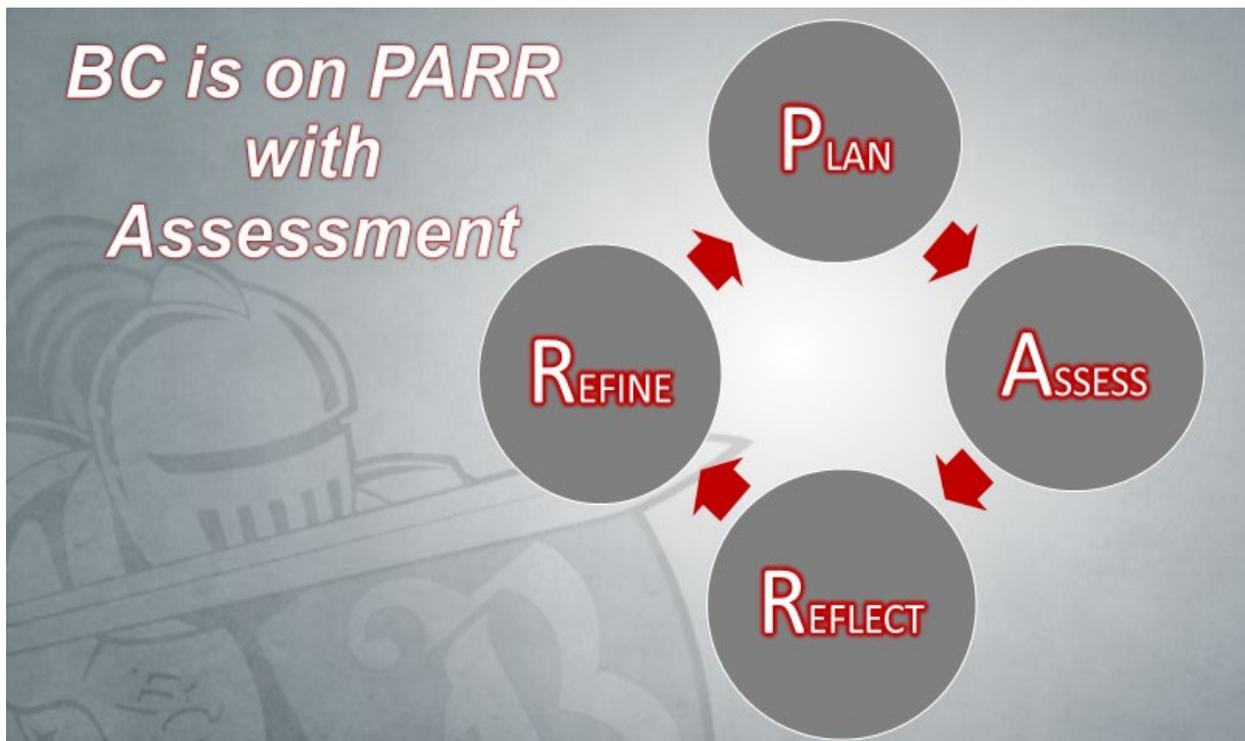


## Program Review – Assessment Report Instructions



### 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

Name of Program:

Plant Science AS

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

The success rate is determined by calculating the percentage of students in each course that correctly answered the questions on the tests and homework related to each SLO for the course. A score of 70% or better was considered meeting the expectations for the SLO.

**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
SOIL B1	0	0	0	0	0
AGBS B2	13.48	72.47	11.52	2.53	100
CRPS B5	0	0	0	0	0
ORNH B4	59.74	14.94	9.74	15.58	100
AGRI B1	29.63	41.19	8.52	16.67	100
CRPS B1	0	64.88	25.30	9.82	100
CRPS B2	0	56.1	21.95	21.95	100
CRPS B3	0	0	0	0	0
CRPS B4	0	73.81	20.24	5.95	100

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

The lowest success rate was in CRPS B1 which is a hybrid course taught mostly on-line. The ~25% “failure to meet expectations” rate was the highest for any course in the program, but too high for an on-line course. The failure rate for CRPS B2 was not much lower at ~22%. This is another hybrid class taught in almost the same format at CRPS B1.

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

We have long thought that any agriculture course with a lab should not be taught on-line. The students do not get the hands-on experience they really need to meet the expectations of the SLOs. The issue is that many students need the asynchronous type of education in order to be able to take the courses around their busy work schedules. Almost 70% of agriculture students are employed and many work full-time. This is especially true in plant science. Our department is planning on polling our students to see if and when the majority of them could take face-to-face classes instead of on-line classes. If the demand for a particular face-to-face class is high enough, we will teach it that way at least once per semester in lieu of the on-line version.

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