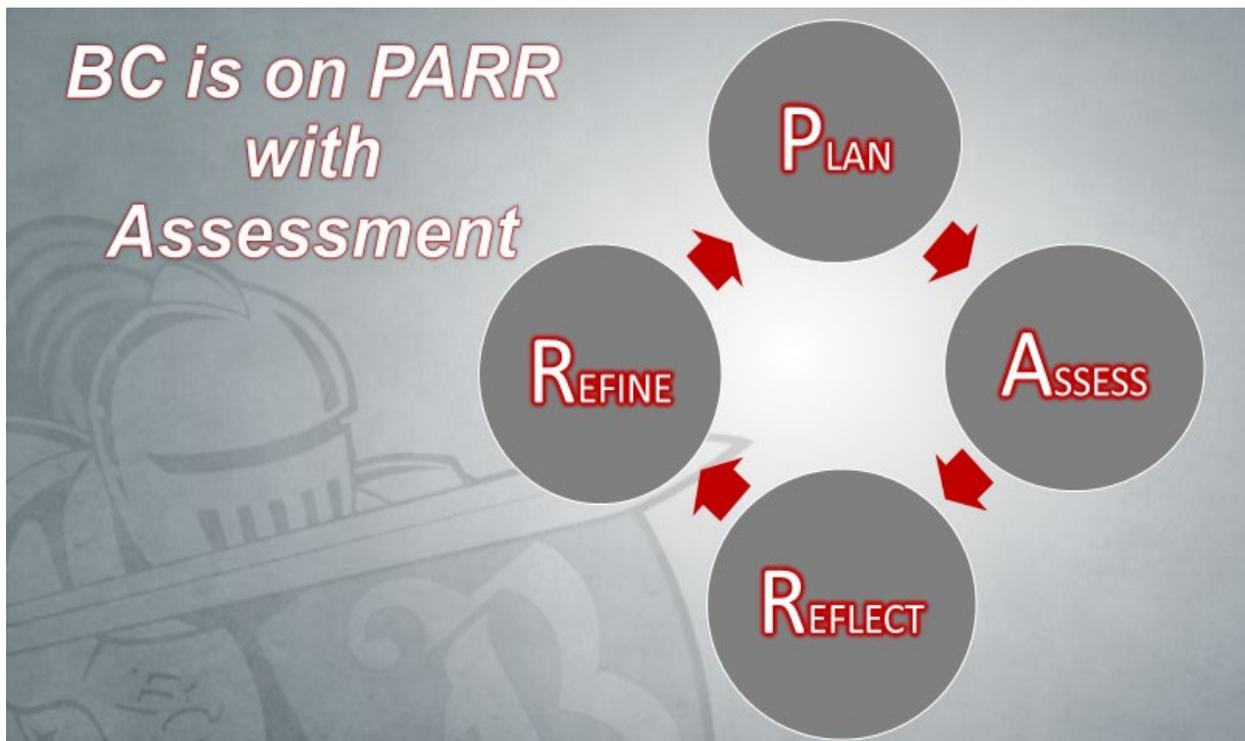


Program Review – Assessment Report Instructions



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:

Elementary Teacher Education

Write your response here. The textbox will expand as you type.

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

The majority of the courses for this program are assessed by their department since they are general education classes. The one course that is assessed by this department is the EDUCB24. To assess this course the two professors that teach the course, collaborated by sharing data and having an email discussion on results.

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
EDUCB24	82.61	4.35	13.04	0	100

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

Strength: We were very pleased with the results. The professors discussed streamlining the assessment tool as each professor had a different assessment assignment for the outcomes. Weakness: Since of the two professors one was adjunct it is difficult to get together and collaborate for the assessment. Also because the teacher is adjunct she is not required to participate.

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

This program is growing and there are many changes. We have added more sections this year and have another full time faculty teaching the course. This change should make assessing this course more collaborative and informative. We anticipate even better results this year.

Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g.,

Bernadette Towns and Karen Porfiri meet once off campus to collaborate on the assessment usually in April.

planning, data collection, and results) for this program (e.g., department meeting).