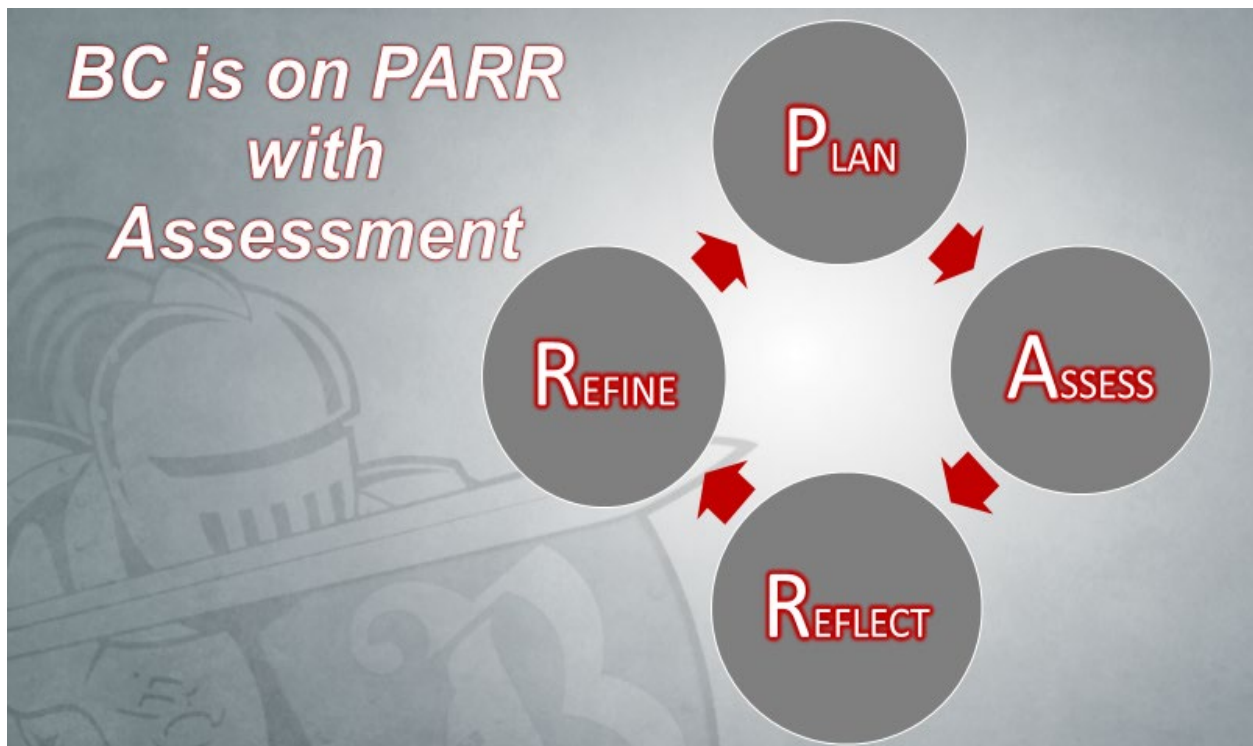


## Program Review – Assessment Report Instructions



### 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 Safety Training Programs: Fire Technology

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

The supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in the Public Safety Career Pathways. Assessment process includes; Syllabus articulation to students, grading expectations are clear, concise, teaching goals & philosophy are clearly articulated, goals align with Course Student Learning Outcomes. (CSLO). Assessment tools include; exams & quizzes, student understanding and measured in part by percentage of passing rates.

**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
Fire B1	35.29%	41.18%	11.76%	11.76%	100%
Fire B2	68.15%	13.33%	4.44%	14.07%	100%
Fire B3	66.67%	13.33%	17.78%	2.22%	100%
Fire B4	73.68%	13.16%	6.58%	6.58%	100%
Fire B7	48.28%	34.48%	10.34%	6.90%	100%
Program Totals	62.50%	19.35%	8.33%	9.82%	100%

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

The strengths are the high percentage of exceeding the course expectations. The weaknesses are the percentages that do not meet the expectations. The goal is to increase the number of students that exceed the expectations.

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

The faculty recognizes the strengths and weaknesses are working diligently to increase the level of student understanding in the Course Student Learning Outcomes. The Fire training program is focusing on increasing the instructor knowledge of assessing Student Learning Outcomes (Professional Experts) in all courses. The Emergency Medical Service courses; Emergency Medical Technician (EMT) and Paramedic courses are showing positive growth and increased knowledge on assessment.

**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 Public Safety Training Program Faculty meet monthly to discuss curriculum, assessment, and course syllabi. Also, the faculty instructors and I discuss strategies weekly to enhance student learning.