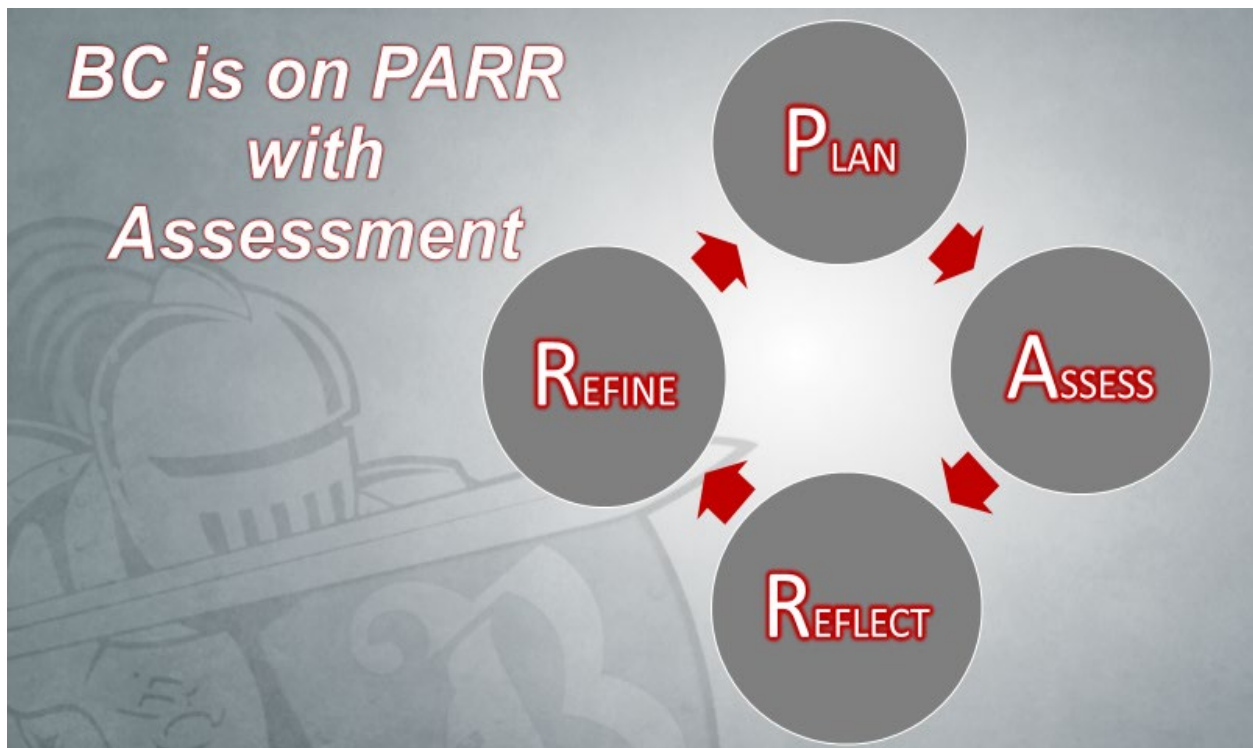


Program Review – Assessment Report Instructions



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:

Accounting

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

Full and part time faculty sit down together and decide what tool will be used for the assessment and then the data is collected. With e-lumen each faculty is required to enter his or her individual information per section. The tool to be used will vary depending on what is going to be measured.

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 |
|-----------|-------------------|------------------|-------------------------|----------------|-------|
| BSAD B53a | 77.7 | 8.78 | 4.05 | 9.46 | 100 |
| BSAD B53b | 71.57 | 17.65 | 3.92 | 6.89 | 100 |
| BSAD B54 | 91.53 | 7.94 | 0.53 | 0 | 100 |
| BSAD B55 | 83.33 | 16.67 | 0 | 0 | 100 |
| BSAD B40 | 65.12 | 26.74 | 5.81 | 2.33 | 100 |
| BSAD B51 | 60.67 | 19.33 | 5.33 | 14.67 | 100 |
| BSAD B264 | 73.19 | 23.81 | 0 | 0 | 100 |
| BSAD B18 | 80.99 | 0.29 | 7.31 | 11.4 | 100 |
| BSAD B5 | 62.82 | 18.18 | 20 | 0 | 100 |
| COMP B5 | 0 | 81.26 | 17.18 | 1.68 | 100 |
| BSAD B20 | 64.29 | 27.07 | 7.52 | 1.13 | 100 |

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

COMP faculty meet separately from BSAD faculty so I am not able to discuss why no student exceeds requirements. Data does show that in more advanced classes in the program student perform better than in lower level classes.

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

Full-time faculty should work more closely with adjunct to help prepare materials and students for the assessments in the entry level classes.

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 on an as need basis. Most of the upper level classes only have one section of each course offered. I cannot comment on COMP course.