2020-21 Assessment Report in Program Review

Child Development:

- 2020-2021 Instructional Program Review Child Development

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

Child Development

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Child Development

This section has no content

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Child Development

PLAN:

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

Using the timetable developed through the Assessment Committee we will input SLO data to support courses under assessment. This is completed during the Spring semester for utilizing Fall semester data from courses under the current period. The Child Development program utilizes a standardized portfolio assignment or exam across course sections to gather assessment data.

REFLECT:

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

This question has not been answered yet

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)

This question has not been answered yet

2020-21 Assessment Report in Program Review

Food Service:

- 2020-2021 Instructional Program Review Food Service

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

Food Service

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Food Service

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
FDSV B50- Introduction	85.19%	9.26%	3.09%	2.47%
FDSV B51-Orientation	92.07%	7.93%	0%	0%
FDSV B52- Sanitation	81.11%	15.56%	3.33%	0%
FDSV B55a -Theory I	92%	0%	8%	0%
FDSV B55b-Theory II	65.4%	30.8%	3.8%	0%
FDSV B55c-Lab I	80.88%	19.12%	0%	0%
FDSV B55d-Lab II	48.57%	45.71%	5.71%	0%
FDSV B55e-Advanced Practicum	85.94%	3.12%	6.25%	4.69%
FDSV B55f-Fundamental of Baking	65.22%	30.43%	4.35%	0%
FDSV B55k-Advanced Baking	50%	25%	12.5%	12.5%
FDSV B59-Management	100%	0%	0%	0%
FDSV B48WE- Work Experience	50%	25%	12.5%	12.5%
NUTR B10-Introduction	32.94%	45.45%	9.91%	11.7%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Food Service

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 assessments 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

REFLECT:

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.

REFINE:

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.

DIALOGUE:

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

Industrial Technology:

- 2020-2021 Instructional Program Review Industrial Technology

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

Industrial Technology

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Industrial Technology

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
SLO assessments were not completed in the previous cycle due to COVID				

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Industrial Technology

PLAN:

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

INDT classes are taught by various faculty in all programs, based on need. The most-often offered course, INDT B10, is an occupational readiness course taught by faculty from OSRM, electronics, automotive, and industrial drawing. Other classes in this program are either work experience classes or special projects classes.

As you can see from the table above, no data has been collected for SLO assessment during the previous cycle.
It is one of the goals of the program to assess SLOs on a regular basis.

REFLECT:

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

N/A

REFINE:

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

N/A

DIALOGUE:

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

Training and support for SLO assessment will become a part of the routine for INDT classes so we may have data regarding studnt achievement.

2020-21 Assessment Report in Program Review

Psychology:

- 2020-2021 Instructional Program Review Psychology

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

Psychology

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Psychology

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
PSYC B1A	55.21%	22.74%	12.22%	9.83%
PSYC B1B	41.27%	40.99%	4.51%	13.24%
PSYC B5	50.83%	18.04%	15.02%	16.11%
PSYC B6	57.25%	28.63%	6.49%	7.63%
PSYC B20	65.96%	17.26%	12.06%	4.73%
PSYC B30	67.76%	25.27%	4.36%	2.61%
PSYC B33	74.29%	20%	5.71%	0%
PSYC B40	42.46%	32.22%	15.87%	9.44%
PSYC B100	100%	0%	0%	0%
MATH B22	16.96%	33.93%	40.18%	8.93%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Psychology

PLAN:

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

All course SLOs are assessed every semester.

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. (see examples)

Overall, the program is pleased with the student performance. When the criteria for "exceeds expectations" and "meets expectations" are combined, the percentages range from 68.87% (PSYC B5) - 94.29% (PSYC B33). This range excludes MATH B22, because this course is not in our department. This range also excludes PSYC B100, because this class is atypical in that only one course section is taught once per school year. This range suggests that our students are meeting the program standards and goals of the program.

