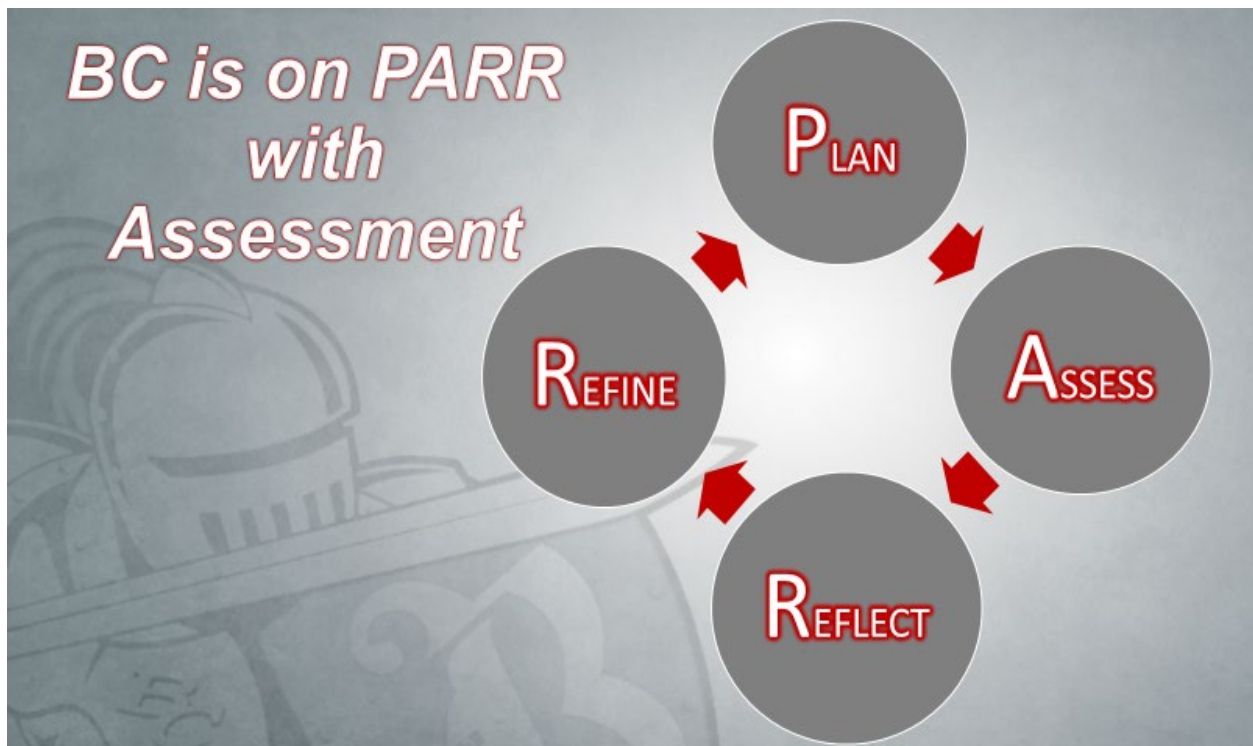# Program Review – Assessment Report Instructions

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: Automotive Technology

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

A combination of written and verbal examination is coupled with lab activities to fully assess the comprehension of the student on each topic of instruction.

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
B20	12	33	0		45
B21	10	29	3		42
B22	8	27	1		37
B30	4	34	3		41
B31	0	13	0		13
B33	0	24	1		25
B39	0	29	0		29
B40	3	24	5		32
B43	9	21	7		37
B46	10	9	2		21
B48	5	12	3		20
B49	0	15	0		15

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

SLO Data shows that almost 75% of Automotive students meet the expectations of the program and that 17% exceed those expectations. We are very proud of these numbers because we believe it displays the high expectations our industry demands while still being achievable for the majority of our students. We believe that refine the prerequisites for our classes and expanding the tutoring available for our students could help improve the 6% of students that fall below the expectations of the program.

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

We will investigate the prerequisites for our class and the curriculum that is being taught in each course. We will look for gaps and/or duplication in what is being taught and refine as needed. We will also refer our top students to the tutoring office to strengthen the help available outside of class.

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 Automotive faculty meet weekly to discuss various issues with instructional strategies, curriculum improvement, professional development and funding allocation as well as many other issues prevalent to our discipline.