meeting. These assessments help the student know what areas need improvement. A grading rubric is utilized for this assessment.

FDSV B55d-Lab II: Weekly assessment of skills used during the preparation of foods for service are provide to each student at the end of every class meeting. These assessments help the student know what areas need improvement. A grading rubrics is utilized for this assessment.

FDSV B55e-Advanced Practicum; Student create at menu using guidelines set by the instructor and are assessed on their ability to provide quality, varied and a readable menu.

FDSV B55f-Fundamental of Baking: Weekly assessment of skills used during the preparation of foods for service are provide to each student at the end of every class meeting. These assessment help the student know what areas need improvement. A grading rubrics is utilized for this assessment.

FDSV B59-Management: Students are assessed on a semester length project that takes them from the design stage, planning stage, inventory and pricing portions of managing a menu from concept to production. Each section of the project is assessed for thoroughness and accuracy

<u>REFLECT:</u>
Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program. (see examples)

Strengths:
The strength of our program is the student is able to grow the skills and then transition from one class to the next higher skills attainment class. This method of instruction (building skills) prepares them better for the industry.

Weaknesses:
One weakness in the program has been a lack of advanced skills in Pastry and baking and catering. Transitioning traditionally hands-on courses to online only formats has also been challenging to faculty members which translates into the performance of our Culinary Arts students

<u>REFINE:</u>
Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above. (see examples)

Faculty is currently working to expand the Pastry skills offerings to students. Due to restrictions in staffing, the Advanced Baking course can only be offered once a year instead of each semester. We are working on staffing choices to allow more offerings. The Culinary Arts faculty members are also collaborating on new and innovative projects and assignments for various courses that meet SLO assessment requirements while transitioning from in-person hands on courses to online courses. This includes creating demonstration videos and student engagement activities via audio/visual delivery methods.

<u>DIALOGUE:</u>
Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.). (see examples)

We meet on a weekly basis to review certain relevant aspects of each course. One of the blessings of having new faculty is our ability to discuss the areas of the program that work and why. And to have a fresh set of eyes to help evaluate that process. Faculty teaching the same courses are also encouraged to discuss what is working and not working throughout the semester to find trends and work to restructure assignments and exams for increased student success

2020-21 Assessment Report in Program Review

Human Services:

Date: 10-22-2020

  • 2020-2021 3-Year Comprehensive Instructional Program Review Human Services

Sorted by: Program

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

Human Services

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 3-Year Comprehensive Instructional Program Review Human Services

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
HMSV B40	21%	56%	23%	
HMSV B5	35%	65%	0%	

Assessment Report (Part 2 Responses) 2020-21

2020-2021 3-Year Comprehensive Instructional Program Review Human Services

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

The Program has two courses- HMSV B5 is the internship course, and HMSV B40 is Instroduction to Human Services. (3 units 54 hours) As the program has a smaller number of sections than others in the Department, its faculty and program manager are able to more frequently meet and coordinate their assessment tools. Both courses assess using written work and in and out of class essay assignments. However, HMSV B40 also uses objective in-class exams. HMSV B5 also requires the successful completion of the internship. This success is assessed through student essays, reports from the community sites, and meetings between community site managers and Program staff and faculty.

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

The Program has consistently had very high SLO performances from students. In part, this is due to self-selection in that the vast majority of students have decided on at least exploring, if not

attaining, a career in Human Services. Srenghts of the Program include faculty and staff experience, expertise, and relationships with community Human Services providers. The main weakness of the program is the limited time that the Program manager is contractually allowed per week. (19 hours)

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

Although the SLO data for HMSV 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. Faaculty members have started implementing assessment tools with the SLO being addressed at
the top of the assignment. – this has made it easier to assess SLO achievement and makes clear to the
student the goal of the assignment.
2. Assessment meetings with Program faculty and staff have increased to include mulitple courageous conversations througout the semester, rather solely at the beginning and the ends of the semesters.

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

Assessment meetings with Program faculty and staff have increased to include mulitple courageous conversations througout the semester, rather than solely at the beginning and the ends of the semesters.

2020-21 Assessment Report in Program Review

Library Science:

    • 2020-2021 Hybrid Instructional Program Review Library Science

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

Date: 10-22-2020

Sorted by: Program

Library Science

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Hybrid Instructional Program Review Library Science

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
LIBR B1	50%	28.95%	11.84%	0%
LIBR B55	26.27%	68.53%	5.2%	0%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Hybrid Instructional Program Review Library Science

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

There are normally at least two sections of LIBR B1 taught every semester, often three. One section each semester is dedicated to the Umoja learning community, while the other section(s) is open to all students. Each semester the librarians teaching B1 consult with one another before classes begin to determine which SLO they are scheduled to assess that semester. Each librarian assesses as they choose, which is most often done by isolating a particular homework assignment, quiz, or question(s) on the final that determines the student's understanding of that particular learning outcome.

LIBR B55 is assessed differently, since it consists of 7 sections of no-credit, no-grade 1-hour workshops taught mutiple times each semester. At the conclusion of each workshop session students are given an assignment to assess their mastery of the topic. The assignments are then graded with the established expectation being that 80% of students will score 70% or higher on the assignment. All 7 workshops (sections) are assessed every semester with 769 students submitting assignments during fall 2019 and spring 2020. This number was lower than normal due to the fact the workshops were cancelled in mid-March when the campus was closed because of COVID-19.