A weakness of the program is that two of the courses included in this report (PSYC B33 and B100) were taught exclusively by adjunct faculty who need training in entering assessment data into elumen.

REFINE:

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

The faculty members of the program discussed and decided that PSYC B6 will be assessed using the following rubric for future semester:
"% Students Exceed:" 80% or Better
"% Student Meets:" Less than 80%, but better than 70%
"% Students Doesn't Meet:" Less than 70%
The justification for the change in assessment criteria for PSYC B6 is based on the standard for assessment of the prerequisite course (PSYC B5).
Additinally, PSYC B6 is considered a culminating course for PSYC majors.
To increase rigour and effectiveness across all offered courses the faculty have created Canvas shells specific to each course. The Canvas shells offer sample syllabi, assignments, assessments, and activities specific to each course. Access is given to all faculty including adjucnt instructors in order to increase adherance to student learning outcomes. Members can add to and adjust these Canvas shells as necessary to incorporate effective teaching methodologies and offer multiple

tools to increase both student invovlement as well as effective assessment.
Faculty have also been appointed as leads for each course (B1a, B1b, B5, etc.) to act as a point of contact for adjunct instructors. Course leads maintain regular contact with instructors to encourage adherance to instrucitonal guidelines (ie syllabus content, assessment, and communication). Additionally faculty have acted as points of contact for both part time and full time faculty seeking assistance with technology and remote instruction.
Finally, faculty have created and made available a list of text books offered for multiple courses and a list of publisher contact information. These are offered as options to any instructor leading a course.

DIALOGUE:

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

Psychology faculty meet (at least) bimonthly to discuss issues pertaining to the program, which includes assessment. The initial meetings include discussion of assessment rubrics 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.
Additionally, faculty members serve on assessment and curriculum commitees, and in the guided pathway institute.

2020-21 Assessment Report in Program Review

Sociology:

- 2020-2021 Instructional Program Review Sociology

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

Sociology

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Sociology

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
SOCI B1	19.5%	69.18%	10.69%	0.63%
SOCI B2	0%	0%	0%	0%
SOCI B20	0%	0%	0%	0%
SOCI B28	38.1%	35.71%	8.73%	17.46%
SOCI B45	0%	0%	0%	0%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Sociology

PLAN:

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

Assessment Procedure

Courses in in the program are assessed 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 their syllabi. 2. Faculty assess students' understanding of SLOs using tests, essays, creative classroom activities, quizzes, speeches, and other projects during the course of the sememster. 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 strengths and weaknesses of their courses. 4. Based upon the reflection, faculty revise the emphases, activity structure, assignments, etc. for the following sememster.

Assessment Rubric

Faculty use the following rubric when assessing SLOs:

- Exceeds expectations: student scores are 80% or above
- Meets expectations: student scores are between 60% - below 80%
- Does not meet expectations: student scores are below 60%

REFLECT:

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

Strengths:
Results indicate that students understand SLOs well, as the the percentage of students who either meets or exceeds expectations ranges between 73.81% (SOCI B28) and 88.68% (SOCI B1), which is greater than the department's goal of 70%.

Weaknesses:
The sociology program merely operates with 2.5 full-time faculty and need to rely a great deal on adjuncts. The past academic year was especially difficult as the number of sections offered by the program increased by 29% compared to the previous academic year while one full-time member was on medical leave and another was and still is requested to teach a large number of PSYC B5 courses in the psychology program. Although assessment reporting has slightly improved, adjuncts may need more training in eLumen and about the philosophy of assessment reporting.

REFINE:

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

Faculty intend to take the following actions:

1. Impement training in eLumen for program faculty, focused particularly on how to conduct assessment reporting.
2. Develop Canvas shells specific to each course in the program. The intent is to develop a space where full-time faculty and adjuncts can share their ideas, syllabi, assignments, assessments, etc. to be better equipped to support student learning in the classroom.

DIALOGUE:

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

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.