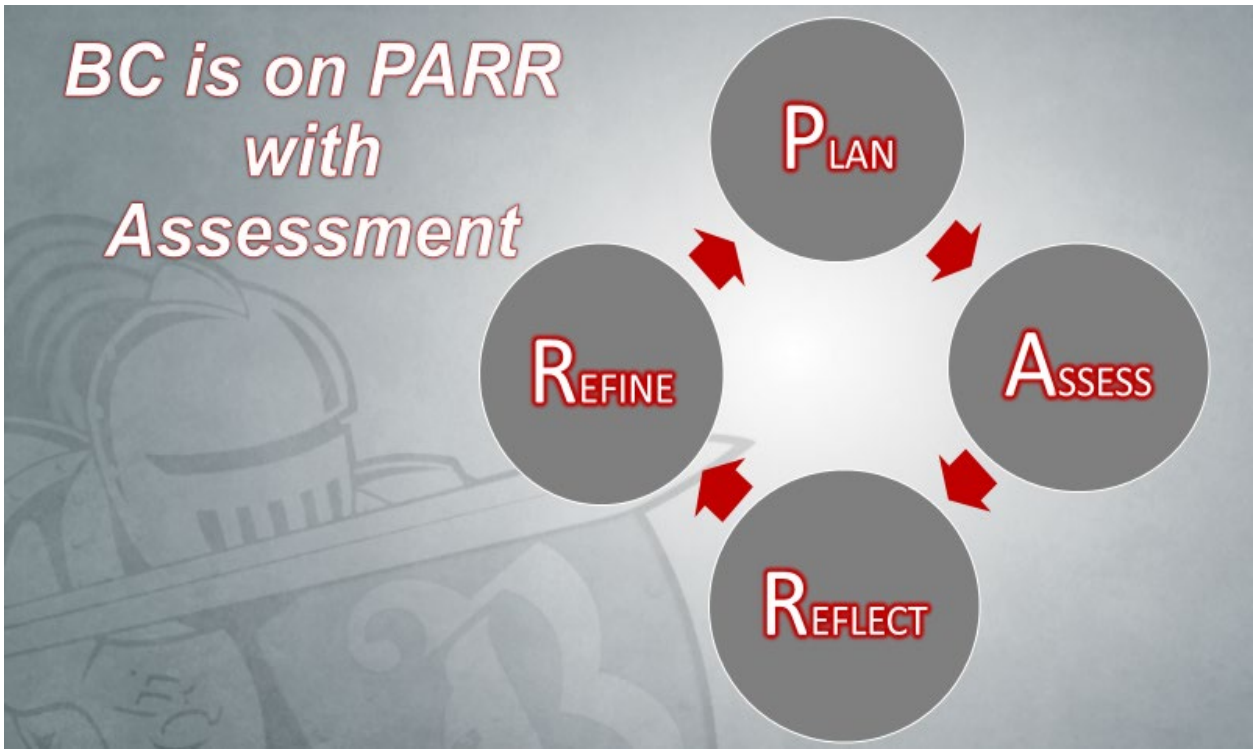
Program Review – Assessment Report Instructions



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: Architecture

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

Assessment was completed using a combination of observation of student activities and formal assessments. Observations included observing students as they completed the set-up and operation of various machines and their ability to calculate speeds and feed rates as well as cutting threads.

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
ARCH B6	42	22	8	0	72
ARCH B1	22	7	4	2	35
ARCH B11	21	18	13	0	52
ARCH B12	19	2	1	0	22
ARCH B16	24	6	2	0	32
ARCH B21	142	33	33	26	234
ARCH 30	22	4	2	0	28

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

The strength of the program lies in the hands-on nature of assignments. Looking at the SLOs overall, students seem to excel in the assignments that have the tactile components. Success rates are lower on SLOs that are assessed through other means, such as reports and presentations.

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

Based on the information above one might think that the best recourse would be to change assessment practices to favor student tendencies, but that would undermine the importance of reports, presentations, and similar activities. Importance of reports and presentation in industry is very high. For these reasons, faculty plan on giving students more opportunities to improve in these areas before assessment.

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).

Faculty meet in an ongoing manner to discuss issues with the classes and program. Often meetings are informal, as the faculty meet in an ad-hoc manner. Formal department meetings are regularly held and faculty meet in a one-on-one fashion in the laboratory environment.