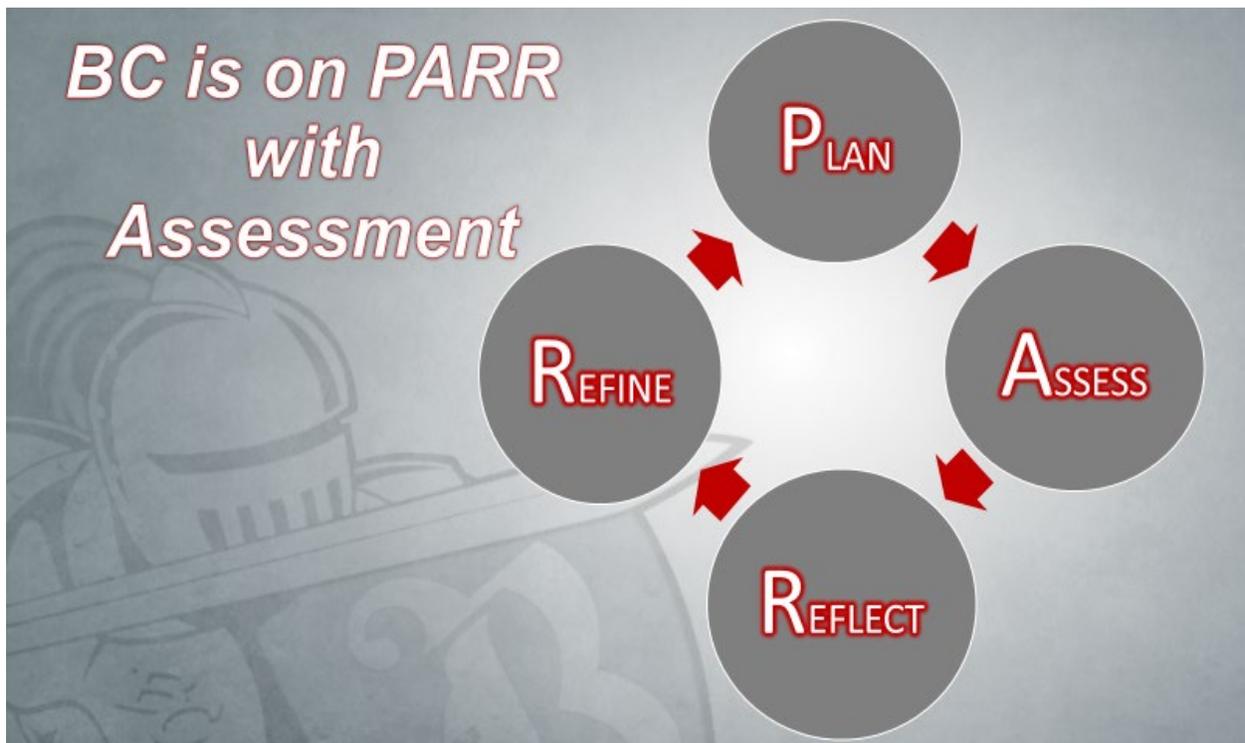


Program Review – Assessment Report Instructions



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:

Psychology

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

Course SLOs (with the exception of PSYC B5) are assessed using the following rubric:

“% Students Exceed:” 80% or Better

“% Student Meets:” Less than 80%, but better than 60%

“% Students Doesn’t Meet:” Less than 60%

The department discussed and decided that a grade of “C” in PSYC B5 is a prerequisite for PSYC B6, so the course SLOs for PSYC B5 are assessed using the following rubric:

“% Students Exceed:” 80% or Better

“% Student Meets:” Less than 80%, but better than 70%

“% Students Doesn’t Meet:” Less than 70%

SLOs are assessed using student responses to either specific short-answer writing prompts on exams, overall exam scores, or culminating projects. Regardless of the method of assessment the rubrics listed above are applied.

A common SLO across Psychology courses pertains to the scientific method. For example, SLO #1 for PSYC B1A, General Psychology is

“Demonstrate an understanding and application of the scientific process and research methods employed in psychology.”

A common tool for assessment includes a student’s free response to the following short-answer writing prompt:

“What is the difference between an experimental and correlational study? Provide an example of an experiment. Provide an example of a correlational study.”

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
PSYC B1A	52.73	29.51	11.75	6.01	100
PSYC B1B	47.25	31.87	8.13	12.75	100
PSYC B5	44.39	32.23	23.38	0	100
PSYC B6	68.35	15.37	13.76	2.52	100
PSYC B20	81.61	15.52	2.87	0	100
PSYC B30	42.46	40.48	17.06	0	100
PSYC B33	-	-	-	-	100
PSYC B40	63.10	19.64	17.26	0	100

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

A major strength is that the majority of students exceeded or met expectations across all courses. The highest rate of exceeded & met expectations combined is a 97.13%.
The lowest rate of met and exceeded expectations is 76.62%.

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

Faculty plan to continue with open dialogue concerning the method of instruction for continued success, maintain an open dialogue concerning assessment tools, and strategies to encourage students to take advantage of available student services on campus. A goal of the department is to provide training on eLumen for adjunct faculty.

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).

Psychology faculty meet weekly to discuss issues pertaining to the department, which includes assessment. The initial meetings include discussion of the assessment rubric and how SLOs are measured. The following meetings focus specifically on data entry with eLumen, and interpretation of the data with a focus on continual improvement.