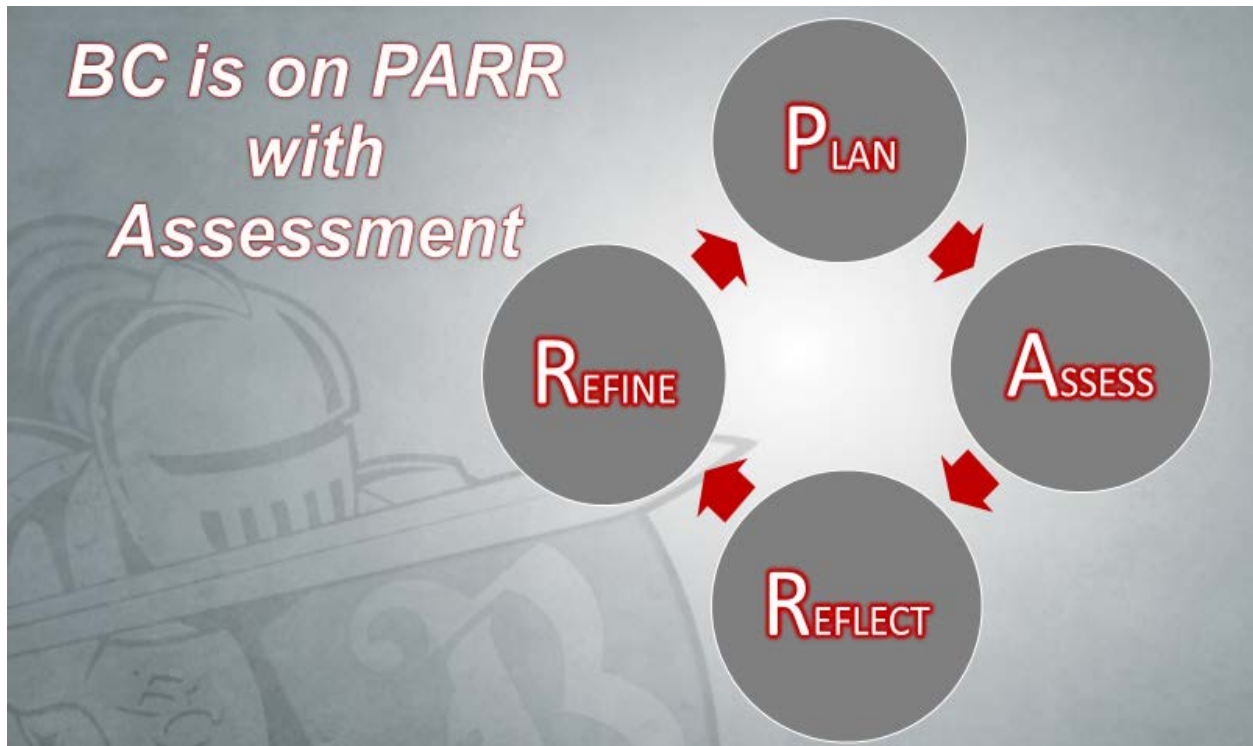# Program Review – Assessment Report Instructions

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:

Animal Science / AST

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

Exams and Lab activities

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
ANSC B1	0	52.41	16.24	31.62	100
ANSC B2	0	80.65	19.35	0	100
AGBS B2	13.48	72.47	11.52	2.53	100
CHEM B2A	0	0	0	0	0
MATH B22	10.22	51.72	30.01	8.05	100
ANSC B4	0	0	0	0	0
ANSC B5	0	0	0	0	0
ANSC B10	0	0	0	0	0
ANSC B6	0	0	0	0	0
ANSC B7	0	0	0	0	0
ANSC B3	0	0	0	0	0
BSAD B1	0	0	0	00	0
CRPS B5	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.**

Students had the lowest success rates in MATH B22. Our students seem to have problems in. The plan is to implement new teaching strategies to increase the meet category.

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

The Agriculture Department needs to meet with the Mathematics Department to see if there is a way to **integrate more of their SLO concepts into our programs and vice-versa.** MATH B22 is an important course for any agriculture major to master. I use statistics in every plant science course that I teach and statistics is used in all aspects of the agriculture industry. Maybe if more agricultural or even biological examples were used for the statistical analyses in their courses, the agriculture students would see the necessity of learning the concepts for their future employment.

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).

We discuss the SLO assessment data as part of regular bi-weekly department meetings. Because we are such a diverse department containing six distinct disciplines, much of the discussion is concerning SLOs of courses within a discipline that affect the students and teachers within the discipline. For example, there are the Plant Science courses, the Animal Science courses, the Mechanical Agriculture courses, etc. and most of the courses are not shared between disciplines. Within a discipline, the SLOs are discussed and shared much more often than between disciplines.