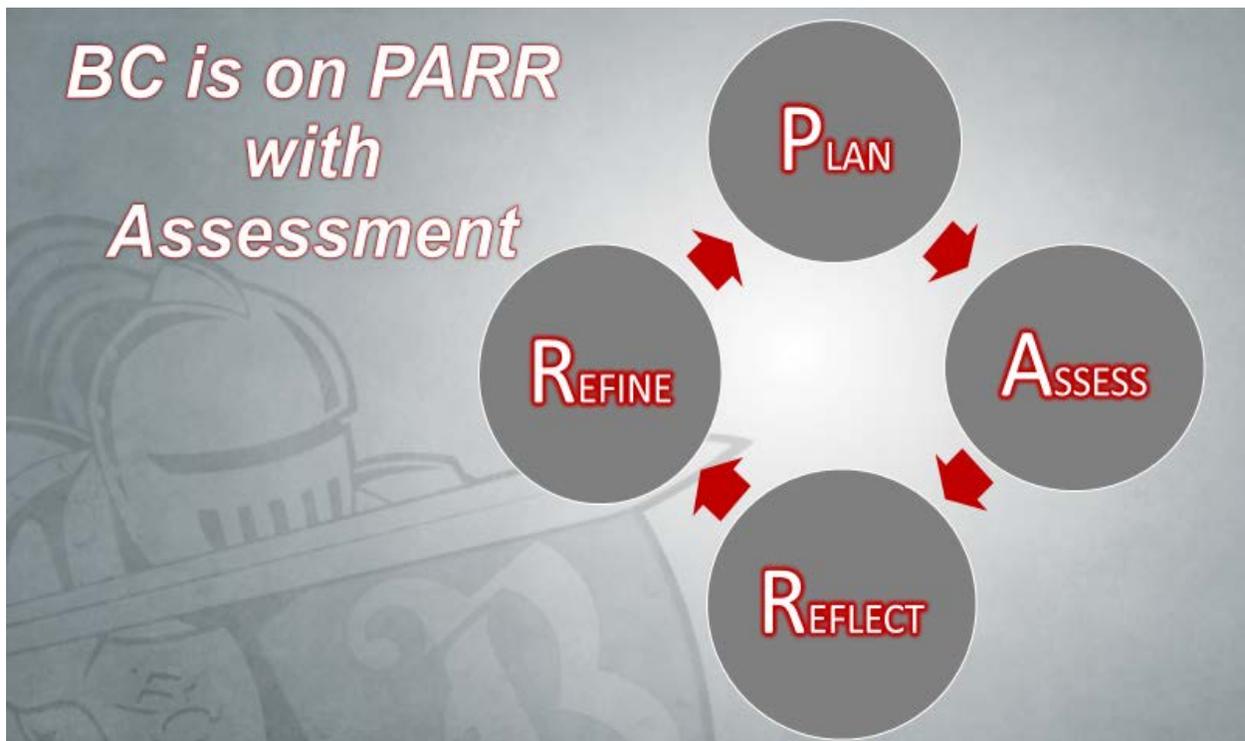


## Program Review – Assessment Report Instructions



### 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](http://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

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**Name of Program:** Agriculture Business

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

Our program performs an in depth evaluation of one of our AGBS course each semester. Assessment activities and developed that evaluated the PLO’s through out the course. We are not just interested in what the student learned at the end of the course. We are very curious about what students are not learning as early in the course as we can manage, so teaching adjustments can be made in time for the students to capitalize on the effort.

This same system is practiced in other classes as well. However, emphasis is given to the main course that is being considered at the time. We generally have every course formally monitor every 3 years. SLO’s are collected on a rotating basis for each class. The previous rotation has been every three years a class is assessed. With the advent of elumen, it is expected to move the assessment up to once a year, and as faculty become more familiar with the process, move the assessment schedule up to every semester.

**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
AGBS B2	13.5	72.5	11.5	2.5	100
AGBS B3	0	90	0	10	100
AGBS B5					N/A
AGBS B6					N/A
AGBS B7					N/A

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

At the present time the program needs to increase its assessment protocol, and increase the ability of faculty to input data into eLumen. Of the two classes that have data on eLumen, both had above 86% meet or exceed the SLO performance standard. AGBS B5 has only been taught one semester since its inception. AGBS B7 has not been taught yet, and for some reason AGBS B6 data was not recovered from the previous data system

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

At the present time there is little change that will be put into place. Particularly since the data is missing that is necessary to make reasonable changes. One change will be an increased focus on assessment for each of the classes in the program. As of now best practices are discussed using formative data

**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 Agriculture Business group meets as a unit Biweekly. At those meeting best practices are discussed in an open and friendly format. Difficulty with certain concepts, particularly those that involve experiences beyond our dual enrollment students, are discussed at almost every meeting. Having half the team in high school settings teaching dual enrollment has its own difficulties that are discussed