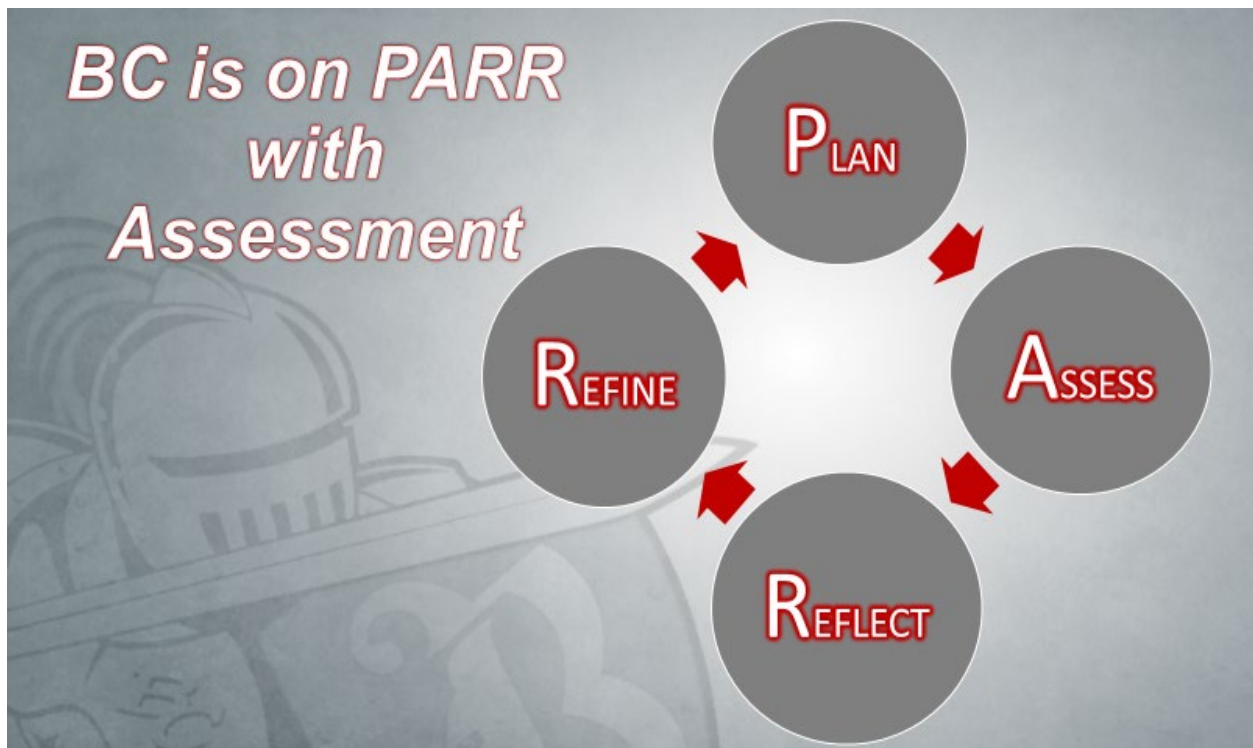


Program Review – Assessment Report Instructions



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:

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

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

Using the assessment activities of exam questions, case studies, and homework assignments (along with other method f assessment), the SLO performance was assessed per course. In addition, the program assessed the SLO’s as indicated on the plan. Prior to the eLumen implementation, the department chair sends a reminder about week 14 for faculty to begin gathering their data for the assessment process. The Chair tracks completion.

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
NURS B40		100			100
NURS B41		90	10		100
NURS B42		86	14		100
NURS B43	17	79	4		100
NURS B44					0*
NURS B25					0*
NURS B26		94	4	2	100
NURS B27		100			100
NURS B28		87	12		100
NURS B29	57	43			100

- This course was in transition from old to new curriculum. The assessment plan is to evaluate the SLO’s this year.

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

During a faculty meeting discussion, the faculty identified the following program strengths and weakness. **Strengths:** Program course content is sequenced to demonstrates increasing levels of difficulty. > The program has engaged faculty who focus on implementing student success strategies.>Simulation is integrated throughout the program> Clinical experiences prepare the students for entry into the profession as demonstrated by statement from our hospital partners indicating a preference to employ BC students.>Licensure pass rates at or above 94% for the last 5 years. **Weakness:** Students are underprepared for the rigor of the program.> Students have many personal issues (financial, emotional, mental) which are outside of the program’s control.

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

Strengths: 1) Continue current program activities: early identification of the at-risk student, maintenance of the program standards and expectations, and peer mentoring and peer tutoring programs. In addition, we use a success coaching/progress report model to track and support our re-entry students. **Weakness:** To address the preparation for the program, we have implemented the following: 1) The program has changed the entrance criteria 2) We offer week zero boot camps to address the program expectations. To address the student personal issues the program has implemented the early identification program (in addition to the BC early alert system). Using changes in grades, absences, or other behavior changes, faculty talk with students and make appropriate referral to medical services, mental health services, the food pantry, DSPS, writing/math/tutoring centers, and/or financial aid.

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).

At the monthly faculty meeting, we have an agenda item titled confidential student where we discuss students of concern and can evaluate the strategies/referrals. This discussion includes a default discussion of student progress towards achievement of the SLO. Through this reflective process, we are now looking at the comprehensive results of SLO achievement for the program which can help us to identify any progress gaps.