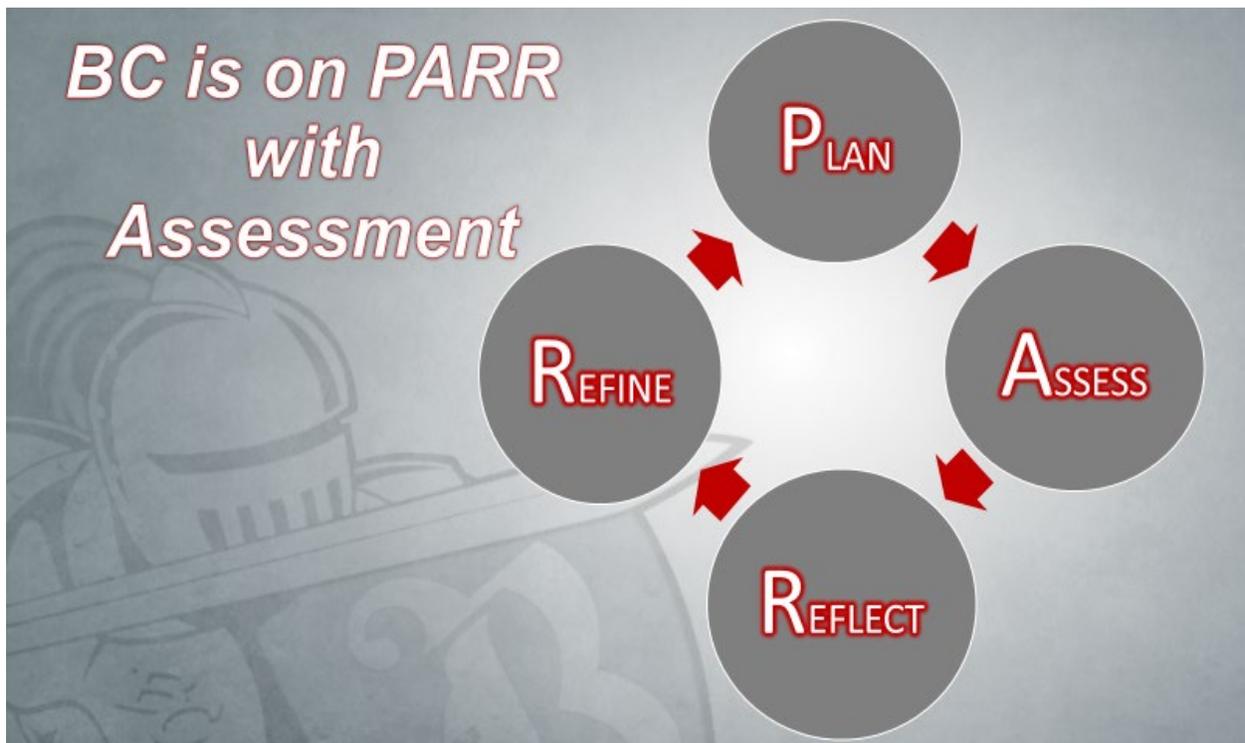


Program Review – Assessment Report Instructions



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:

American Sign Language

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

The ASL program faculty that teach each course within our program utilize the same text, assignments, exams, video exams, class materials, syllabus, Canvas shell, etc. We also discuss and decide as a group which assignment, test or test question will be utilized in assessing each specific SLO. When we have gathered the data from our assessment we meet to discuss our findings and see where improvements/adjustments need to be made. All faculty that teach a particular course are involved in the discussion, including adjunct faculty. It is through our discussion that we decide to adjust assignments, materials or even rewrite SLO's so that they are better defined and/or actually assessing what we think we are assessing.

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
ASL 1	0	0	0	0	0
ASL 2	31.71%	37.4%	17.07%	13.82%	100%
ASL 3	0	0	0	0	0
ASL 4	0	0	0	0	0
ASL 6	16.67%	43.33%	26.67%	13.33%	100%
ASL 7	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.

We have not yet had a discussion regarding the numbers in the table; we will do so in the coming months.

We believe that one of our strengths is the fact that ASL 1 & ASL 2 instructors all utilize the same course materials, assignments, tests, etc. Which makes assessing our SLO's easier and leads to great minds working together to analyze data and problem solve where needed. It is through these discussions over time that we decided to intentionally work in a more inform fashion. We did this because we were all teaching the same material but in vastly different pedagogical approaches. Our students were leaving ASL 1 & 2 with emphasis on different skills and some with only marginal skills. We needed to help our adjuncts be stronger teachers and give them the material we as FT faculty knew they needed to focus on in the classroom. We can see a definite improvement in our students' linguistic skills and we feel we are working with more purpose while saving time and energy.

We use the same assessment tool in all courses for ASL 1 & 2 and meet at semester's end to discuss what went well and where students are still struggling with course material or specific linguistic skills. We are collegial; we communicate and collaborate within our program. We also strongly encourage and invite adjunct faculty to participate when they are available.

A weakness we are just beginning to address is the issue of only one instructor teaching certain courses. ASL 3, 4, 6 & 7 are only offered either by a single instructor or only 1 or 2 sections each year or semester. Therefore, these courses usually only have one set of eyes on the course materials, curriculum and SLO's. Instructors of these courses have not previously worked together to ask for input or collaborate with their colleagues. The ASL 3 & 4 instructors see the benefit from synching ASL I & 2 and are ready to bring that cohesion to the rest of our courses. We are beginning those conversations now that we are satisfied with ASL 1 & 2 and the synergy we have from collaborating on those courses over the last couple of years.

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

We have not yet had a discussion regarding the numbers in the table; we will do so in the coming months. However, we have discussed at previous meetings that we would like to write SLO's that are not tied so specifically to the textbooks that we are currently using. In looking at SLO's for ASL 1-4, we think we can streamline the skills and knowledge we expect students to achieve at each level while increasing the complexity and depth as the courses progress.

The current ASL 4 instructor is now meeting and collaborating with the instructor who will take over in Spring 2019. Also the new ASL 4 instructor will be discussing how to make ASL 3 & 4 more seamless with the ASL 3 instructor.

We are also discussing the rewrite of all ASL course

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).

The ASL faculty meet at the beginning of each semester to discuss curriculum issues and make a plan for the upcoming year's assessment, and any course revisions such as updating SLO's. The FT faculty include adjunct in meetings when we discuss SLO's and our findings. We meet in groups to discuss SLO assessment for each course. For example, all ASL 1 instructors meet and discuss what worked and where students are achieving to the desired level. Then focus on areas where students skills are lacking. Likewise the ASL 2 instructors meet and discuss course issues and discuss necessary changes or modifications. Now, the instructors for ASL 3 & 4 will be working together as a team.