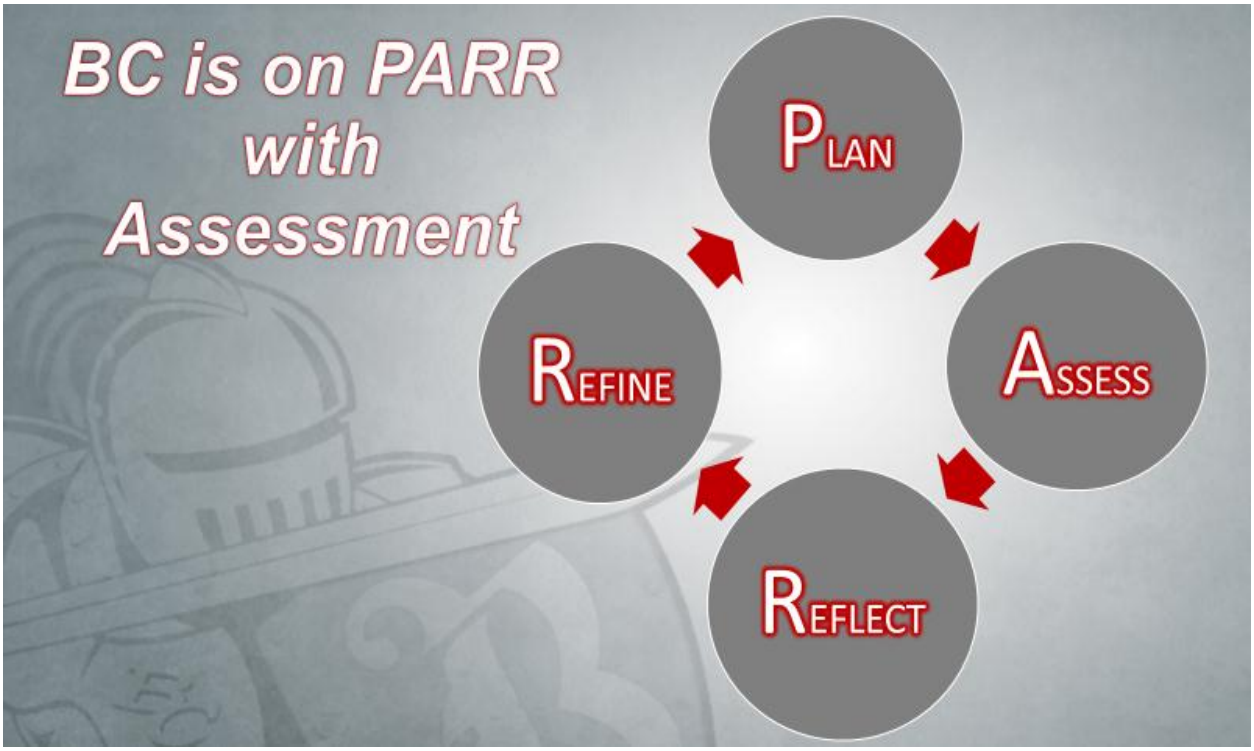
Program Review – Assessment Report Instructions



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Program Review – Assessment Report

Name of Program: Accounting

Full and part time faculty sit down together and decide what tool will be used for the assessment and then the data is collected. With e-lumen each faculty is required to enter his or her individual information per section. The tool to be used will vary depending on what is going to be measured.

Plan – Describe the process used to assess the courses for this program.

Assess – Fill in the table using the data from the report SLO Performance - By Department, Course, CSLO

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
BSAD B53a	77.7	8.78	4.05	9.46	100
BSAD B53b	71.57	17.65	3.92	6.89	100
BSAD B54	91.53	7.94	0.53	0	100
BSAD B55	83.33	16.67	0	0	100
BSAD B40	65.12	26.74	5.81	2.33	100
BSAD B51	60.67	19.33	5.33	14.67	100
BSAD B264	73.19	23.81	0	0	100
BSAD B18	80.99	0.29	7.31	11.4	100
BSAD B5	62.82	18.18	20	0	100
COMP B5	0	81.26	17.18	1.68	100
BSAD B20	64.29	27.07	7.52	1.13	100

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

COMP faculty meet separately from BSAD faculty so I am not able to discuss why no student exceeds requirements. Data does show that in more advanced classes in the program student perform better than in lower level classes.

