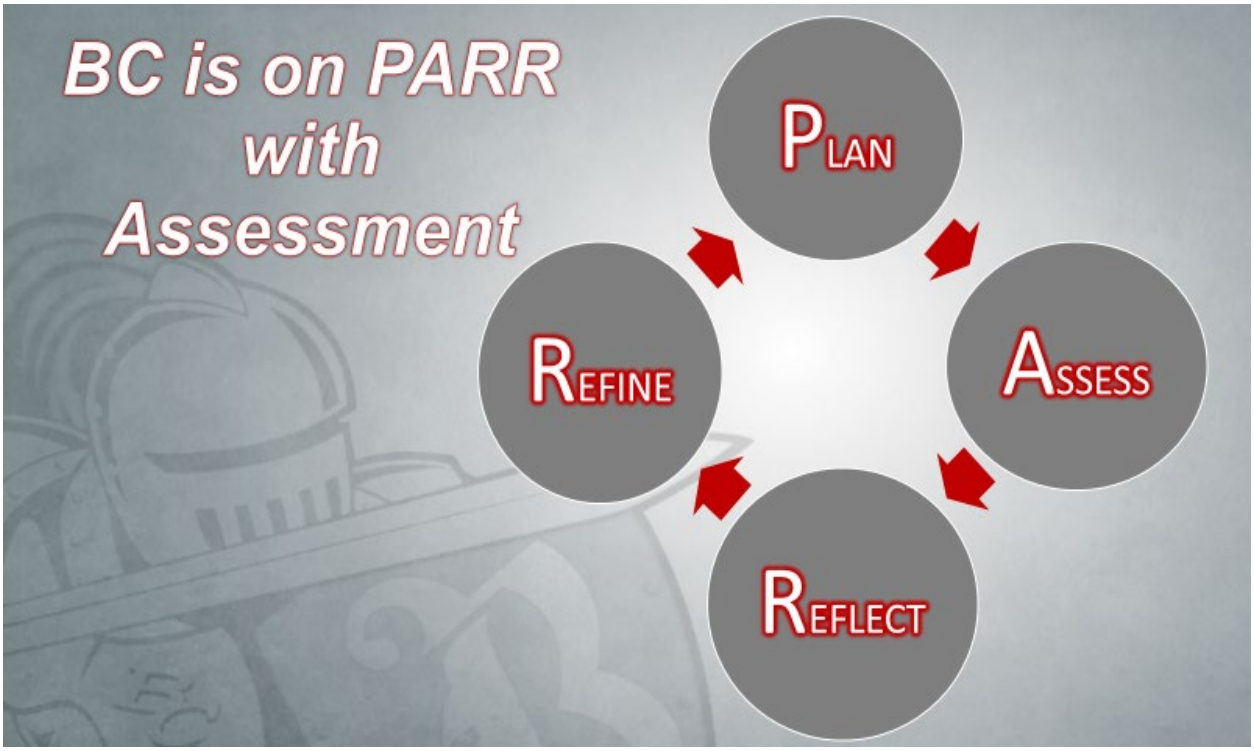
Program Review – Assessment Report Instructions



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: Chemistry AS

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

Assessment in these classes was accomplished through materials used during the courses such as examinations, homework, and papers. Graded work applicable to a specific CSLO was analyzed and the results reported. Discussions with others in the discipline would then lead to a determination of relative success and refinements (if needed), and the implementation of needed changes.

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
Chem B1a	41.39%	21.25%	35.9%	1.47%	100%
Chem B1b	43.75%	31.88%	16.88%	7.50%	100%
Chem B30a	56.67%	13.33%	20%	10%	100%
Chem B30b	52.78%	30.56%	13.89%	2.78%	100%
Phys B4a	0%	0%	0%	0%	0%
Phys B4b	0%	0%	0%	0%	0%
Math B6a	27.18%	32.04%	28.16%	12.62%	100%
Math B6b	22.50%	38.33%	35%	4.17%	100%

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

The chemistry classes show an overall satisfactory attainment of the CSLOs for those courses, while the physics courses simply weren't assessed during the last year (the physics faculty had chosen to do all CLSOs once during the 6 year cycle—last in 2013—but are now changing this to having at least some done every year). The last results reported were generally very good (at least 70% but mostly much higher success rates).

The math results are less encouraging with roughly a 60% success rate. While this does not affect the chemistry courses too much (our course requirements are advanced algebra instead of calculus), we are aware of their importance on a student's transfer for when they encounter more advanced work.

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

Despite the apparent reasonable success we have had in our courses, the faculty do keep up a dialog of how things could be bettered. This includes assessment and pedagogy. Many of us attend conferences on chemical education which additionally strengthens our work in this area.

The physics and math folk likewise do similar things. Given the nature of the population we serve, math has a particularly difficult time keeping students moving forward well, but they are fully aware of those limitations while working on bringing students up to a higher level.

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).

Discipline faculty meet informally all the time during any given week, discussing what they are doing, what problems they have, and what they are successfully accomplishing. Full time faculty work with adjuncts teaching the same classes to ensure assessment uniformity.

The subject is brought up formally at department meetings to reinforce the importance of good assessment practices, Faculty work together bringing the information in at the times reports are due, discussing what is to be said about the results found.