2020-21 Assessment Report in Program Review

Biology: **Date: 10-22-2020**

- 2020-2021 Instructional Program Review Biology   **Sorted by:** Program

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

Biology

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Biology

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
BIOL-B3A	6.52%	34.78%	43.48%	15.22%
BIOL-B3B	0%	0%	0%	0%
CHEM-1A		78.1%		
CHEM-B1B		95.8%		
MATH-B6A		67.2%		
PHYS-B2A	0%	0%	0%	0%
PHYS-B2B		77.2%		
PHYS-B4A		75.7%		
PHYS-B4B		89.2%		

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Biology

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

The BC Biology Department has adopted the use of multiple-choice questions, short answers, fill-in responses, and Pre/Post-test comparisons for SLO and PLO assessment. Faculty review their class data and compare their data with other faculty within their discipline. Faculty then discuss how the particular SLO(s) could be presented more effectively. Strategies include incorporating in-class review/discussion questions, developing new exercises, and laboratory assignments in an attempt to reinforce the material with practical application.

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

Strengths;

- Most BIOL AS-T students meet SLO standards
- Most courses have assessment data entered into eLumen

Weaknesses

- Several courses do not have any data entered in eLumen

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

Biology AS-T
Successful completion of BIOL-B3A and/or CHEM-1A leads to a high success rate in BIOL-B3B. Students attain the learning strategies required to succeed in STEM courses. BIOL-B3B Pre- and Post tests reflect that students are able to explain, describe, and analyze essential biological concepts. However, students have difficulty with BIOL-B3B SLO #5 (Illustrate and describe the structure and replication of DNA, transcription of DNA and translation of mRNA into proteins). BIOL-B3B faculty will consider alternative methods to increase student learning.

Human Biology AS
There has been a change in the kinds of majors taking BIOL-B18, B32, B33, and B16. Historically, 90% of the students taking allied health courses majored in Nursing or Human Biology with the goal of applying to a nursing program. Therefore, the lectures and laboratories were designed to reflect the clinical aspects of health care. Recent (non-scientific) surveys conducted by faculty reveal that approximately 50% of the students are not applying to a nursing program. These students are majoring in Kinesiology, Public Health, Physical Therapy, and Biology majors. UCLA now requires transferring BC Biology majors to take BIOL-B32 and B33. Lectures and laboratory content are being revised to provide greater diversity of assignments that would enhance learning within the field of human biology and health care.

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

Faculty within each program meets twice per semester. Time is allotted during a department meeting for assessment preparation. The initial assessment meeting provides time to discuss the planning of which SLO (s) will be assessed and how they will be assessed. The second meeting (usually week 15 of the semester) allows faculty to review the assessment data and submit data into eLumen.

2020-21 Assessment Report in Program Review

Education: **Date: 10-22-2020**

- 2020-2021 Instructional Program Review Education

   Sorted by: Program

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

Education

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Education

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
BIOL B11	32.29%	32.29%	18.75%	16.67%
CHDV B21	49.73%	26.49%	14%	9.78%
COMM B1	54.82%	27.39%	8.19%	9.6%
EDUC B24	48.2%	34%	11.4%	0%
ENGL B1A	29.63%	29.11%	20.27%	20.99%
ENGL B1B	0%	0%	0%	0%
ERSC B10	100%	0%	0%	0%
ERSC B10L	0%	0%	0%	0%
HIST B1	26.56%	37.41%	26.29%	9.74%
HIST B17A	25.8%	38.46%	21.2%	14.54%
HIST B18	26.6%	47.87%	11.7%	13.83%
GEOG B5	18.82%	64.75%	5.88%	10.55%
ENGL B3	0%	0%	0%	0%
PHIL B9	60%		6.67%	18.3%
ART B1	53.25%	10.58%	15.77%	20.41%
MUSC B22	13.05%	50.91%	36.03%	0%
THEA B20	30.77%	53.85%	10.26%	5.13%
COMP B2	0%	0%	0%	0%
MATH B4A	26.85%	36.11%	33.33%	3.7%
PHSC B12	0%	0%	0%	0%
POLS B1	36.24%	36.86%	22.79%	4.11%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Education

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

The plan is to assess the courses for this program by reviewing the outcome data for each course listed to determine if the success rates are adequate for students to progress toward the AD-T degree in a timely manner.