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

Librarians were pleased with the assessment data from both LIBR B1 and LIBR B55. The data from both courses shows that the library program is successful in teaching students in our courses the library research skills targeted in our SLOs and PLOS. In B55 nearly 95% of students met or exceeded the expectation of scoring at least 70% on the assignment. In LIBR B1, nearly 79% of students met or exceeded expectations as established by the instructor. But the concern is the 21% of students in LIBR B1 that didn't meet expectations. Each librarian that teaches is fastidious about reviewing assessments to determine where there may be weaknesses in instruction, misunderstanding of concepts, or poorly-worded quizzes or assignments and then refining to make improvements. In the case of B55 there will always be students -- due to the fact that they are unknown to the librarians teaching the class -- who make very little effort to listen or learn and then do poorly on assignments. Nevertheless, librarians still review all workshop assignments to catch common problems and then make changes to improve the teaching of certain concepts.

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

Librarians will continue to carefully examine assessment data to isolate common problems students are having with concepts and refine or improve teaching methods. For example, in one section of LIBR B55 (Research Strategies), the librarian noticed that students consistently scored low in their understanding of Boolean operators, which are targeted in the SLO for that course. As a result, this librarian overhauled her assessment tool (the worksheet) to approach Boolean operators slightly differently. This change led to a marked increase in student scores on the questions about Boolean operators. All librarians do continual refinements of a similar sort to their assessments after reviewing the data for their workshops and courses

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

Librarians have the luxury of working together most of the day, every day. Though conversations about assessment and improvement are regularly part of department meetings, it is also a topic of informal discussions that we have with one another throughout any given workday -- after teaching a workshop or after interacting with a student at the reference desk, for example.

2020-21 Assessment Report in Program Review

Vocational Nursing:

  • 2020-2021 Instructional Program Review Vocational Nursing

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

Date: 10-22-2020

 Sorted by: Program

Vocational Nursing

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Vocational Nursing

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
VNRSB67				
VNRSB68				
VNRB69	2%			0%
VNRSB69L				
VNRSB79				
VNRSB79L				
VNRSB83				
VNRSB84				
VNRSB88				
VNRSB88L				
VNRSB89				
VNRSB89L				

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Vocational Nursing

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

The VN Program has elected to evaluate all SLOs annually. Each VN course is only offered once a year but all course assessment data is completed at the end of the Spring semester.
Student learning objectives are assessed utilizing classroom didactics that align with course content. The Vocational Nursing (VN) program utilizes PowerPoint, group projects, case studies, and clinical skills to accomplish course objectives.

The program measures student learning through formative methods such as in-class assignments, discussions, and skills lab and classroom participation and summative methods such as examinations, quizzes, individual and group presentations, and written nursing process care plans. VNRS B69L (Level 1 – Foundations of Vocational Nursing Practice Laboratory) is structured so that students obtain a pass or fail to advance within the course to level 2. This is done via skills lab testing on week 15, where students are expected to be proficient in all required skills, but randomly tested on three skills for the day. VNRSB79L (Level 2 - Medical Surgical Nursing Laboratory) uses two written nursing process care plans (one assigned during weeks 2-8 and a second assigned during weeks 9-14) where students are expected to obtain a cumulative score of 75% in order to pass the course and progress to level 3. VNRSB89L (Level 3 – Advanced Medical Surgical Nursing Laboratory) uses a written nursing process care plan and an oral nursing process presentation during the semester where students are expected to obtain a 75% on each in order to pass the course. 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 Level 1. This allows for assessment of student study strategies, time management and school/work/life balance by an experienced nursing faculty member who can provide or guide students to needed resources in Level 1.

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

Unfortunately due to a lack of data, a true overall analysis of the strengths and weakness of the program cannot be made. The only course that was evaluated, where students did not meet the SLOs, is in VNRS B69 and 69L. This a a fundaments nursing course and often has a higher course failure rate than other courses in the program. This is the first true nursing course the students will take and many recognize that the rigors of the program exceed their interest in nursing or their ability to complete the program. The lack of data in other courses demonstrates a need for improvement of inputting data and an investigation as to why this occurred (faculty lack of knowledge, technical difficulties, assessments not performed, etc.). We will make it a program goal to get 100% compliance with completing course assessment in the 2020/21 academic year.

Despite the lack of SLO performance data, the nursing program uses other methods to determine strengths and weakness of the program. Measurements that validate program success includes retention and success rates. Our program on-time completion is 78%, and our NCLEX-PN (National Council Licensure Examination Practical Nurse aka Nursing Board Examination) pass rates for Quarters 1-4 of 2019 were 95%, based upon a total of 20 students. The faculty recognize the need for improvement in the areas of on-time completion and have implemented strategies to aid in improvement as delineated appropriately for the program. Our

first time licennsure pass rates are extremely high, compared to the national average of 85%.(https://www.ncsbn.org/Table_of_Pass_Rates_2020_Q2.pdf

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

As stated above, it is important to discover the reason VN faculty have not entered data for course SLOs. One member of the assessment committee is in the VN program and the RN program and would be an excellent resource to assist faculty with questions regarding input of data. The VN program will plan to allot time during the final VN faculty meeting of the Spring semester to allow faculty the opportunity to ask questions regarding the input of data. We have added obtaining 100% compliance with course assessment to the program goals for the following year.

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

VN Faculty meetings occur once a month (total of four meetings during the semester). During VN meetings, faculty members review attrition and current enrolled students. Each Spring semester VN Faculty and Chair review program goals, curriculum, course textbooks, and continued assessment of graduate data. Student feedback specific to student program review is discussed during meetings so faculty can continue utilizing resources students reported were helpful or change/discontinue resources students reported they did not use. At the end of each spring semester VN faculty are expected to complete SLOs assessments as VN courses are offered one a year. At this time faculty can individually assess class performance and make changes and improved based upon student data.