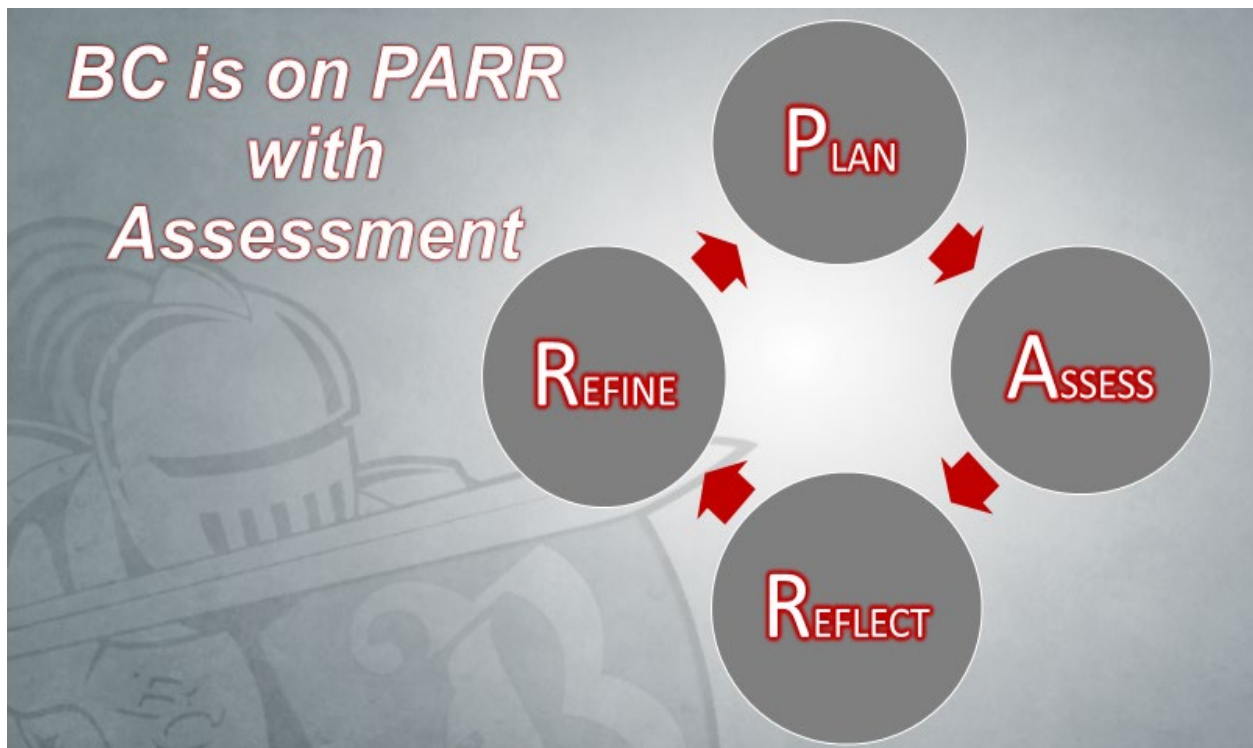


## Program Review – Assessment Report Instructions



### 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](http://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: Political Science

**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
POLS B1					
SLO # 3	26.3%	45.2%	28.5%	0	100%
SLO #					
POLS B2					
SLO # 2	42.4%	28.8%	28.8%	0	100
POLS B3					
SLO #3	52%	48%	0	0	100
POLS B12					
SLO # 2	28.6%	42.8%	28.6%	0	100
POLS B16					
SLO # 2	88%	9%	3%	0	100

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

The average success rate for SLO achievement in Political Science has consistently remained above our target for the past 3 years.

This demonstrates that the process of explaining the concepts, the focus on engaging the students [through participation in government meetings off campus], the use of writing projects, and the critical rigor has consistently resulted in high success rates for this program, overall.

This success is aided by the reality that over 1000 students a year take Political Science classes, and most of them are taking the POLS B1 course.

It is notable that POLS 3 and 16 have noticeably higher success rates. This is seen as a result of a few different factors. More motivated students engaged in the course work. Different tools for measurement of SLO attainment used in each of them. 'luck of the draw' in terms of student abilities this term.

As for a weakness- it is in getting students to complete all of assignments and turn them in. This is frequently beyond the realm of powers professors have- as it involves intrinsic motivation from the students, and we can only foster that. They have to actually carry it out.

The largest area for improvement in success is actually from Online instruction, but that is *true across the campus, in all disciplines*.

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

As one person famously stated: "If it ain't broke, don't fix it!"

That is not quite the program's attitude, but elements of that are present in the attitude.

The existing success rates are clear indications of the quality of the work and clarity of the process that is already unfolding. There is a strong desire not to modify anything that is working so well.

At the same time, there is recognition that there may be value in slight shifts in the classroom. This could be in the examples provided, or the images used for demonstration in the PowerPoint presentations.

The program members collaborated recently and phased-in a new textbook last spring. The Assessment Results will be anxiously watched for this year as well, to determine if there is any diminution of SLO achievement that may be attributed to the new resources used.

There is a constant impetus to modify/correct/tweak the presentation of material to keep in line with new data and new student populations. Yet it is the contention of the program that the bedrock pedagogical principles that have resulted in these success rates have been validated.

**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 four tenured or tenure-track discipline faculty within this program. They meet 1-2 times a semester to discuss pedagogy, course process, assessment, and future changes that may result in improvement of student attainment of SLOs. Usually this is done in each other's offices, or via email- in a 'virtual' meeting. Occasionally they schedule a live sit-down meeting- such as last year, when they evaluated and selected a new textbook for their POLS B1 classes.

[they respect the professors' right to choose any book that the professor wants to, but they have volunteered to use the same book. I have heard them explain to new hires, and to adjuncts, that the department 'tends' to use book x, but that the faculty member can choose whichever book they wish.]

This approach is used as it enables the least interruption in their teaching, grading and student hours.