Refine – Summarize the changes that discipline faculty plan to implement based on the program's

Full-time faculty should work more closely with adjunct to help prepare materials and students for the assessments in the entry level classes.

strengths and weaknesses listed above.

Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g.,

Faculty meet on an as need basis. Most of the upper level classes only have one section of each course offered. I cannot comment on COMP course.

planning, data collection, and results) for this program (e.g., department meeting).

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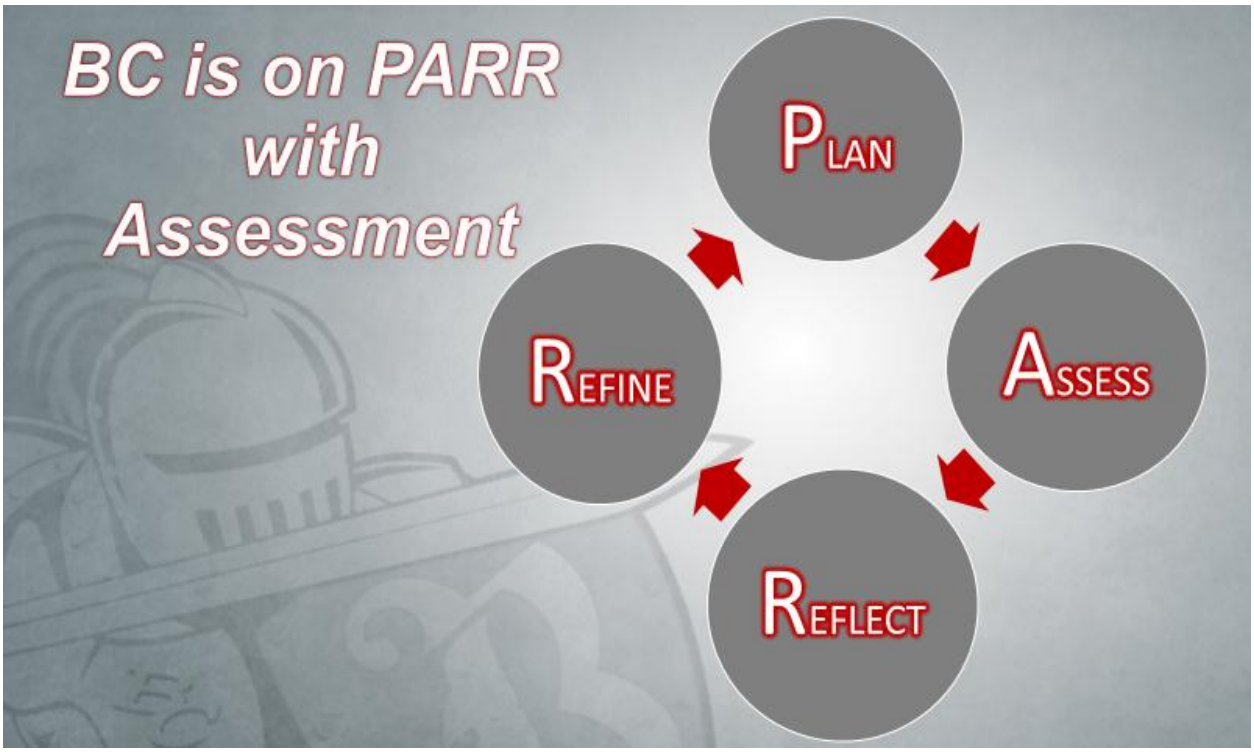

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Program Review – Assessment Report

Name of Program: Architecture

Plan – Describe the process used to assess the courses for this program.

Assessment was completed using a combination of observation of student activities and formal assessments. Observations included observing students as they completed the set-up and operation of various machines and their ability to calculate speeds and feed rates as well as cutting threads.

Assess – Fill in the table using the data from the report SLO Performance - By Department, Course, CSLO

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
ARCH B6	42	22	8	0	72
ARCH B1	22	7	4	2	35
ARCH B11	21	18	13	0	52
ARCH B12	19	2	1	0	22
ARCH B16	24	6	2	0	32
ARCH B21	142	33	33	26	234
ARCH 30	22	4	2	0	28

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

The strength of the program lies in the hands-on nature of assignments. Looking at the SLOs overall, students seem to excel in the assignments that have the tactile components. Success rates are lower on SLOs that are assessed through other means, such as reports and presentations.

