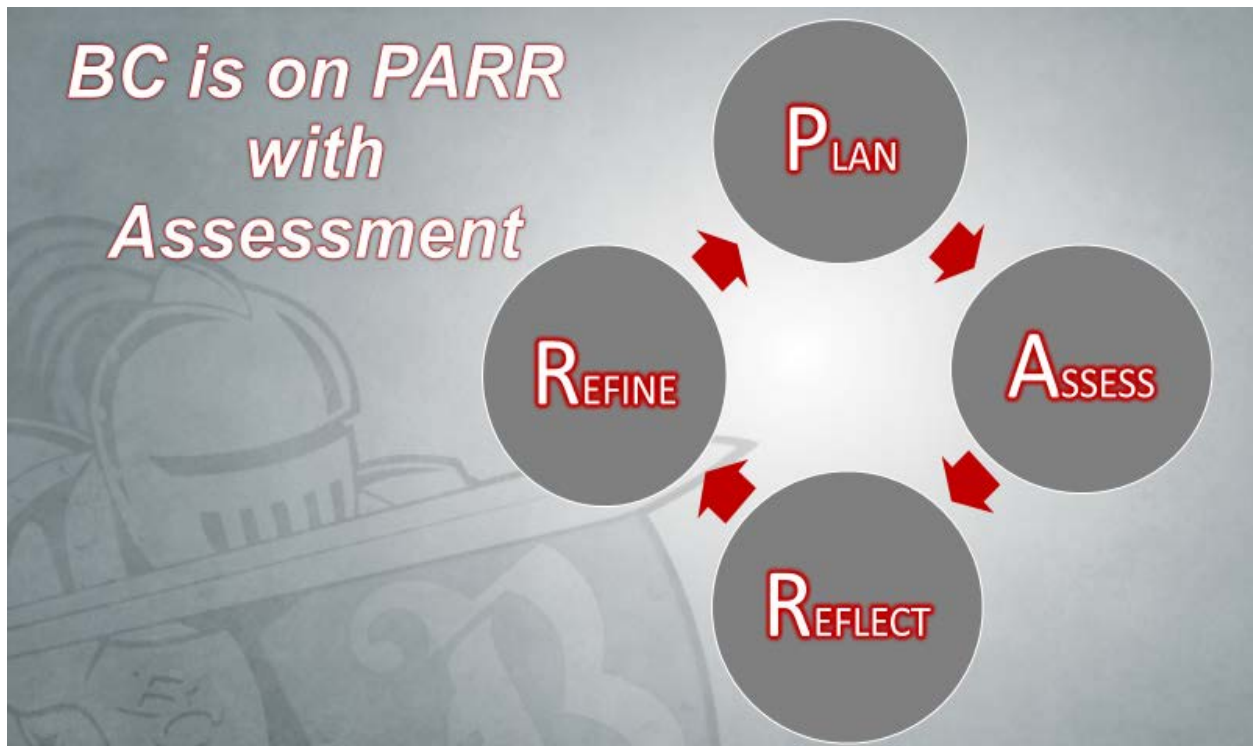


Program Review – Assessment Report Instructions



Instructions:

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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:

Plant Science AS-T

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

The success rate is determined by calculating the percentage of students in each course that correctly answered the questions on the tests and homework related to each SLO for the course. A score of 70% or better was considered meeting the expectations for the SLO.

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
SOIL B1	0	0	0	0	0
CHEM B2A	0	0	0	0	0
AGBS B2	13.48	72.47	11.52	2.53	100
MATH B22	10.22	51.72	30.01	8.05	100
CRPS B5	0	0	0	0	0
ORNH B4	59.74	14.94	9.74	15.58	100
ORNH B6	0	0	0	0	0
ORNH B7	0	0	0	0	0
MCAG B10	4.76	92.86	2.38	0	100
CRPS B2	0	56.1	21.95	21.95	100
CRPS B4	0	73.81	20.24	5.95	100
ORNH B3	0	0	0	0	0

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

Students had the lowest success rates in MATH B22, CRPS B2, and CRPS B4. Our students seem to have problems in math, but the low success rates for the crops courses were surprising. CRPS B2 is an on-line course and quite a few students dropped the course before the first test, indicating that they either didn't like the on-line format or they signed up for the course only to meet their unit requirements for the semester, but got into another class they really wanted after the census date. However, CRPS B4 is not on-line and had a low percentage of N/A students, so I don't know why 20.24 % of the students did not meet the standard.

