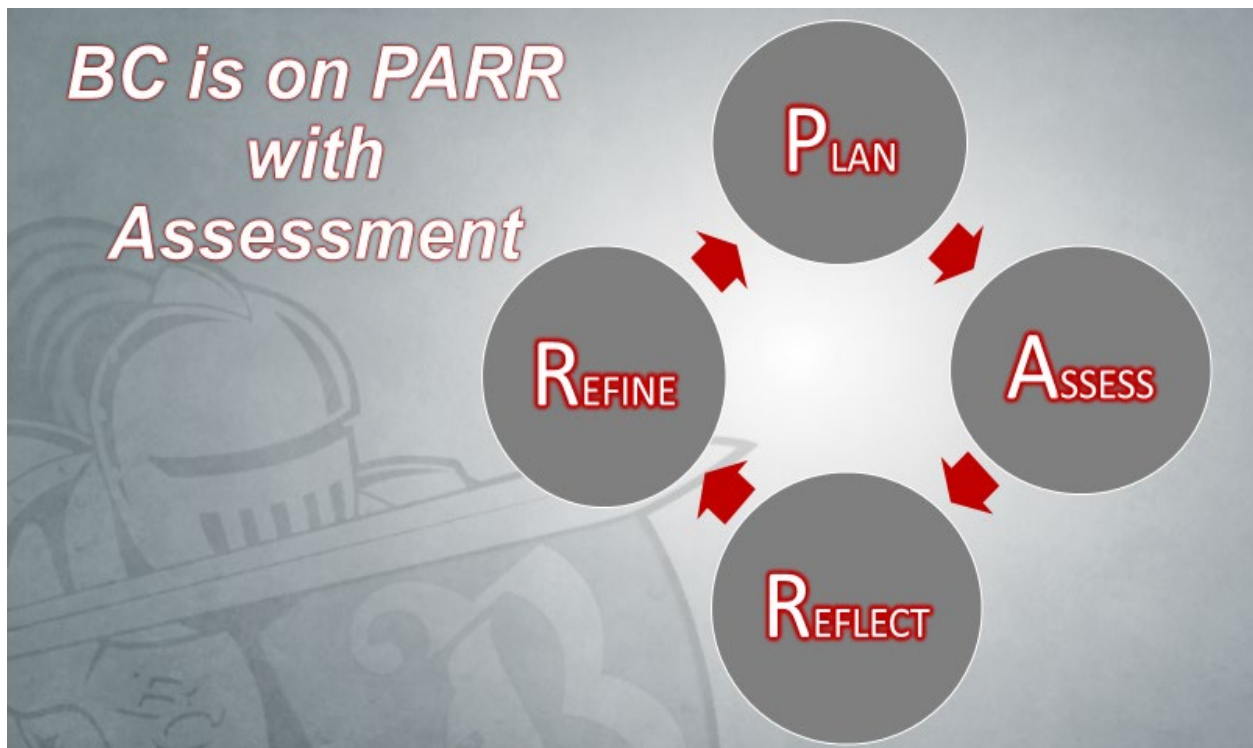# Program Review – Assessment Report Instructions

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:

Business Administration Associate Degree for Transfer

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

For the three core courses in this degree which are located in the Business Management and Information Technology Department, one instructor per course (one full-time and one part-time) selected outcomes to assess, performed the assessment and reported the results in e-lumen. We are not aware of the processes in the Social Sciences Department and the Mathematics Department. Please note that most of the core courses in this program are not in the Business Management and Information Technology Department.

Assess – Fill in the table using the data from the report SLO Performance - By Department, Course, CSLO (note that some of the percentages have been rounded so that the total is 100%)

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
BSAD B1	43.20	34.91	7.10	14.79	100
BSAD B18	80.99	00.29	7.31	11.4	100
BSAD B2	82.17	10.85	2.33	4.65	100
BSAD B20	64.28	27.07	7.52	1.13	100
COMP B2	49.85	32.00	10.46	7.69	100
COMP B5	0	81.58	15.79	2.63	100
ECON B1	24.56	30.7	21.93	22.81	100
ECON B2	26.45	37.19	23.14	13.22	100
MATH B2	26.09	47.82	21.74	4.35	100
MATH B22	10.22	51.72	30.01	8.05	100
MATH B23	4.65	48.84	44.96	1.55	100

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

It is difficult to look at this data without realizing that the methodology was obviously quite different for the different courses in the different disciplines. A range of zero to more than 82 percent for "exceeds expectations" is the best illustrator of this inconsistency. Frankly, it is hard to make any sense of any of this data, other to conclude that the measurement standards are quite diverse. Accordingly, no inference can be made regarding the strengths and weaknesses.

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

Most of the courses in this list are not in the Business discipline. Again, it is not possible to look at this data and draw any inferences, let alone conclusions or action plans.

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).

Only two of the three required courses in this program are taught by full-time BMIT department faculty and only one of those faculty members submitted assessment data for the 2017-2018 school year for both of these courses. The assessment for the third class was submitted by one of the three part-time faculty who teaches that course. It does not seem meaningful to have a meeting to discuss the outcomes of the courses for one instructor with faculty members who do not meet minimum qualifications to teach these courses and/or did not submit assessment data for their own courses.