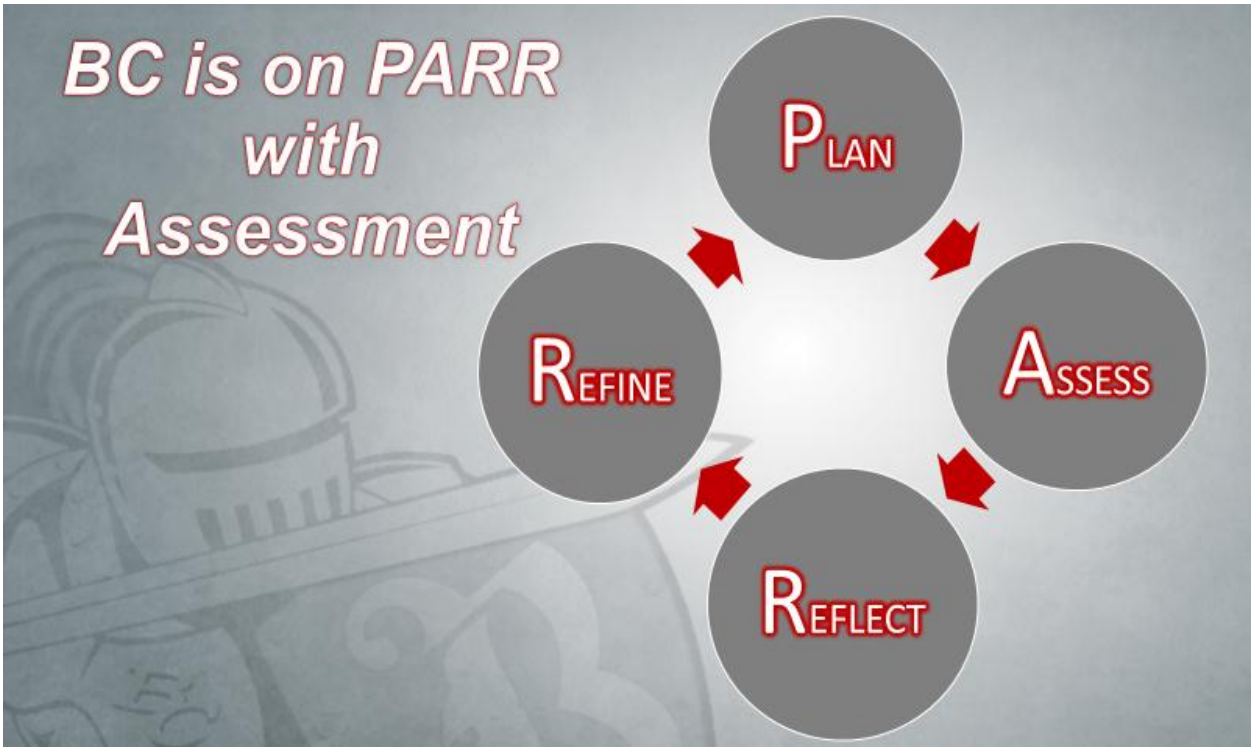
Refine – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.

Based on the information above one might think that the best recourse would be to change assessment practices to favor student tendencies, but that would undermine the importance of reports, presentations, and similar activities. Importance of reports and presentation in industry is very high. For these reasons, faculty plan on giving students more opportunities to improve in these areas before 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).

Faculty meet in an ongoing manner to discuss issues with the classes and program. Often meetings are informal, as the faculty meet in an ad-hoc manner. Formal department meetings are regularly held and faculty meet in a one-on-one fashion in the laboratory environment.

Program Review – Assessment Report Instructions



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Does not exist as of 9/14/2018

Program Review – Assessment Report

Name of Program: Computer Science Associate Degree for Transfer

For the four core courses (COMP B11, COMP B12, COMP B13, and COMP B14) required for this degree which are taught in the Computer Science Department, one instructor per course was selected to perform the assessment and report the results in e-lumen. We assessed the SLO's indicated by the "x" in the "17-18" column of the ***Computer Science Assessment Plans Rev. 6/15/2018*** at https://committees.kccd.edu/sites/committees.kccd.edu/files/ACOMM_17-18_COMP-Assessment-Plan_6-2018.pdf. We are not aware of the processes used in the assessment of MATH B6A, MATH B6B, PHYS B4A, and PHYS B4B, which are also required for the Computer Science ADT. For all these courses we simply use the data described as **Totals for CSLOs** for the appropriate course provided at https://committees.kccd.edu/content/archived-learning-outcomes-data.