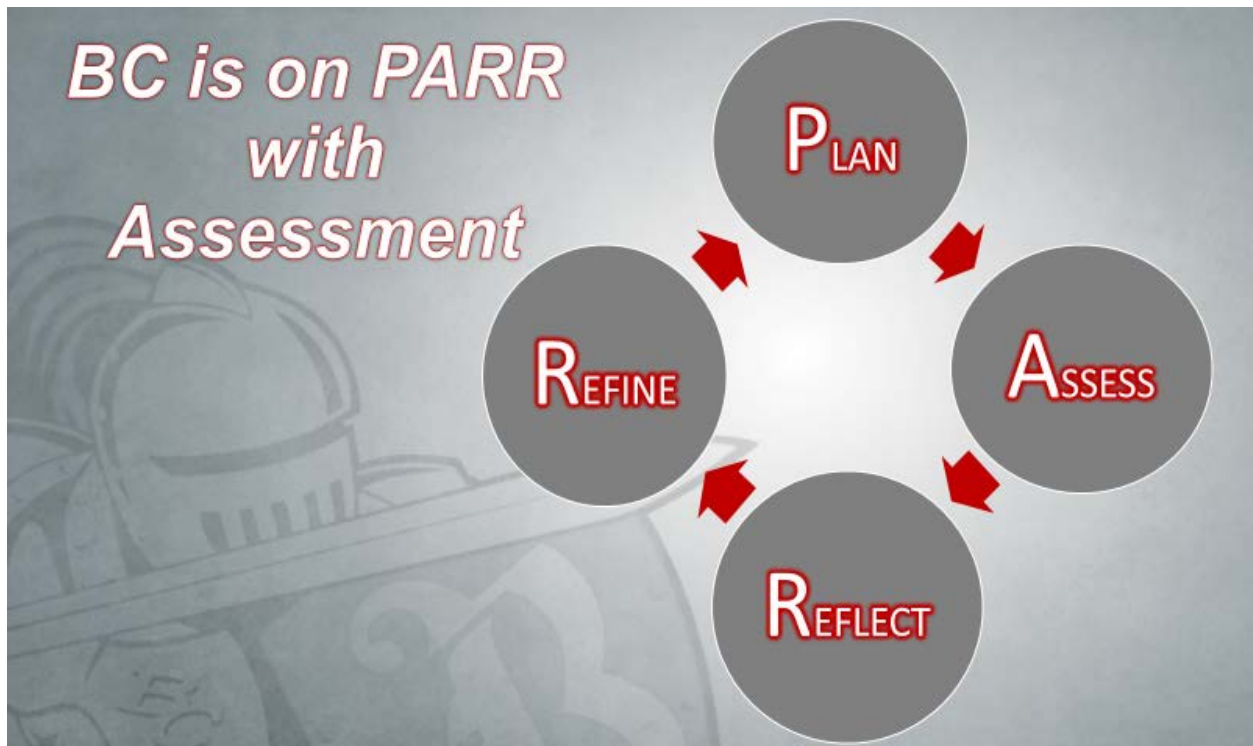
Refine – Summarize the changes that discipline faculty plan to implement based on the program’s strengths and weaknesses listed above.

The Agriculture Department needs to meet with the Mathematics Department to see if there is a way to **integrate more of their SLO concepts into our programs and vice-versa**. MATH B22 is an important course for any agriculture major to master. I use statistics in every plant science course that I teach and statistics is used in all aspects of the agriculture industry. Maybe if more agricultural or even biological examples were used for the statistical analyses in their courses, the agriculture students would see the necessity of learning the concepts for their future employment.

Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., his program (e.g., department meeting).

We discuss the SLO assessment data as part of regular bi-weekly department meetings. Because we are such a diverse department containing six distinct disciplines, much of the discussion is concerning SLOs of courses within a discipline that affect the students and teachers within the discipline. For example, there are the Plant Science courses, the Animal Science courses, the Mechanical Agriculture courses, etc. and most of the courses are not shared between disciplines. Within a discipline, the SLOs are discussed and shared much more often than between disciplines.