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

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

A strength of this program is that most of the courses of the degree are general education courses that are offered consistently on multiple campuses. Another strength is that the degree is fully articulated with CSUB's liberal studies program the number of sections for the Intro course EDUC B24 has more than doubled since we became a new department. We have added more modalities (online, hybrid, online flexible) due to Covid-19, W and we are able to meet our students' needs. e will continue to work to improve how we offer the courses in ways to accommodate the needs of professionals seeking these courses.

There are several weaknesses with this program of the outcome data reported for the required and recommended courses. Five courses are missing outcome data, so we cannot determine the success rate in those five courses (ERSC B10L, ENGL B1B, ENGL B3, COMP B2, PHSC B12). Two of the courses in the program are below 70% success rates according to the assessment data provided (Music B22, MATH B4a); however, this is an improvement from last year, with 6 courses falling below 70% success. Also, there are not enough sections of some of the required courses to accommodate the students in this pathway (GEOG B5, PHIL B9, ERSC B10, BIOL B11). Check with Brynn. For EDUC B 24, The FTES to FTEF ratio dropped from 13.6 to 6.0 the previous year due to the transitioning to a new department.

Not all courses have SLO reports. It was difficult to make a comprehensive review.

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

As we usher in a host of new courses in the development of our Education Department, it will be critical to for us to work together to refine the process and timing by which we input our assessment data. This will ensure that we have our Education courses are appropriately scheduled in terms of the number of sections and modalities. So far, we have seen that EDUC B24 has had overall success, but we have found that the department needs to offer an effective number of sections and improve the modalties through which we offer the course. As well, we plan on accessing all SLOs every semester as a best practice.

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

Since the department was founded, the faculty have met monthly to discuss the assessment process and data collection.

All but one of the courses in the degree are housed outside of the department. The one course within the department, EDUC B24, belonged to a different department until a year ago. We are developing a process to ensure that EDUC B24 SLOs are evaluated in a timely fashion and in accordance with local requirements.

2020-21 Assessment Report in Program Review

Mathematics:

- 2020-2021 Instructional Program Review Mathematics

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

Mathematics

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Mathematics

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
Math B1A Precalculus I	7.27%	61.82%	24.24%	6.67%
Math B1AL Precalculus I with Lab	21.67%	45%	28.33%	5%
Math B1B Precalculus II	7.09%	50.39%	33.07%	9.45%
Math B2 Basic Functions and Calculus for Business	0%	0%	0%	0%
Math B21 Special Projects in Mathematics	0%	0%	0%	0%
Math B22 Elementary Probability and Statistics	20.1%	35.11%	36.39%	8.4%
Math B22L Elementary Probability and Statistics with Lab	16.96%	33.93%	40.18%	8.93%
Math B23 Finite Mathematics	28.91%	30.81%	33.18%	7.11%
Math B4A Mathematics for Elementary School Teaching	26.85%	36.11%	33.33%	3.7%
Math B6A Analytic Geometry/Calculus I	20.83%	41.67%	30.56%	6.94%
Math B6B Analytic Geometry/Calculus II	23.53%	17.65%	17.65%	41.18%
Math B6C Analytic Geometry/Calculus III	34.92%	34.94%	30.16%	0%
Math B6D Ordinary Differential Equations	1.47%	48.53%	48.53%	1.47%
Math B6E Elementary Linear Algebra	36.67%	33.33%	10%	20%
Math B72 General Mathematics	18.18%	48.86%	28.41%	4.55%
Math B75 Fundamentals of	24%	42%	24%	10%

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
Algebra for BSTEM majors	24%	42%	24%	10%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Mathematics

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

1. Our department assesses the SLOs of every spring semester for all courses and every CRN. Our faculty including adjunct faculty use exactly the same questions for each course and each CRN.
2. A readiness test for Math B1A and Math 1AL was given during the first two weeks of class. The test contains eight problems coming from elementary algebra. Results of eight sections of Math B1A and six sections of Math B1AL were collected. The purpose of this test is to give students an idea of where they stand before continuing the course. Students have the opportunity to transfer to Math B75 which is one level below Math B1A and Math B1AL.

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

Strengths: Base on spring 2020 SLO data, we found that we have a higher success rate for the courses with labs especially Math B72 and Math B75 as a strength. Because this year's success rate just right about 70% or higher. **Weakness:** It seems Math B22L, basically, any student cans take this course regardless of their high school GPA, math background, and there is no prerequisite, so this course tends to have a higher unsuccess rate.

