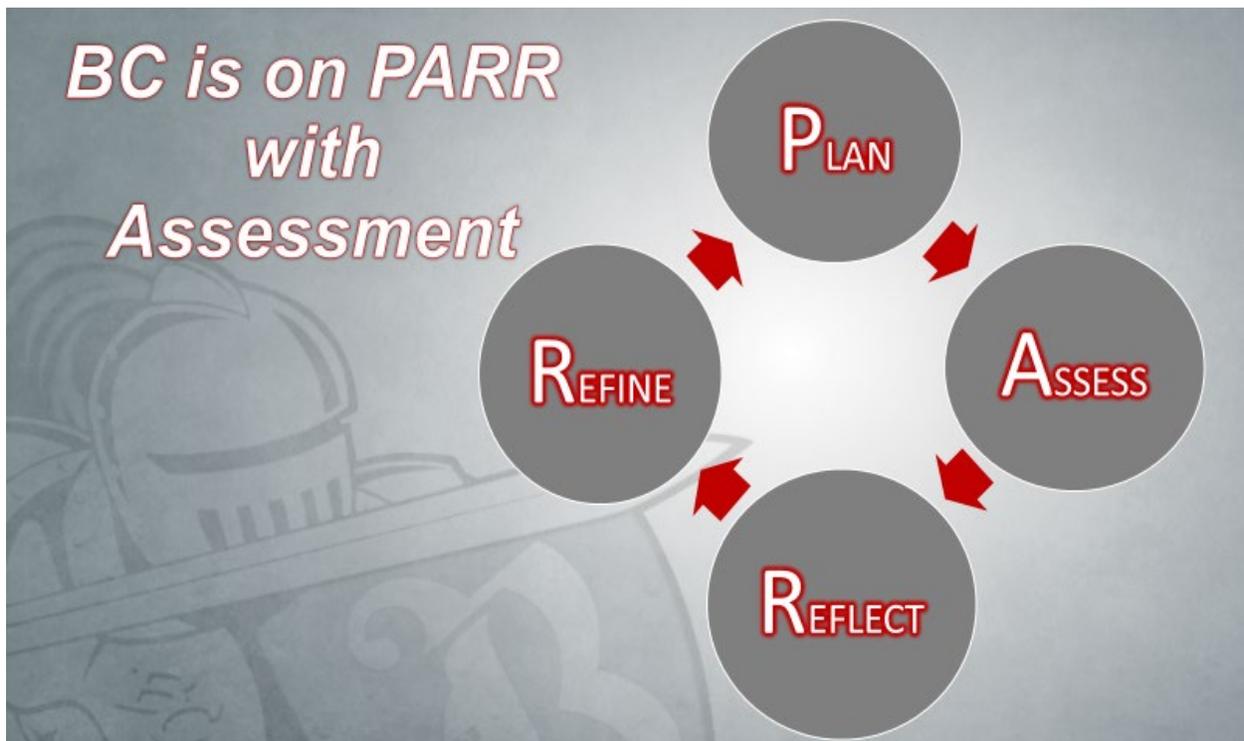


## Program Review – Assessment Report Instructions



### 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:** Welding

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

Assessment was completed using a combination of observation of student activities and formal assessments. Observations included observing students as they completed the set-up and operation of various machines and their ability to calculate speeds and feed rates as well as cutting threads.

**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
WELD B1A	92	11	14	11	128
WELD B1B	34	54	23	0	111
WELD B53A	103	8	3	18	132
WELD B53B	8	9	2	1	20
WELD B55A	9	7	1	1	18
WELD B55B	6	118	20	0	144
WELD B65AB	7	4	0	1	12
WELD B74A	17	79	9	21	126
WELD B74B	10	7	0	2	19

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

The strengths of the welding program lie in the hands-on nature of the subject matter and the skill of the instructors. Students come to the program highly motivated to succeed and the professors have abundant experience in the field. Each of these factors show the relatively high numbers of students who meet or exceed the SLOs. The most common weakness exhibited is the low level of preparation (especially in math skills) of students entering the program.

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

Based on the information above the faculty plan to continue working to the strengths: using hands-on activities as well as the use of manipulatives and visual aids. The professors are keenly aware of students who have basic skills deficiencies and are actively referring students to the tutoring center. We also plan on instituting Starfish into the class.

**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).

Faculty meet in an ongoing manner to discuss issues with the classes and program. Often meetings are informal, as the faculty meet as needed. Formal department meetings are regularly held and faculty meet in a one-on-one fashion in the laboratory environment.