Program Review – Assessment Report Instructions



Instructions:

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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:

Construction

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

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

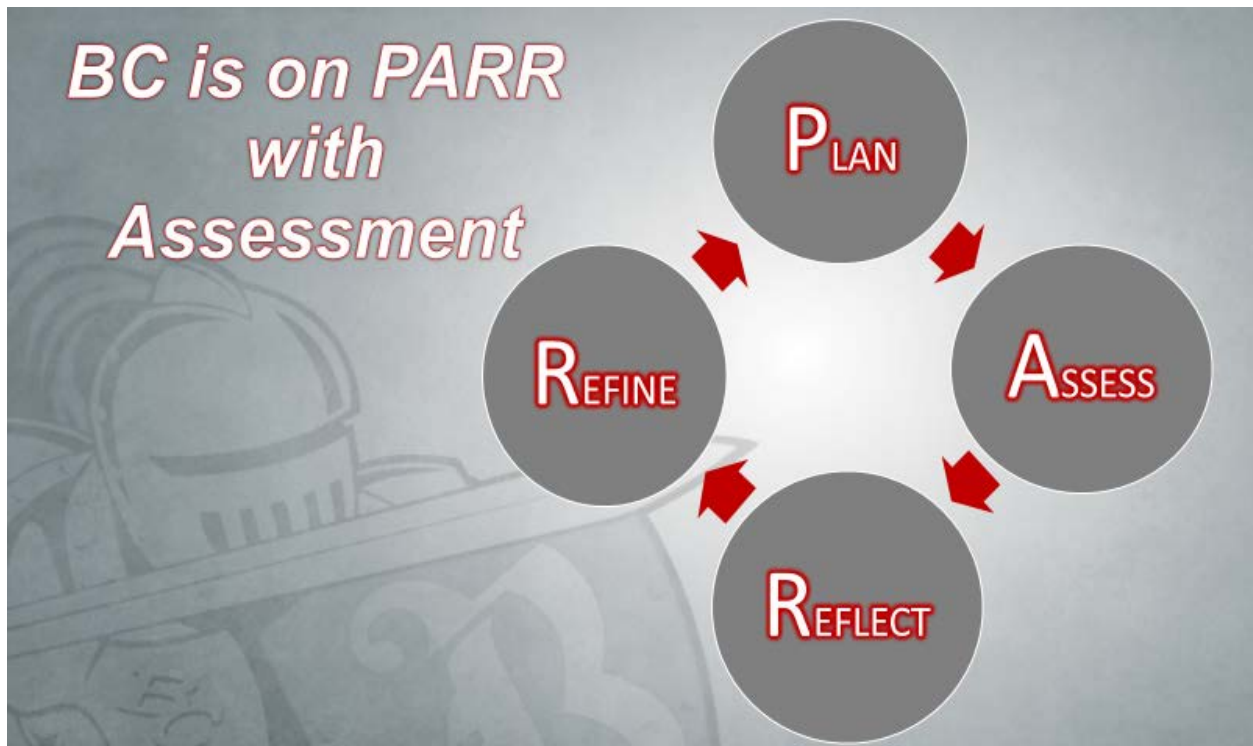
Reflect – Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program.

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

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).

Discipline faculty have not met (due to the fact that there are only adjunct faculty). The dean, department chair, and related faculty have met to evaluate and plan for this program on several dates.

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
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Program Review – Assessment Report

Name of Program:

Early Childhood Education

Each child development course has a signature portfolio project that is used to assess SLOs for like courses. Faculty look at the results from assignments related to the SLOs for each course and use the data to determine next steps in continuing or improving current teaching practices.

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

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
CHDV B45b	53.33	22.22	13.33	11.11	100
CHDV B20	77.78	4.63	0	17.59	100
CHDV B22	57.33	30.67	8.0	4.0	100
CHDV B52	54.30	15.23	14.57	15.89	100
CHDV B49	66.67	17.78	4.44	11.11	100
CHDV B32	44.35	41.13	6.45	8.06	100

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

Strengths of the program include faculty do utilize some form of assessment to generate outcome data pertaining to each SLO in courses taught and most students are meeting or exceeding performance. The weakness found is that not all data is assessed using like assignments which may skew outcome results. It is a goal of this program to have consistent assignments or exams to measure SLOs for each of the courses taught by all faculty so that the data results reveal needs for change or improvement in specific assignments or in specific teaching practices.

