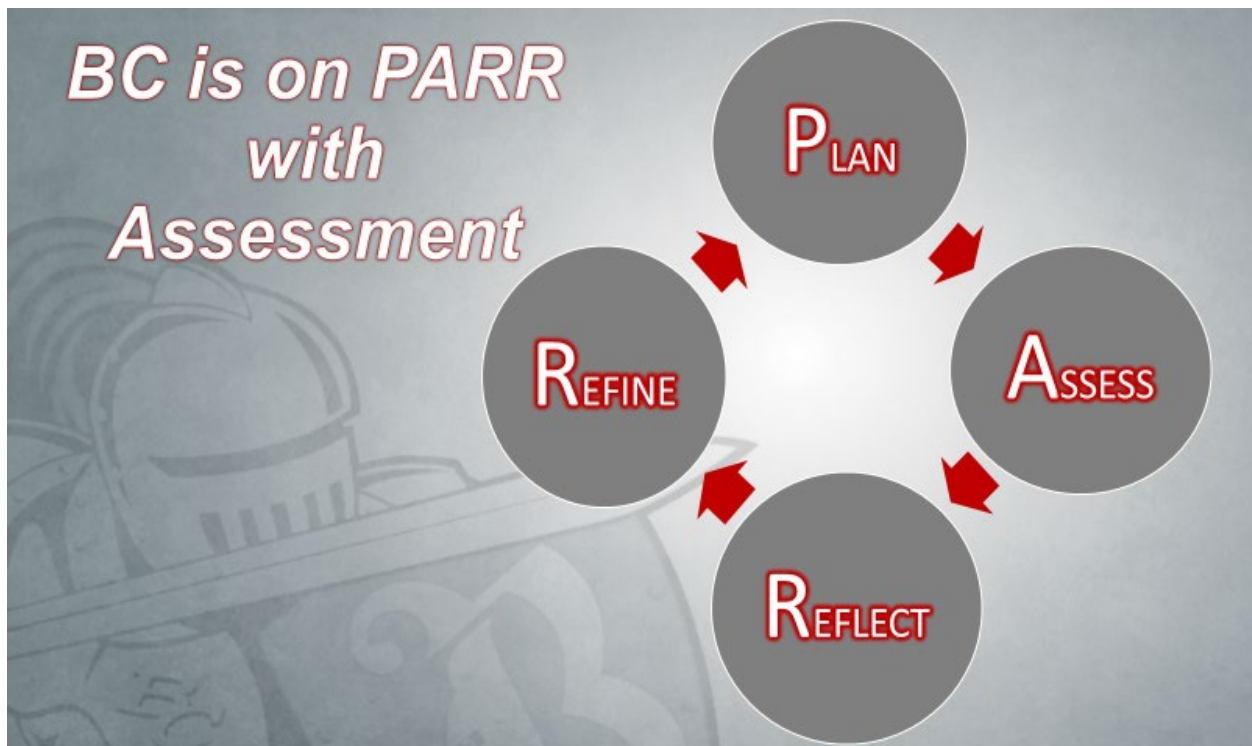


## Program Review – Assessment Report Instructions



### 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:**

Public Health Science.

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

The outcomes assessment guide the degree's curriculum development and instructional delivery in the classroom. Another key outcome is feedback from community partners. The program uses both formative and summative evolution to guide the program. For example, both the PLOs and community partners require a strong emphasis on analysis and interpretation. For this reason, the program stresses that students do a service learning project that is tied to a community need.

**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
PBHSB20 SLO 1	43.33%	45.00%	3.53%	8.33%	100%
PBHSB20 SLO 2	70.00%	18.33%	3.33%	8.33%	100%
PBHSB20 SLO 3	30%	56.67%	5.00%	8.33%	100%
PBHSB20 SLO 4	71.67%	11.67%	8.33%	8.33%	100%
PBHS 21 SLO 1	62.35%	23.65%	8.24%	5.88%	100%
PBHS21 SLO2	63.5%	17.65%	12.94%	5.88%	100%
PBHS 21 SLO3	65.3%	14.12%	16.47%	5.88%	100%
PBHS 21 SLO3	65.3%	14.12%	16.47%	5.88%	100%
PBHS21 SLO4	62.65%	17.65%	13.62%	5.8%	100%
PBHS22 SLO1	13.43%	67.16%	14.93%	4.48%	100%
PBHS 22 SLO2	2.99%	82.09%	10.45%	4.48%	100%
PBHS 22 SLO3	55.22%	32.48%	7.46%	4.48%	100%
PBHS22 SLO4	76.12%	8.96%	1.49%	13.43%	100%
PBHS22 SLO5	76.12%	8.96%	1.49%	13.43%	100%
PBHS23 SLO1	93.33%	0%	0%	6.67%	100%
PBHS23 SLO2	93.33%	0%	0%	6.67%	100%
PBHS23 SLO3	93.33%	0%	0%	6.67%	100%
PBHS23 SLO4	66.67%	26.67%	0%	6.67%	100%

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

Write your response here. The textbox will expand as you type.

The strength of the program is when students are able to apply concepts into project based learning or actually take a role in teaching a topic to their peers. This is starting to change, but many students enter the program not understanding the concept of public health science. They take the class as they wait to enter impacted program. To address this weaknesses, a portion of the program focuses on careers in public health and degree options. In addition, students need to be grounded in the sciences and if they are struggling with some of the core science classes they will also struggle with some of the key concepts of public health science, which are population disease control, and contact tracing of diseases. What is interesting, is students who have failed chemistry and biology before have retaken the class and have stated that the public health classes helped them grasp some of the concepts they had struggled with previously.

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

One of the areas, PBHS20 SLO1, students seemed to be struggling with some the key concepts. We recently switched the Introduction to Public Health textbook and provided additional materials to dive in deeper into basic public health science terminology and concepts.

**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).

The program currently has one full time faculty and recently was able to hire two new adjunct. This now allows the ability for the program to reflect and discuss student’s needs. Prior to this, the current faculty member used data to modify instruction by reteaching, providing hands on learning and using strategies to increase depth of knowledge.