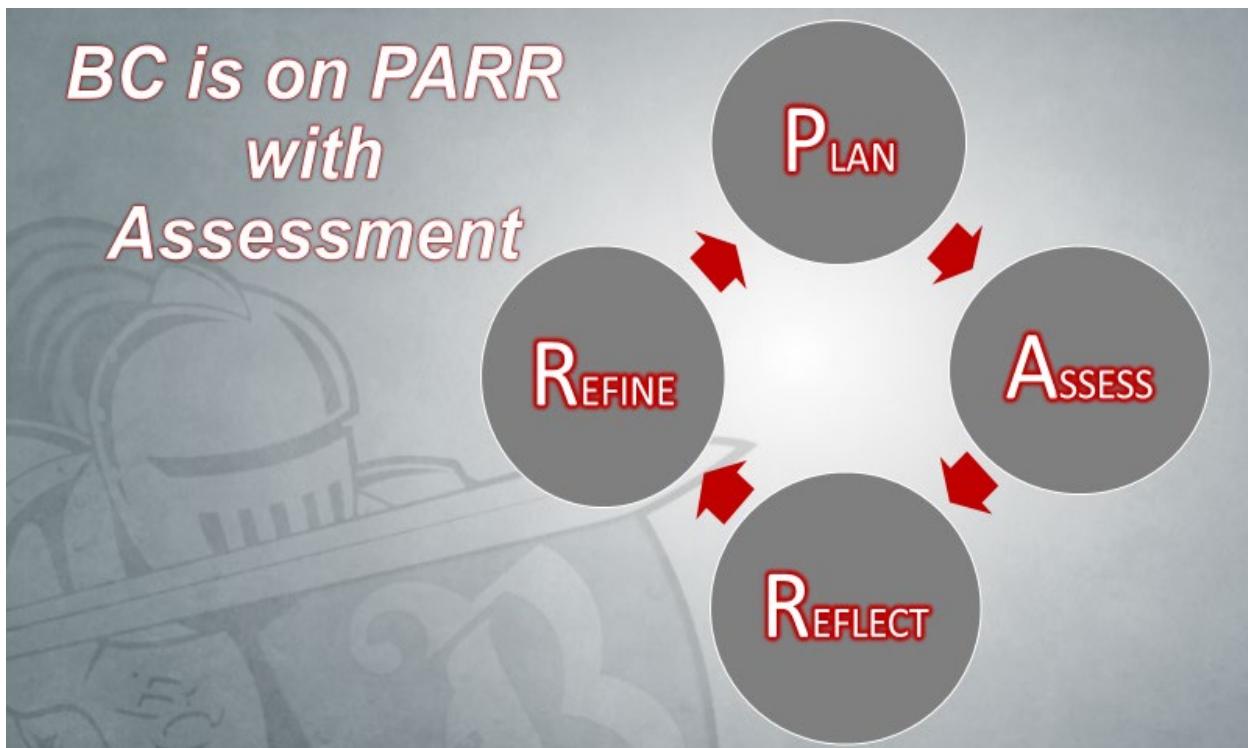


Program Review – Assessment Report Instructions



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:

Philosophy

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

Exams, critical essay, and quizzes

Assess – Fill in the table using the data from the report SLO Performance - PhilBy Department, Course, CSLO

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
PhilB9	46	38	46	3	133
PhilB10	38	17	16	0	71
PhilB12	147	86	60	0	293
PhilB37	8	22	7	0	37
PhilB6a	57	42	46	4	149
PhilB7	240	299	188	15	742

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

Overall the philosophy has an averaged 73% percent success rate, where success is defined in terms of student exceed plus student meets. This is very significant given the nature of our course study, which demands high level thinking to write, critique, and defend various philosophical positions. This is our strength – our pedagogy is strong and effective, especially given that our courses do not have any prerequisites save for PhilB9. One area of weakness includes success rates in our PHilB6a which is 62% - otherwise we are strong throughout.

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

Based on our strengths, our department remains steadfast to our commitment to keep introducing primary sources in philosophy and religious studies in order to expose our students to high-level academic writing. Based on our one weakness, we have agreed to spend more time collaborating over different types of assessment to see which type works more effectively for that instructor, the results of which we may use as a kind of template for future instructors – this said however we strongly believe in academic freedom and so will only encourage new and old instructors to take our recommendations seriously.

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 spend several times a year inputting, discussing, sharing, and comparing our data over the course of any given year, usually at department meetings and also many times on our personal time over good food and drinks.