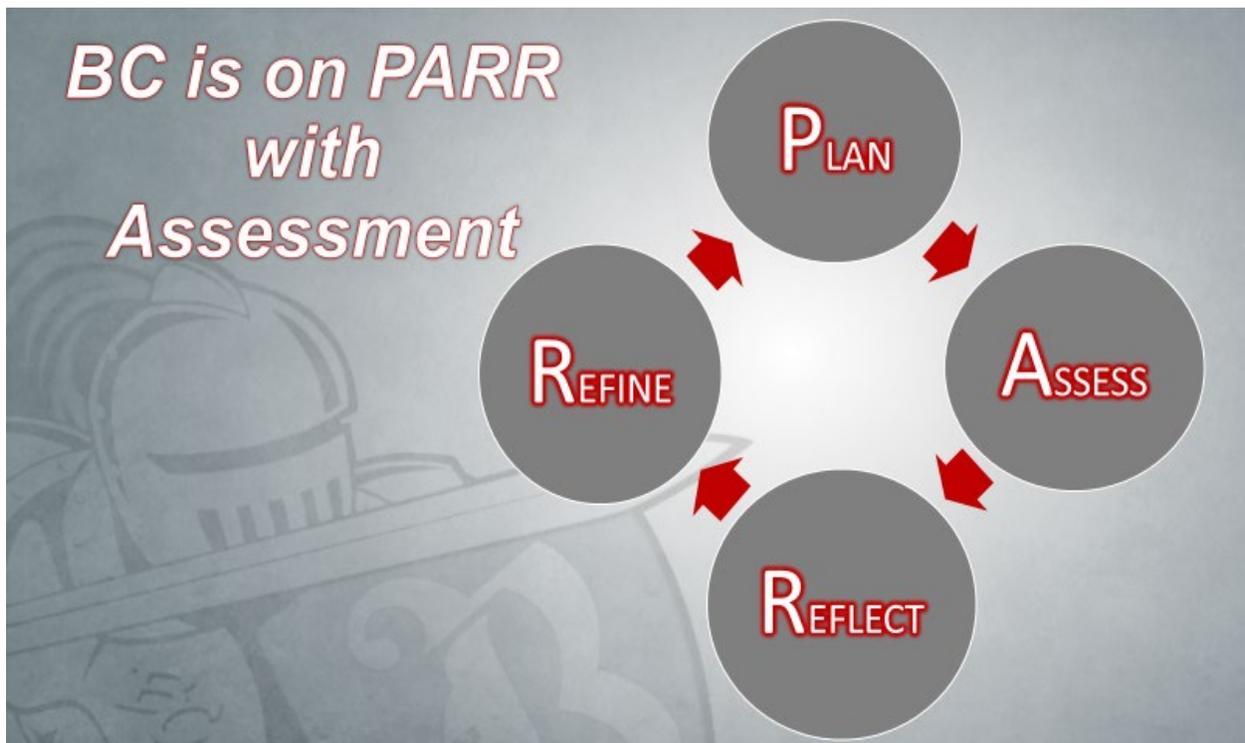


Program Review – Assessment Report Instructions



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:

Mathematics

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

All 15 of our math courses submitted Outcome Assessment Reports for Spring 2018. The Outcome Assessment Reports for Math B1A, Math B22, B60, Math B70 hybrid and online sections are collected together. We assessed SLO #3 using a common SLO assessment question for 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
Math B1A	10.95	41.70	28.27	19.08	283
Math B1B	13.10	55.86	30.34	0.69	145
Math B2	26.09	47.83	21.74	4.35	23
Math B4A	67.65	14.71	17.65	0.00	34
Math B6A	27.18	32.04	28.16	12.62	103
Math B6B	22.50	38.33	35.00	4.17	120
Math B6C	31.58	21.05	10.53	36.84	19
Math B6D	0.00	77.14	22.86	0.00	35
Math B6E	0.00	90.62	6.25	3.12	32
Math B21	0.00	85.71	0.00	14.29	7
Math B22	10.22	51.72	30.01	8.05	783
Math B23	4.65	48.84	44.96	1.55	129
Math B60	1.97	56.41	32.73	8.88	608
Math B65	9.34	40.46	39.00	11.20	482
Math B70	16.04	45.09	26.56	12.31	723

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

The lab component for Math B65 is a plus because it encourages application and discussion which are designed for non-STEM majors who will take Math B22 or mostly Psyc B5 right after. However, we had students who are STEM or Business majors, and also some students did not take Math B22 or Psyc B5 after they pass Math B65.

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

We have been taking steps to explain the purpose of this course at the beginning of the first class and speaking to those who we think should be taking the traditional pathway courses such as Math B60 and Math B70.

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 hold our department meeting monthly and we constantly have conversation about our teaching and assessment.