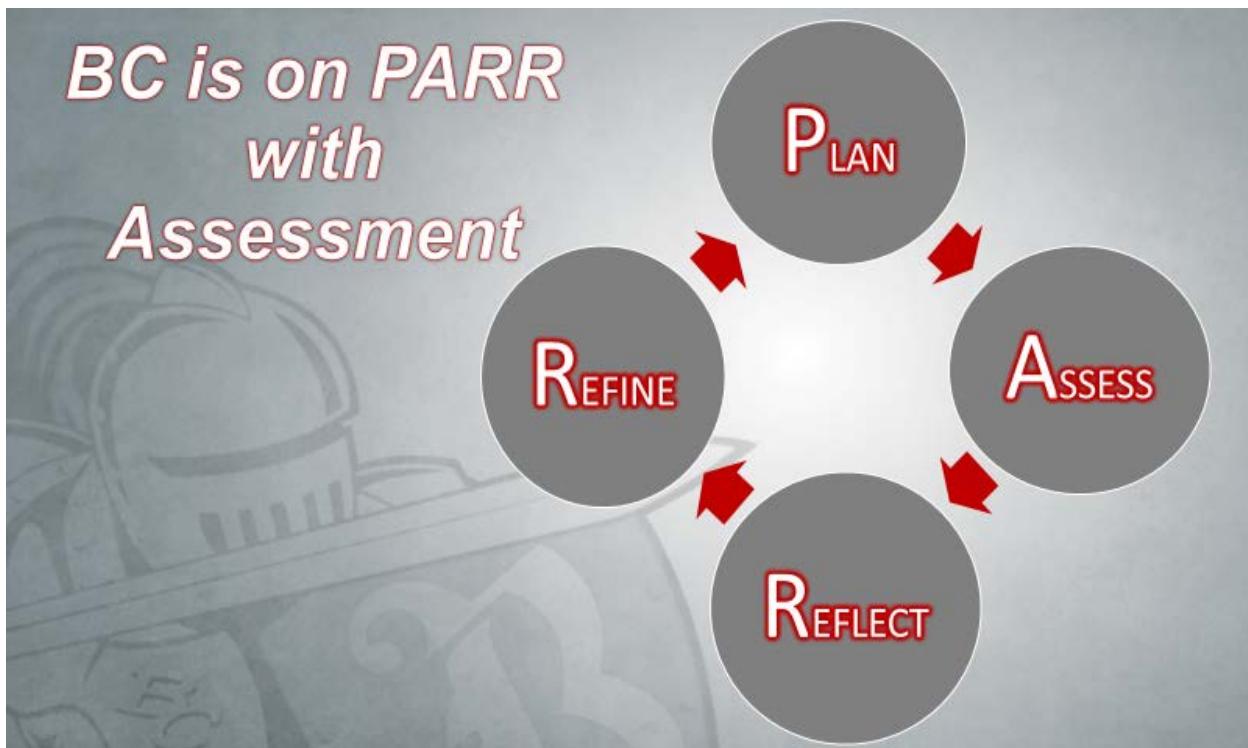


Program Review – Assessment Report Instructions



Instructions:

1. In eLumen, the department chair (utilizing the Report Creator role), or the Assessment Committee representative, over the program needs to generate the report titled “SLO Performance - By Department, Course, CSLO”. The report should be generated for each required course and elective listed in the program (e.g., if a math course is part of the psychology program, then the above report should be pulled for both mathematics and psychology courses). When running the report be sure to include fall, spring, and summer terms for the prior academic year. See handout “eLumen Training for Department Chairs” on the Academic Technology webpage for more detailed instructions: www.bakersfieldcollege.edu/academic-technology/elumen-assessment
2. Assessment Table - Column 1: list each required course and elective for the program.
3. Assessment Table - Columns 2 – 6: At the end of each course in the above report, there is a table titled “Totals for CSLOs” that contains the data necessary to complete the Assessment Table. Be sure that all rows that contain data total to 100% for Column 6.
4. Complete one Assessment Report per program and return the completed form(s) to the Program Review Committee. Write your responses in the textbox, the textbox will expand as needed.

Program Review – Assessment Report

Name of Program:

Academic Development

ACDV uses common course assessments for norming and collective departmental information. We use the data for departmental discussions about SLO, assessment, and curricular modifications needed for improvements. The results below are from Spring 2018 only. We are using what we put into eLumen. For some courses we reported assessments for all of the SLOs and for others we chose only 1 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
B5	79.3	3.12	11.33	6.25	100
B5A	0	50	50	0	100
B50	27.97	50.85	11.86	9.32	100
B55	0	100	0	0	100
B61	4.05	51.01	26.32	18.62	100
B70a	86.56	8.7	4.35	0	100
B70b	59.09	4.55	36.36	0	100
B70c	13.64	63.64	18.17	4.55	100
B70d	0	75	25	0	100
B70e	94.12	5.88	0	0	100
B70f	90.48	9.52	0	0	100
B72	40.92	33.81	12.01	13.27	100
B80	32.35	44.12	8.82	14.71	100
B201a	40	60	0	0	100
B201b	0	46.65	51.35	0	100
B201c	0	47.25	52.75	0	100
B280	0	100	0	0	100

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

ACDV strengths as far as course level SLOs include the B55 bridge program and B280 tutoring. Student success is meet 100% by these programs. B72 has overall success, but we have found there are still areas of improvement needed. The B70a-f study skills series is also a successful part of our program and serves students from across multiple disciplines. The B50 and B61 courses are critical to students' college success by teaching them strategies to read and think critically across academic disciplines.. Unfortunately, there is a push from administration to remove reading competency courses and place students directly in to transfer level courses.

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

B72 has overall success, but we have found there are still areas of improvement in skills and collaborate as course faculty to make those revisions using data from multiple assessments throughout the semester. We also have a peer mentoring program to support that course specifically. The B70a-f study skills series is also a successful part of our program. We are going to use the data to revise the course from a series to a course to remove duplicated material and focus on areas of skill weaknesses we have found through assessments. Even though the B55 Bridge course shows great retention and success, we will use both qualitative and quantitative data to make improvements needed to scale the enrollments.

strengths and weaknesses listed above.

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

Our faculty meet with course mentors and as a whole department multiple times a semester.

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