Plan – Describe the process used to assess the courses for this program.

Assess – Fill in the table using the data from the report SLO Performance - By Department, Course, CSLO

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
COMP B11	57.41%	1.85%	29.63%	11.11%	100.00%
COMP B12	31.25%	31.25%	18.75%	18.75%	100.00%
COMP B13	70.00%	0.00%	0.00%	30.00%	100.00%
COMP B14	91.07%	3.57%	5.36%	0.00%	100.00%
MATH B6A	27.18%	32.04%	28.16%	12.62%	100.00%
MATH B6B	22.50%	38.33%	35.00%	4.17%	100.00%
PHYS B4A	62.50%	20.83%	4.17%	12.50%	100.00%
PHYS B4B	0.00%	0.00%	0.00%	0.00%	0.00%

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

Clearly the assessment process was quite different for each of the courses in the different disciplines. That is a weakness of the assessment process. I don't feel that we can draw any conclusions about the strengths and weakness of our program from this data.

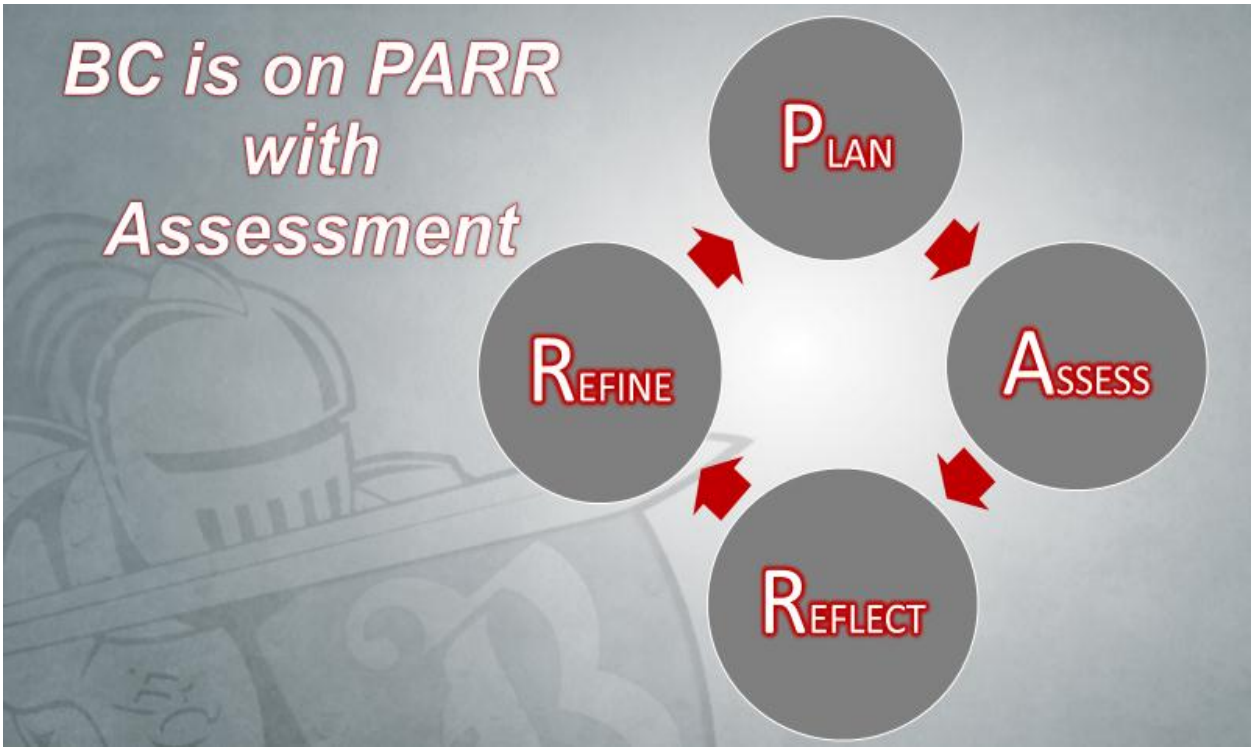
Refine – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.

Since we were unable to draw any conclusions from the data, no changes are based on them.

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).

This is **Future Program Goal** #2 in this year's Program Review.

Program Review – Assessment Report Instructions



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Program Review – Assessment Report

Name of Program: Environmental Horticulture Associate of Science Degree

This program uses eLumen information.

Plan – Describe the process used to assess the courses for this program.