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

1. Per AB 705, we are offering more courses with support such as Math B1AL, Math B22L, and especially Math B72 and Math B75 where

have labs every other day throughout the week. We also develop the non-credit courses such as Math B51NC, Math B52NC, and Math B71NC.

2. Per AB 705, entering students whose major are STEM are placed into either Math B1A or Math B1AL based on their high school GPA. Students who ftake the readiness test and eel they are not prepared to take Math B1A or Math B1AL have the opportunity to take Math B75 which was a course created as one level below Math B1A and Math B1AL.

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

The math department has 3 department meetings each semester during which Assessment and Data Collection is discussed. We also have four data coaches in our department who work either directly or indirectly with Craig Hayward and the STEM completion team. Our data coaches are looking at increasing completion rates for our students in our AS-T programs and for student success in our new AB705 curriculum modifications. We collect quarterly grades for students in MathB72, MathB75, MathB1A, MathB1AL, MathB22, and MathB22L to track success in our new AB705 curriculum modifications.

2020-21 Assessment Report in Program Review

Occupational Safety Risk Mgmt:

- 2020-2021 Instructional Program Review OSRM

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

Occupational Safety Risk Mgmt

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review OSRM

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
OSRM B10	0%	90%	10%	0%
OSRM B12	0%	90%	10%	0%
OSRM B16	0%	100%	0%	0%
OSRM B18	0%	80%	20%	0%
OSRM B20	0%	100%	0%	0%
OSRM B26	0%	100%	0%	0%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review OSRM

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

CSLOs are assessed a variety of ways, and are ongoing throughout the course, including but not limited to:

- quizzes and exams
- writing assignments
- student presentations
- critical thinking activities
- research activities

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

The strength of the program is that it offers students coursework applicable to many career paths, and a degree pathway to a broad profession. Students taking the courses are specifically interested in the safety/risk management profession and therefore there is a higher level of commitment to engage with the material. Non-OSRM students who enroll in OSRM courses have typically done so because they see a connection and relationship with the course scope and their degree pathway. These students also tend to engage at a higher level with the material. Students who do not see a career connection or who don't see the application of the course material in their lives usually drop the courses early in the semester.

Another strength of the program is that it offers an educational path to a well paying career. Most students who enroll recognize the potential career opportunities.

A weakness of the program is that OSRM coursework is not yet acknowledged within other pathways. For instance, although an OSRM course, the Risk Management course would be an excellent elective or requirement for the Business degree. All Industrial Technology majors should require OSRM B10 Occupational Safety and now that OSRM B26 Risk Management and OSRM B18 Environmental Health Safety Law and Administration are approved for GE, this should help increase enrollment and lift the profile of the program.

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

No changes at this time, enrollment is improving as more students become aware of the program and courses. In Fall 2020 all OSRM offered courses were filled.

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

There is only one professor for the OSRM program at this time. Therefore, it could be said that planning, data collection, and program improvement are of constant consideration. There is an OSRM advisory committee which provides regular feedback and input. The committee meets once per year and via electronically as necessary.

2020-21 Assessment Report in Program Review

Fire Technology:

- 2020-2021 Instructional Program Review Public Safety (Fire/Paramedic/Police)

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

Fire Technology

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Public Safety (Fire/Paramedic/Police)

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Public Safety (Fire/Paramedic/Police)

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

The plan includes program development & expansion, quality delivery of instruction, and innovative technology to enhance student completion and success in the Public Safety Training Programs. Align our (CSLOs/PLOs/ILOs) with similarly situated community colleges to increase efficiency enrollment, retention, and completion. A review of all program mapping is underway to ensure alignment. Support and alignment of goals are accomplished through internal program initiatives focused on student success

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

There is an increase in the program enrollment to include the addition of a police academy course. This is a welcome strength, the weakness is providing additional training classroom for this program. The increase enrollment has a positive impact on the student population in these three career fields. Thus as a weakness, our department requires additional classroom locations, instructors to cover the specialized courses, and classified staff to support the increased student populations. The law enforcement and Paramedic programs are new, yet, have a high probability of students transitioning into these career pathways.

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

This question has not been answered yet

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

The Department has a Public Safety Advisory Board, Law Enforcement Advisory, EMT Advisory Board, Fire Training Advisory Board, and Department monthly meeting. These advisory boards/committees provide strategic direction through internal program initiatives focused on student success is to facilitate continuous academic improvement.