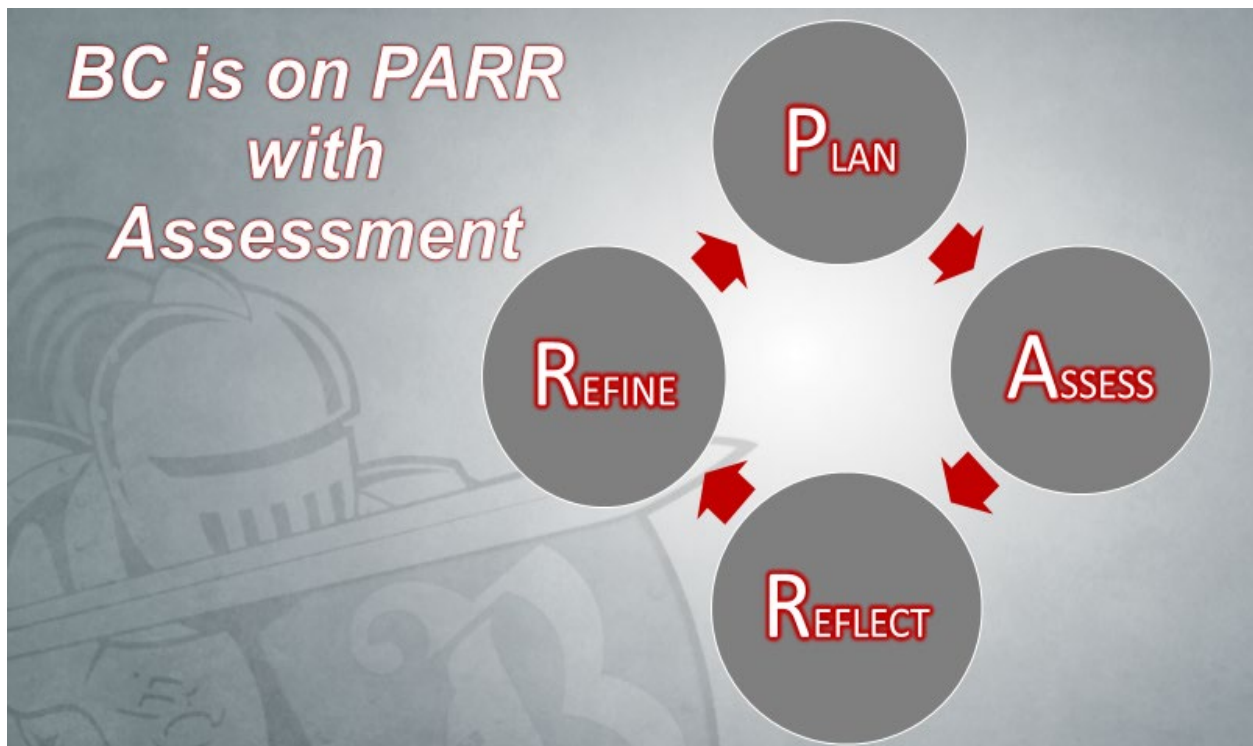


Program Review – Assessment Report Instructions



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: History

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- such as short essays or papers.

The assignments have questions that specifically address individual SLOs for the course, but also include elements that address broader understanding of appropriate elements of the structure and operations of governments.

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
HIST B1					
SLO #1	29.3%	58.5%	12.2%	0%	100
SLO # 2	15.5%	26.2%	22.6%	35.7%	100
SLO #5	31.7%	51.2%	17.1%	0	100
SLO #8	12.2%	75.6%	12.2%	0	100
HIST B2					
SLO #1	50.0%	26.92%	11.54%	11.54%	100
HIST B4A					
SLO #	44.3%	19.6%	36.1%		100
HIST B4B					
SLO # 1	46%	29%	25%	0	100
HIST B15					
SLO # 1	70.6%	17.6%	11.8%		100
HIST B17A					
SLO # 2	26.9%	36.2%	13.8%	23.1%	100
SLO #3	20.0%	53.7%	9.5%	16.8%	100
SLO #4	0%	54.8%	25.8%	19.4%	100
SLO # 5	6.4%	38.3%	17%	38.3%	100

Total for eLumen	18.8%	43.9%	14.2%	23.1%	100
HIST B17B					
SLO # 2	37.7%	16.4%	3.4%	42.5%	100%
SLO #4					
ElumenTotal	52.9%	17.1%	6.4%	23.6%	100%
SLO #3	14.6%	80.5%	4.9%	0%	100%
SLO #5	12.2%	73.2%	14.6%	0%	100%
HIST B18					
SLO #1 fl 17	19%	76.2%	4.8%	0%	100
SLO # 3 sp18	33.3%	48.2%	18.5%	0%	100
HIST B20A					
SLO #					
HIST B20B					
SLO #					
HIST B25					
SLO # 7	23%	26.2	4.9	45.9	100
HIST B30A					
SLO # 3	24.7%	16%	59.3%	0	100
HIST B30B					
SLO #3	51%	4.2%	44.8%	0	100
HIST B33					
SLO # 1	79%	15.8%	5.2%	0	100
HIST B36					
SLO #	26.9%	0%	23.1%	50%	100
ELUMEN PROG TOTAL	29.9%	29.8%	14.1%	26.2%	100%

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

The History Program of the Social Sciences Department of Bakersfield College has a lot of challenges, and some of them are a bit unique.

We are the third largest program, by number of students enrolled in our courses [behind Math and English].

Yet, we are the largest program that has courses *without* pre or co-requisites for enrollment. The department has discussed this a few times, but the interests of equity for student access and the nature of our classes has led to a consensus to not implement prerequisites.