Assess – Fill in the table using the data from the report SLO Performance - By Department, Course, CSLO

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
AGRI B49	0	0	0	0	0
ORNH B1	0	0	0	0	0
ORNH B2	0	0	0	0	0
ORNH B3	0	0	0	0	0
ORNH B4	59.74%	14.94%	9.74%	15.58%	100%
ORNH B6	0	0	0	0	0
ORNH B7	45.45%	44.63%	9.92%	0.00%	100%
ORNH B8	0	0	0	0	0
ORNH B36	0	0	0	0	0
ORNH B48WE	0	0	0	0	0
CRPS B3	0	0	0	0	0
CRPS B5	0	0	0	0	0
SOIL B1	0	0	0	0	0

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

There is insufficient data to assess this program based upon assessment data.

Refine – Summarize the changes that discipline faculty plan to implement based on the program's

There is insufficient data to assess this program based upon assessment data.

strengths and weaknesses listed above.

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).

This program is examined with each advisory meeting and the courses are being reviewed every year with industry. Ag Advisory committee input, personal discussion survey of industry leaders from the California Landscape Contractors Association, and Local industry feedback is used.

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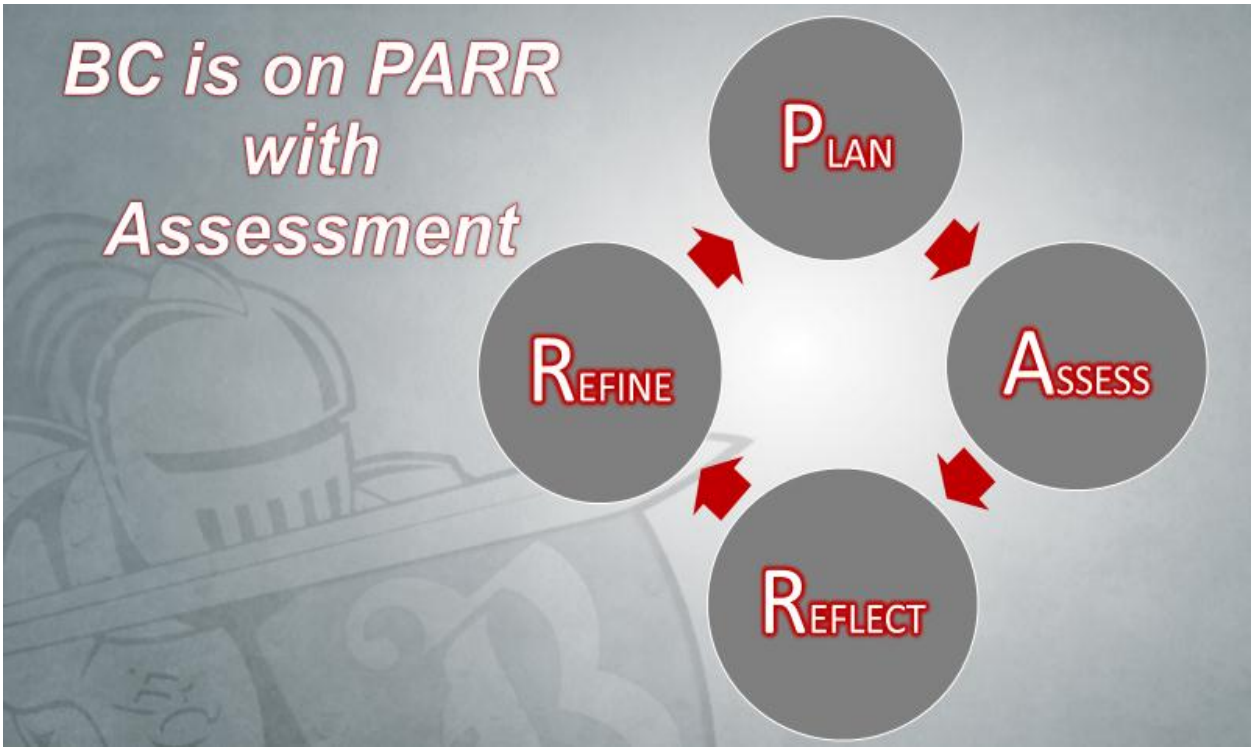

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Program Review – Assessment Report

Name of Program: Health & Physical Education

Students were administered a Pre- Test assessment tool at the beginning of the semester and a Post-Test Assessment at the End of the semester.

