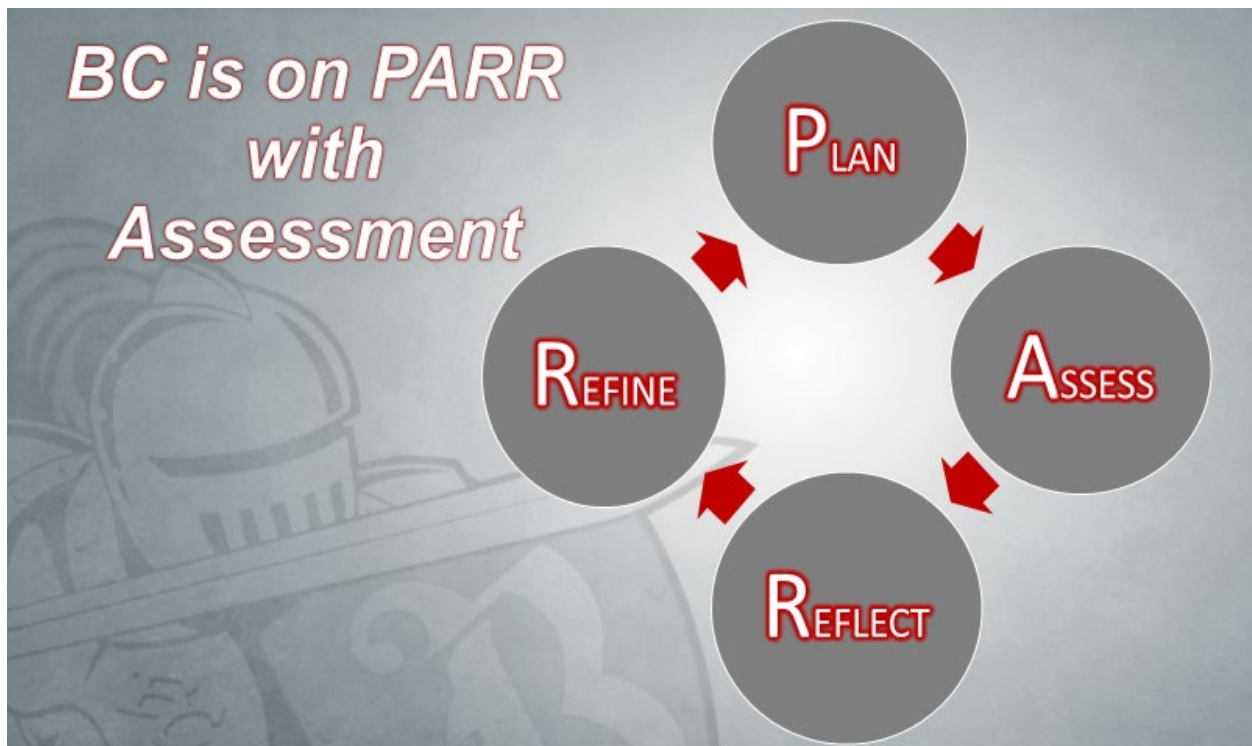


Program Review – Assessment Report Instructions



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:

Social Sciences: Economics

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

At scheduled intervals throughout the course [commencing after appropriate unit lessons], assignments are provided to the students. These are normally in the form of exams, but may be conducted in other forms.

The assignments provide them with specific prompts that address the individual SLO, and the student has to demonstrate their understanding by being able to apply the appropriate formula to the concept and find the correct result- based on the data provided.

Assignments are collected and graded, and then the SLO assessment is notated for inclusion in the Assessment Report [now, in eLumen].

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
Econ B1					
SLO # 2	29.8%	38.6%	31.58	0%	100%
SLO #2	74.07%	0	25.93%		100%
SLO # 5	19.3	22.8	12.3	45.6	100%
Econ B2					
SLO # 2	31.3	37.5	26.6	4.7%	100%
SLO #2	72%	0	28%	0	100%
SLO # 4	25	48.4	21.9	4.7	100%

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

The Greatest Strength of the Economics Program SLO performance is that it has demonstrated success at meeting or exceeding the success threshold for SLO attainment. This is made easier by having both easily quantifiable SLOs and a math prerequisite that sets students up for success.

The skill and concern of the faculty are evident in their reflections on how to evaluate these performance numbers.

The greatest weakness is in how to incorporate students who simply refuse to attempt the assignments.

One faculty member included them as N/A. The other simply chunked them into the column of did not meet standards- making the data difficult to evaluate in terms of student performance vs student effort. In other words, those who didn't understand but tried the assignment are in the same category as those who refused to attempt the assignment.

The Econ program, and the Social Science Department, are united in their desire to have the data be disaggregated by those who attempt the assignment vs the number of students in the class and who did not meet standards [but who didn't even show up that day].

We need to be able to make the distinction and obtain percentages of success that are based solely upon a comparison to those who attempted to complete the assignment- as long as they did truly attempt it: and not throw a name on a blank sheet of paper.

IF that is done, the success rates would be closer to 80% in these classes- and that is impressive.

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

At this time, there is no expectation of significant change from discipline faculty in their pedagogical approach to both teaching and evaluating SLO success. 'Tweaks' of examples used, clarity of prompts provided, and increased student engagement will be pursued. Yet, the success rate is high enough that it validates all of the hard work already being done- which will continue to be done.

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).

There are two discipline faculty within this program. They meet 3-4 times a semester to discuss pedagogy, course process, assessment, and future changes that may result in improvement of student attainment of SLOs. Usually this is done in one or the other discipline faculty members' office.