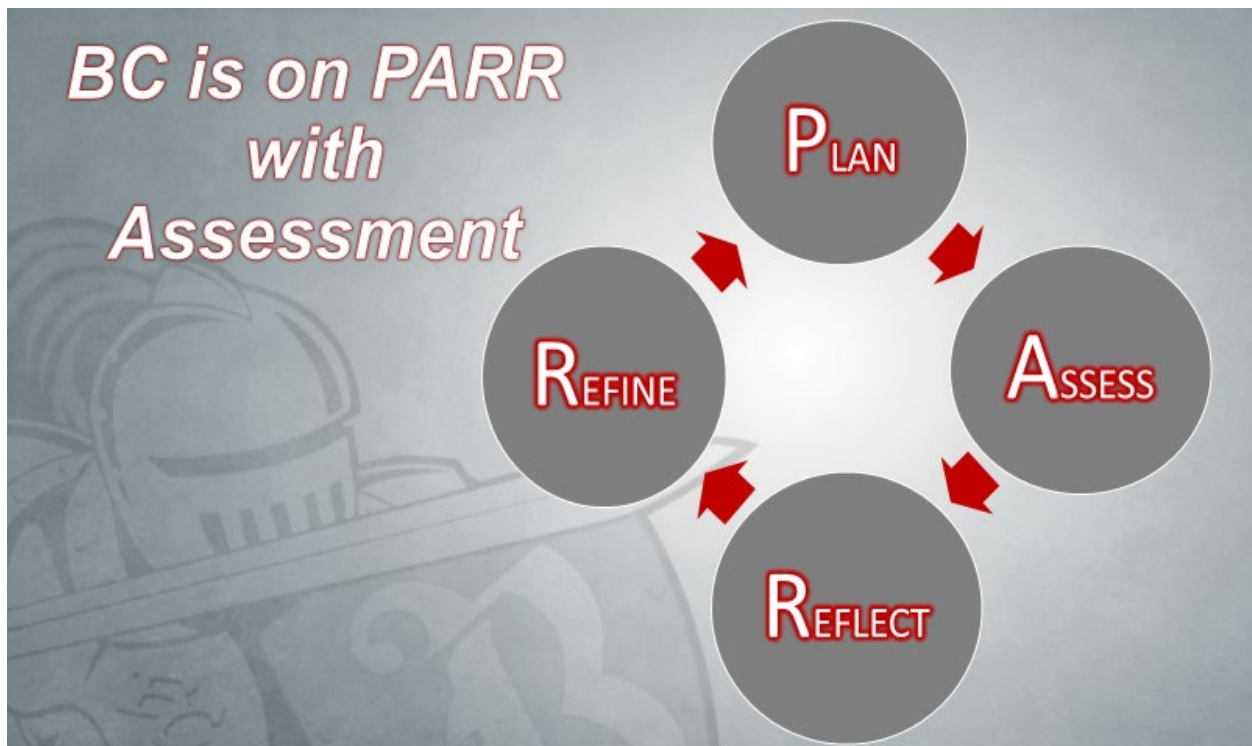


Program Review – Assessment Report Instructions



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:

English for Multilingual Students (EMLS)

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

Last spring, all of our instructors were asked to assess in eLumen the SLO that was scheduled to be assessed on the department’s Assessment Plan (a plan that was supposed to take us to 2020, but is now apparently archived on the Assessment Committee page). All of the instructors submitted an assessment of at least one SLO.

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
EMLS B50	8.33	26.67	50	15	100
EMLS B50NC	No data	No data	No data	No data	No data
EMLS B51	23.81	23.81	28.57	23.81	100
EMLS B51NC	No data	No data	No data	No data	No data
EMLS B52	85.71	7.14	7.14	0	100
EMLS B52NC	No data	No data	No data	No data	No data
EMLS B60	15.87	52.38	19.05	12.70	100
EMLS B60NC	No data	No data	No data	No data	No data
EMLS B61	12.50	82.14	5.36	0	100
EMLS B61NC	No data	No data	No data	No data	No data
EMLS B62	33.33	50	0	16.67	100
EMLS B62NC	No data	No data	No data	No data	No data
EMLS B70	21.15	53.85	15.38	9.62	100
EMLS B70NC	No data	No data	No data	No data	No data
EMLS B71	25	25	16.67	33.33	100
EMLS B71NC	No data	No data	No data	No data	No data
EMLS B72	18.75	68.75	0	12.5	100
EMLS B72 NC	20.12	47.15	20.42	12.31	100

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

Because the assessment process is relatively new, especially in eLumen, it is difficult to determine exactly what the data represents. It seems like an inaccurate reflection. Case in point, we do not believe that half of the students enrolled in EMLS B50 did not meet SLO expectations. Also, there is no data for most of the NC sections. That can't be right. Nevertheless, we will discuss ways to improve and help more students meet the SLO expectations of each course.

If the data is accurate, EMLS B52 has the most students who exceed the assessed SLO, and in B62 and B72, all students either met or exceeded expectations. This means that many students are succeeding in our courses.

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

Assessment continues to evolve and gain strength...like a hydra; we think we finally have it figured out, and then it comes back with even more requirements. We will continue doing the best we can to discuss and understand assessment as a department. We will evolve with assessment in ways that will help our students gain the necessary skills required to reach their educational goals.

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).

We have met six times as a department since the last cycle, and we have discussed assessment in each meeting. Additionally, because our department is small, we have regular informal discussions about assessment.