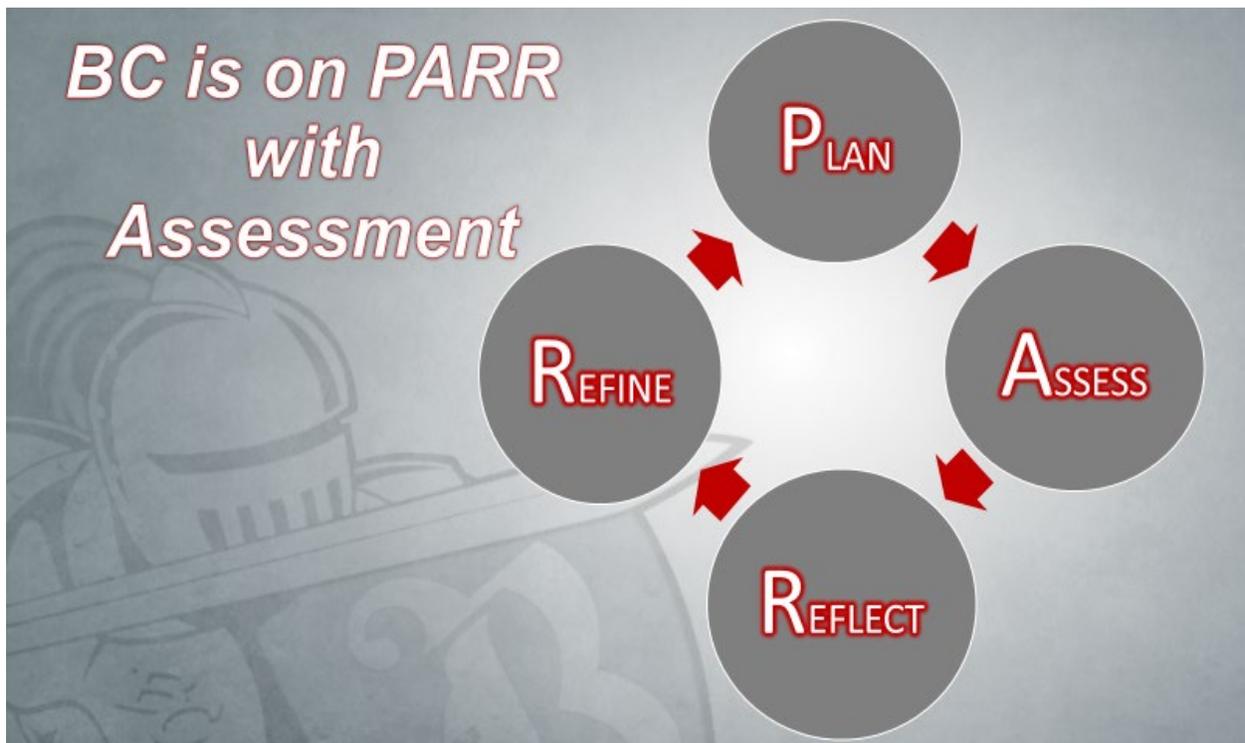


Program Review – Assessment Report Instructions



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:

Geology

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

Courses in geology program evaluated by various SLOs related to each course.

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
Introduction to Geology (B10)	0	62.39	29.81	7.80	100
Introduction to Geology Lab (B10L)	0	64.78	31.76	3.46	100
Historical Geology (B11)	0	71.62	14.19	14.19	100
Historical Geology Lab (B11L)	0	82.86	11.43	5.71	100
Gen. Chemistry I (B1A)	41.39	21.25	35.9	1.47	100
Gen. Chemistry II (B1B)	43.75	31.87	16.88	7.5	100
Analytic Geometry/Calculus I (B6A)	27.18	32.04	28.16	12.62	100
Analytic Geometry/Calculus II (B6B)	22.5	38.33	35.00	4.17	100

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

In general Math and Chemistry courses are weak points likely due to many students entering BC with insufficient math abilities and a fear of chemistry. From the geology side, physical geology tends to be slightly more chemistry intensive compared to historical geology which may contribute to higher percentage of CSLOs that are not met by students.

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

In the geology department we heavily emphasize students to visit, in addition to profs during office hours, the math tutoring center for extra assistance and any SI sessions offered for various courses. We have various assignments provided at the start of the semester to gauge student math & chemistry levels and we attempt to work with students showing weakness as best as we can.

A pre-req of certain math and/or chemistry levels could be applied to increase students meeting CSLO's but we strongly advise against this as it would significantly affect a large student population enrolling in geology—instead of physics or chemistry—to complete their general education requirements in a “less science intensive” (student words not our own) environment.

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).

The geology department meets to discuss data collection at least twice per semester and it has been brought up several additional times during informal office conversations. Last year Prof. Pierce had to mentor (then new) Prof. Benker on collection, input, and importance of this data.