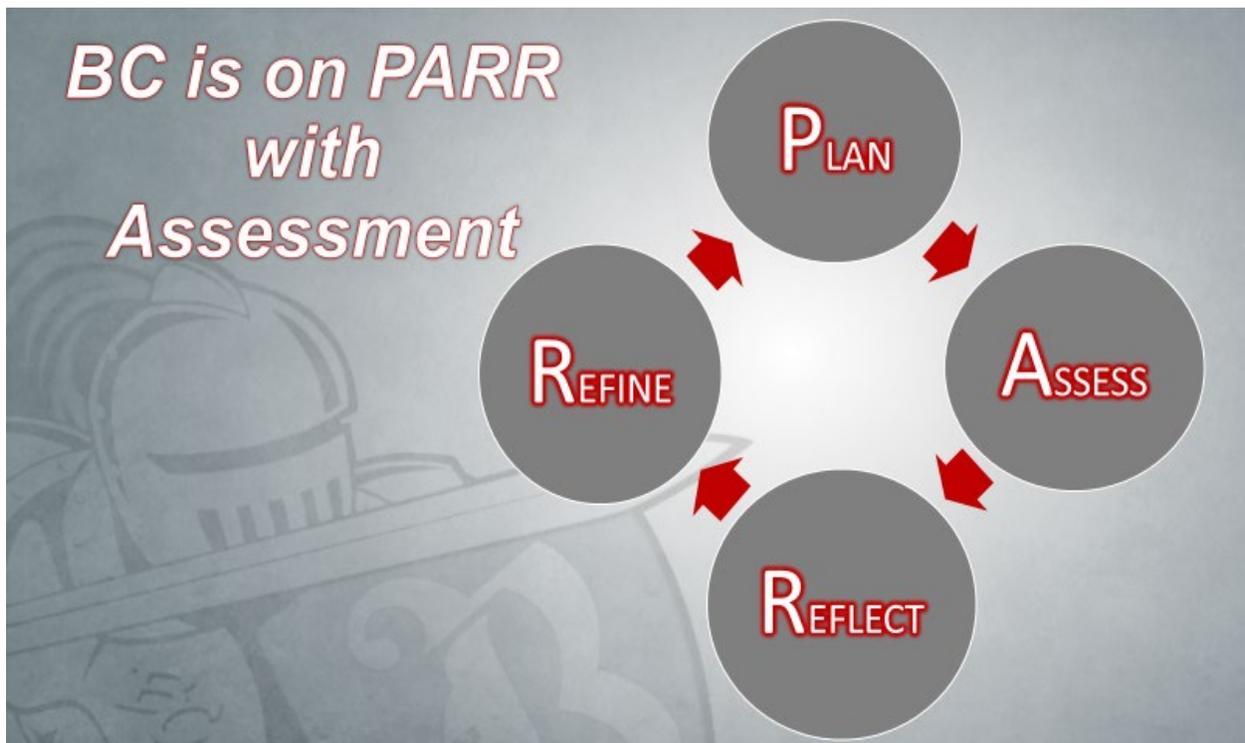


## Program Review – Assessment Report Instructions



### 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](http://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:**

Early Childhood Education

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

Each child development course has a signature portfolio project that is used to assess SLOs for like courses. Faculty look at the results from assignments related to the SLOs for each course and use the data to determine next steps in continuing or improving current teaching practices.

**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
CHDV B45b	53.33	22.22	13.33	11.11	100
CHDV B20	77.78	4.63	0	17.59	100
CHDV B22	57.33	30.67	8.0	4.0	100
CHDV B52	54.30	15.23	14.57	15.89	100
CHDV B49	66.67	17.78	4.44	11.11	100
CHDV B32	44.35	41.13	6.45	8.06	100

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

Strengths of the program include faculty do utilize some form of assessment to generate outcome data pertaining to each SLO in courses taught and most students are meeting or exceeding performance. The weakness found is that not all data is assessed using like assignments which may skew outcome results. It is a goal of this program to have consistent assignments or exams to measure SLOs for each of the courses taught by all faculty so that the data results reveal needs for change or improvement in specific assignments or in specific teaching practices.

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

Although results do indicate the majority of students do meet or exceed expectations across sections, It was found through discussion faculty do not consistently use the suggested portfolio assignment as originally defined. Faculty agreed that standard exams or assignments be developed and utilized by all faculty to generate consistency in outcomes across sections in order to define if assignments need adjusting or if faculty teaching practices need improvement.

**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 formally meet two to three times a year to discuss the assessment process and results of targeted courses in order to ensure the majority of students are meeting or exceeding course expectations.