Plan – Describe the process used to assess the courses for this program.

Assess – Fill in the table using the data from the report SLO Performance - By Department, Course, CSLO

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
Health B1	17.1	58.17	17.63	4.29	100
PHED B14		83	17		100
PHED B 6 JD		100			100
PHED B 10		90.48	9.52		100
PHED B 11	98.33		1.67		100
PHED B 12	25.64	69.57	4.79		100
PHED B 13	11.4	21.93	11.40	55.26	100
PHED B 17	12.22	87.22	.56		100
PHED B 6 SC	81.06	12.88	6.06		100
PHED B 24		100			100
PHED B 6 T	30.69	68.78	.53		100
PHED B 29	14.44	85.56			100
PHED B 6 WT	84.78	9.78	5.43		100
PHED B 2SB	19.34	79.84	2.94		100
PHED B 32	1.47	95.59	2.84		100
PHED B 33	26.32	73.68			100
PHED B 34 C	52.86	41.74	5.41		100
PHED B 34 WT	46.53	53.47			100
PHED B 36	31.73	65.26	3.0		100
PHED B 39 A		54.55	23.48	21.97	100
PHED B 3 ADP	68.86	32.14			100
PHED B 42	11.24	71.08	.40		100
PHED B 6A	82.24	2.94	8.82		100
PHED B6 BB	54.50	23.87	20.72	.9	100
PHED B6 BLB		100			100
PHED B6 FCX	13.70	73.29	8.36	4.65	100

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

Based on the SLO performance data listed, 28.99% of students assessed exceeded expectations and 62.27% of students met expectations.

Refine – Summarize the changes that discipline faculty plan to implement based on the program's

Discipline faculty will assess all SLO's for each sections at least once a year.

strengths and weaknesses listed above.

Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g.,

Subject area meetings will be held at the end of each spring semester to discuss the assessment process, planning, data collection, and results for the program.

planning, data collection, and results) for this program (e.g., department meeting).

Program Review – Assessment Report Instructions

Program Review – Assessment Report

Name of Program: Radiologic Technology

Instructors were assigned the required SLO to assess as directed by the BC Assessment Committee. Instructors selected the correct assessment tool for their course to assess the selected SLO.

Plan – Describe the process used to assess the courses for this program.

Assess – Fill in the table using the data from the report SLO Performance - By Department, Course, CSLO

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
RADT B1A- Intro. to Radiologic Technology		100.00			100.00
RADT B1B- Patient Care		100.00			100.00
RADT B2A- Radiographic Anatomy & Positioning 1		100.00			100.00
RADT B2B- Radiographic Anatomy & Positioning 2		100.00			100.00
RADT B2C- Radiographic Anatomy & Positioning 3	100.00				100.00
RADT B3A- Radiographic Principles 1		95.83	4.17		100.00
RADT B3B- Radiographic Principles 2	25	70.45	4.55		100.00
RADT B4A- Intro. to Clinical Education		100.00			100.00
B4B- Clinical Education 1		100.00			100.00
RADT B5-	100.00				100.00

Radiation Physics					
RADT B6-Clinical Education 2		100.00			100.00
RADT B7-Clinical Education 3	2.5	97.5			100.00
RADT B9A-Sectional Anatomy	99.44	5.56			100.00
RADT B10-Clinical Education 4		100.00			100.00
RADT B11-Radiographic Pathology		94.4	5.56		100.00
RADT B12-Radiobiology & Radiation Protection		100.00			100.00
RADT B13-Clinical Education 5	55.56	44.44			100.00
RADT B30-Principles of Venipuncture	100.00				100.00

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

Overall performance is excellent. RADT B3 courses (B3A, B3B and B5) continue to challenge students the most. These courses involve algebraic equations and fundamental physics content. Clinical Courses (B4, B6, B7, B10, B13) are the strongest performing classes. These courses are clinical courses in the outpatient and hospital settings.

Refine – Summarize the changes that discipline faculty plan to implement based on the program's

New faculty are teaching the majority of our courses. To better assist students fundamental algebra functions should be stressed within program courses to improve student performance in RADT B3 A,B and B5.

strengths and weaknesses listed above.

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).

Assessment data will be discussed at faculty meetings. At this time we have discussed the categories of Program (PLO), Student (SLO) and Institution (ILO) learning objectives. Training in assessment tool development, selection and application are required. Transitioning into assessment analysis and goal-setting will also be part of faculty training.