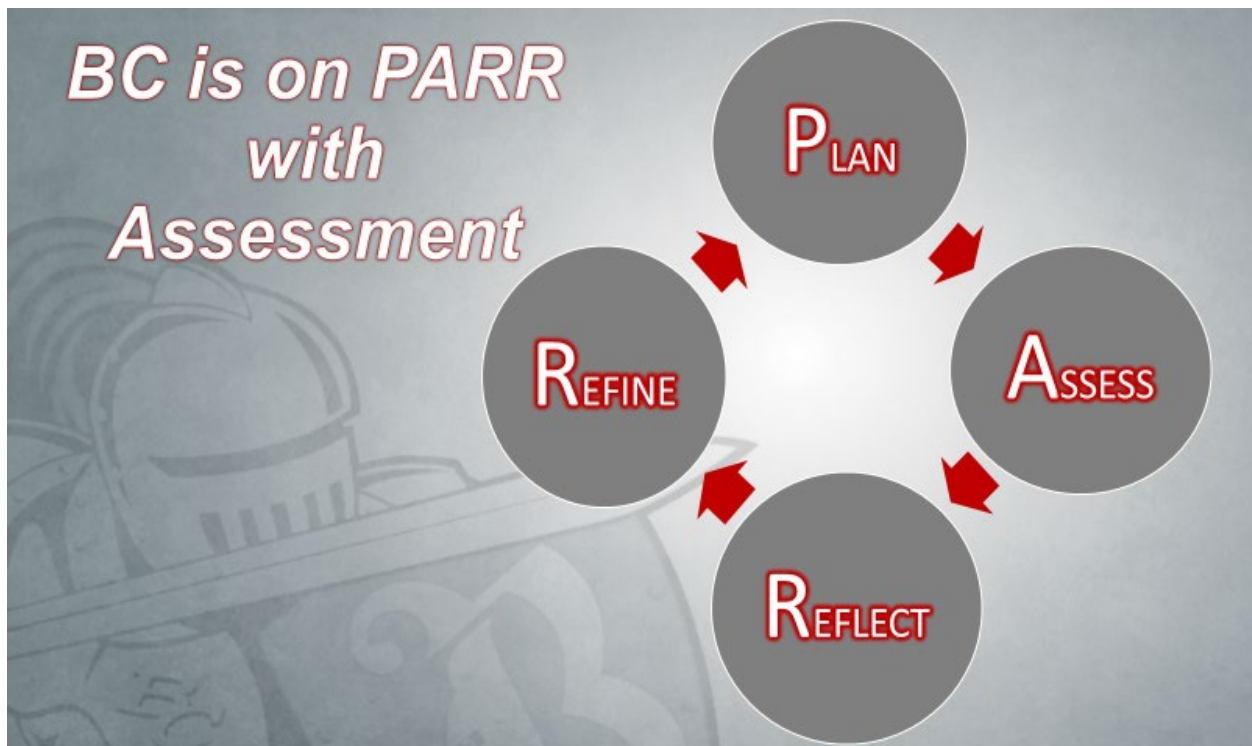


Program Review – Assessment Report Instructions



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:

Engineering

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

For ENGR courses, most courses are taught by a single instructor so assessment planning happens as part of course design. Instructors build exams or projects to directly measure the completion of SLOs. For ENGR B47, taught by several instructors, coordination of project design and grading allows SLO assessment to be consistent between sections. For non-ENGR courses in the program, such as MATH and PHYS, the expertise of instructors in those departments are relied upon without coordination.

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
ENGR B20	30.95%	33.33%	7.14%	28.57%	100.00%
PHYS B4B	N/A	N/A	N/A	N/A	N/A
PHYS B4C	N/A	N/A	N/A	N/A	N/A
CHEM B1A	41.39%	21.25%	35.90%	1.47%	100.00%
CHEM B1B	43.75%	31.87%	16.88%	7.50%	100.00%
ENGR B17	84.62%	7.69%	7.69%	0.00%	100.00%
ENGR B17L	56.29%	41.61%	2.10%	0.00%	100.00%
GEOL B10	0.00%	62.39%	29.81%	7.80%	100.00%
ENGR B36	50.00%	20.59%	29.41%	0.00%	100.00%
MATH B6A	27.18%	32.04%	28.16%	12.62%	100.00%
COMP B12	31.25%	31.25%	18.75%	18.75%	100.00%
ENGR B37	N/A	N/A	N/A	N/A	N/A
MATH B6B	22.50%	38.33%	35.00%	4.17%	100.00%
MATH B6C	N/A	N/A	N/A	N/A	N/A
COMP B14	91.07%	3.57%	5.36%	0.00%	100.00%
ENGR B45	83.33%	6.67%	10.00%	0.00%	100.00%
MATH B6D	0.00%	77.14%	22.86%	0.00%	100.00%
ENGR B47	91.41%	0.00%	6.25%	2.34%	100.00%
MATH B6E	0.00%	90.62%	6.25%	3.12%	100.00%

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

Strengths:

Based on report totals, across all courses and all SLOs, only one out of four students fail to meet expectations. Considering the difficulty and diversity of the material, having nearly three out of four students meeting or exceeding expectations is more than adequate. While individual SLOs vary quite a bit (and will draw specific attention and lead to minor changes in how the content is delivered) there appears to be no need for program-wide changes at this point.

Weaknesses:

Courses like CHEM B1A and MATH B6B are prerequisites for courses such as ENGR B45 and ENGR B36. Seeing relatively high percentages of students failing to meet expectations (36% and 35%, respectively) can be an issue as it might either lead to students failing to pass the course and falling out of the ENGR “pipeline” or perhaps passing and moving onto courses with gaps in their knowledge.

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

Because the two courses mentioned (CHEM B1A and MATH B6B) are challenging and have high enrollment, it is not surprising that assessment would yield this information and because they are taught by other departments (CHEM and MATH, not ENGR) there is little that our department’s faculty can do directly. However, it is worth keeping an eye on and perhaps using as justification for more funding for tutors or supplemental instruction for these courses in future semesters.

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 have been significant changes in the ENGR faculty composition in recent years. Since 2013, four, new, full-time hires have been made (one of which was a replacement) in addition to turnover among adjuncts. Because of these rapid changes, faculty meetings happen weekly to cover course content, lab schedules, supplies orders, etc. While meetings intended to *directly* discuss assessment happen only 1-2 times per semester, indirect discussion of assessment methods and schedules happen during many of the weekly meetings.