Additionally, we offer 15 different preps/courses. Among them are many that allow students to connect to specific cultures that had been marginalized in the past [HIST B15, B20A, B20B, B25, B30A, B30B, B33, B36]. This is a clear support of our BC Mission, of respecting and supporting cultural diversity.

All of our courses require extensive reading comprehension and written communication skills. They all require the ability to analyze and evaluate both information, and the bias of information. These are challenging concepts for many of our students.

With all of that, our courses were frequently [esp. HIST B17A] some of the first courses a student was placed into when entering college.

So- to recap:

- No prerequisites
- High levels of reading comprehension needed.
- High Levels of writing ability needed.
- Somewhat nuanced critical thinking/analysis skills needed.
- Many courses are very specific in their content, and require discernment to understand biases and value judgements.
- Steep learning curve.
- Assigned in first or second term at BC.

With the development of the Guided Pathways Finish in 4 movement, we structured our classes so that HIST B17A would be taken AFTER ENGL B1. It will be interesting to see how the order of exposure to Engl B1 *before* B17A affects attainment of outcomes.

Our SLO Assessments demonstrate that we have made some incremental changes in success rates, but that we have a *significant way to go*.

They also demonstrate that there is a significant challenge in motivating students to even attempt required assignments. Most of the N/A students are ones who did NOT ATTEMPT the assignment. No matter how much we cajole, plead, beg, bribe, inspire, command, lead, empower students- they still have to be willing to do the work.

In prior iterations of the SLO Assessment process, our program excluded the 'no attempts' from calculations of the success rate on each SLO assessed, so that it showed what percentage succeeded out of all who attempted- not just out of how many were enrolled.

eLumen doesn't allow that type of discernment yet- but it should be programmed to do so.

A student can't succeed in meeting SLO standards if they don't try- and we can't force them to do the work without going to jail.

Yet, eLumen calculates based on all who are enrolled- it seems.

Another take-away from this is that we have at least one faculty member who makes this process difficult due to lack of providing SLO data- even when repeatedly requested. This leaves holes in the assessment profile that I cannot fix this term.

Improvement is noted, yet there is room for more- and we are moving in that direction.

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

Our strengths are found in our development of critical thinking, of effective reading/writing skills, and our comprehension of the multiplicity of viewpoints found in life. The strength is that a student who 'gets' the SLOs and main lessons of our classes becomes a much better student, and frequently becomes more engaged in the world around them.

This is the Historian's craft at its' best- and the reason why History is such a useful bedrock field of inquiry for intellectual development and personal growth.

As such, we need to continue to provoke thought, to teach new ways of integrating concepts across time, space and disciplines, and to engage our students in a true spirit of inquiry: all in an age that increasingly tells students that they need to go to college to get a job. As opposed to getting an education and understanding.

Due to a multiplicity of causes, we have too many students not 'getting it', and this needs to change.

We need to fix many things in our courses, in order to enhance attainment of success by the students.

What needs to change depends on the professor and the material. One point of discussion that all faculty are in agreement on is the need to get students more engaged and take more ownership of their grade and success. Unfortunately, professors have to take a separate step to disaggregate success by those who attempt the assignment vs those who don't show up/turn it in, as eLumen doesn't allow for this distinction in the calculated success rates.

As the state is moving toward a progress based [degree/certificate/benchmark completion] funding system [fused with enrollment], we may finally be getting to the point that the department is willing to embrace pre-requisites for enrollment in our courses.

The main objection was that said pre-requisites disproportionately affect our most at risk students, and that our concern for equity of opportunity meant that we shouldn't require them to have a specific level of English for our classes, for fear that it would deny a large percentage of them an opportunity to engage in the study of History.

At least one professor indicated that they were going to change their writing assignment from a semester-long 10-page research paper to 4 3-page papers, to allow multiple chances to improve their grade and practice writing and organization.

A couple of other professors have identified a desire to integrate web-based tools to engage students while in the classroom [such as Kahoot-it games, and others], but have run into problems with WiFi access.

Others plan to expand their class discussion time to enhance clarity of understanding of key SLO points.

Many are re-evaluating their resource materials and teaching lessons, to verify how clearly the SLO lessons are presented.

Lastly, there has been discussion at the most recent department meeting about the desire to modify the SLOs to make them more effective, when not hindered by State c-ID standards for the course. This is currently being pursued with Accreditation and Curriculum Committee guidance.

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 13 tenured [or tenure track] discipline faculty within this program. There is only one class that the majority of us share in teaching: HIST B17 [A or B]. 10 of us teach that course on a yearly basis. The other 13 courses in our department are taught by smaller numbers. Some courses are taught by only one professor, as there is only one offering per term- or academic year.

In general terms, we receive our listing of SLOs to assess every fall from the department chair. We meet with each other and the chair about 1-2 times a semester to discuss pedagogy, course process, assessment, and future changes that may result in improvement of student attainment of SLOs.

We rarely do this physically, due to our convoluted schedules. Instead, we do this via small group actions, and then share from one group to another. We do this in offices, or via email conversations on the topic.

This year we have met twice as a department. At the most recent meeting, the chair identified the need to work on SLO assessment and revising SLOS- and recommended each program begin working in cohorts based on courses taught to fine tune them.

There are some commonalities of assessment that can be enhanced in EVERY course, but there are also more unique characteristics of a B30A, for example, that may not really apply to a B17 [A or B] course.

As such, small group work, with people who are already teaching those preps, is deemed more effective than having 10 people who don't teach that prep try to join them and fine-tune everything.