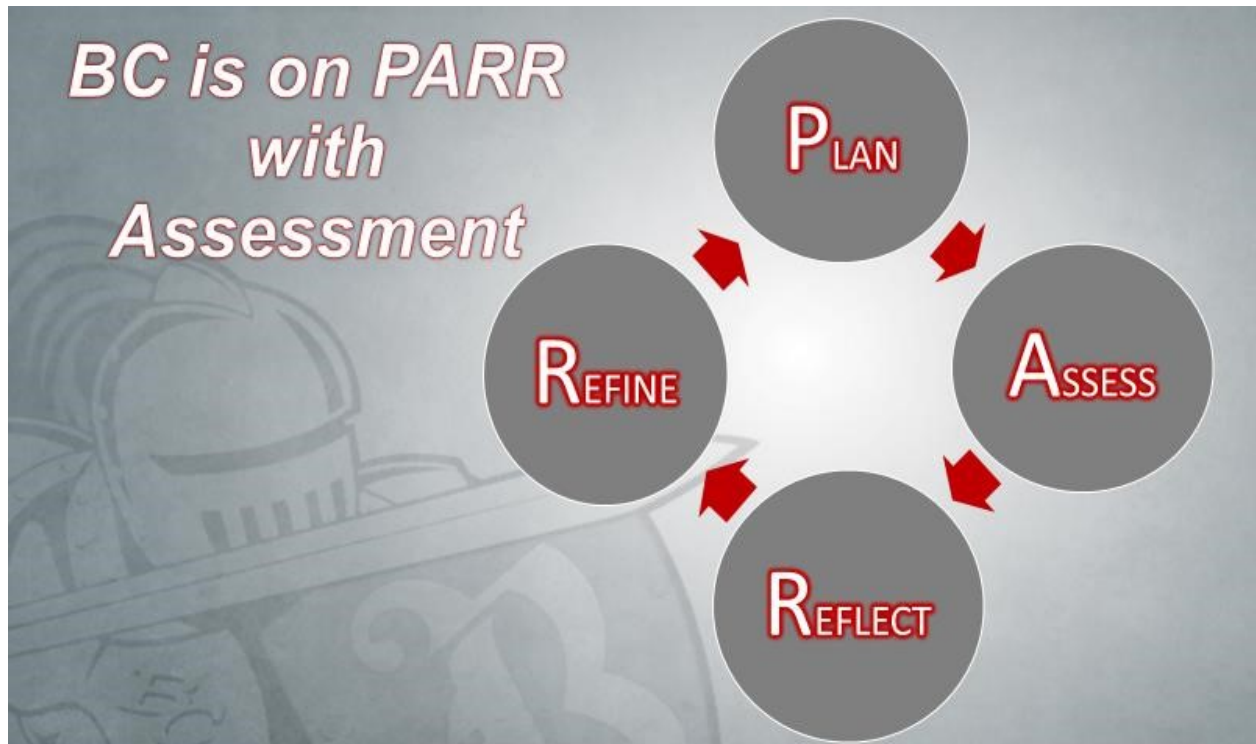


Program Review – Assessment Report Instructions



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:

Paramedic Program

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

- 1.) For our didactic courses (EMTC B10, B12, B13, and B15) we utilized questions off of the finals.
- 2.) For the skills lab courses EMTC B11 and B14), we monitored student performance and used a check-off sheet documenting student competencies.
- 3.) For our EMTC-B16 (Hospital Clinical Training) and EMTC-B17 (Field Training) course, our program was so new that we did not have any data available, therefore we had nothing to assess for this course.

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
EMTC-B10	0%	87.50%	8.33%	4.17%	100%
EMTC-B11	95.83%	0%	0%	4.17%	100%
EMTC-B12	95.83%	0%	0%	0%	100%
EMTC-B13	0%	100%	0%	0%	100%
EMTC-B14	96.88%	0%	3.12%	0%	100%
EMTC-B15	100%	0%	0%	0%	100%
EMTC-B16	No data available to report as our program was so new we didn't have any completions yet.				
EMTC-B17	No data available to report as our program was so new we didn't have any completions yet.				

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

Strengths – Our CSLO stats show that the majority of our students are meeting or exceeding the SLO expectations.

Weaknesses – There are no major weaknesses to complain of, however, it would be better if all of our students in every class met or exceeded at all of the SLO's.

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

We will continue to monitor for any drops in student performance and attrition rates. If we notice a decline in student performance, the instructors will meet and evaluate as to the cause of the decline and make adjustments accordingly.

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).

- 1.) Both full time paramedic instructors share an office and discuss student performance daily.
- 2.) On skills lab days (every Monday afternoon), we meet with all of the skills lab instructors after class to discuss student performance. We also document each student's performance using a software program (FISDAP) which shows how well the students are mastering their learning objectives.
- 3.) We have department meetings twice a month.