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

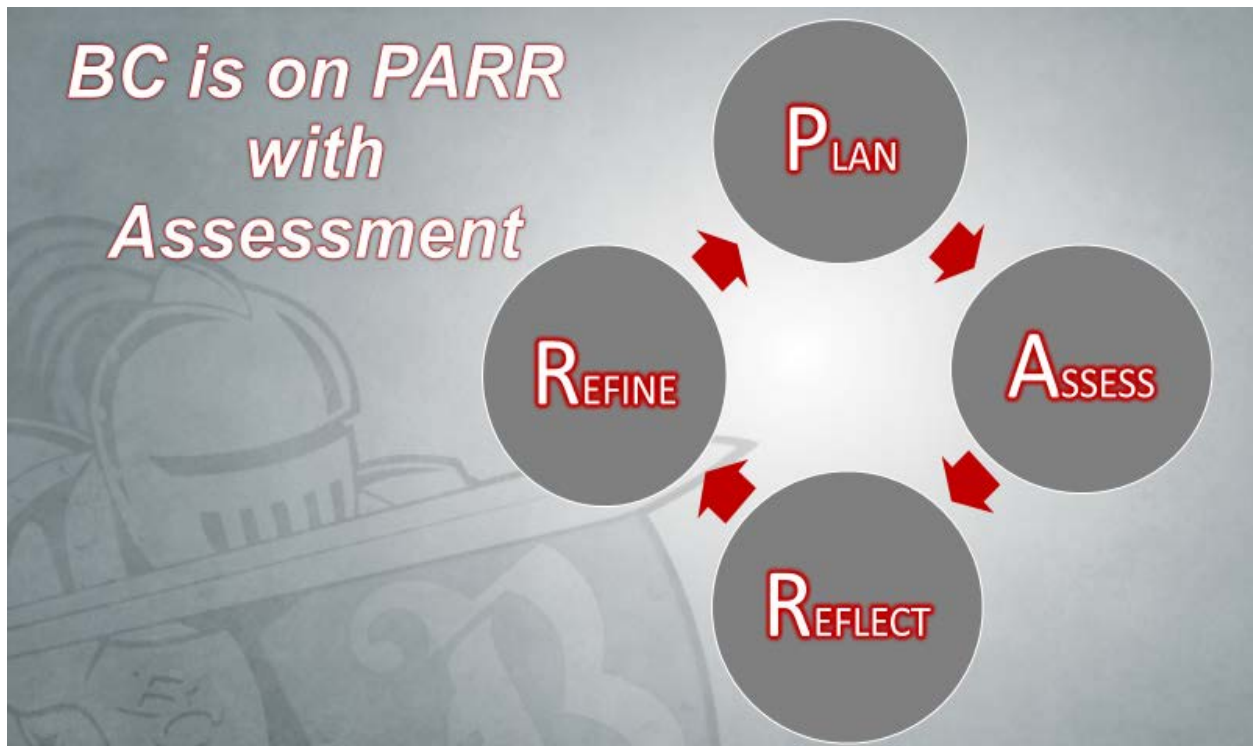
Although results do indicate the majority of students do meet or exceed expectations across sections, It was found through discussion faculty do not consistently use the suggested portfolio assignment as originally defined. Faculty agreed that standard exams or assignments be developed and utilized by all faculty to generate consistency in outcomes across sections in order to define if assignments need adjusting or if faculty teaching practices need improvement.

Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g.,

Discipline faculty formally meet two to three times a year to discuss the assessment process and results of targeted courses in order to ensure the majority of students are meeting or exceeding course expectations.

planning, data collection, and results) for this program (e.g., department meeting).

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
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Program Review – Assessment Report

Name of Program:

Geology

Courses in geology program evaluated by various SLOs related to each course.

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

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
Introduction to Geology (B10)	0	62.39	29.81	7.80	100
Introduction to Geology Lab (B10L)	0	64.78	31.76	3.46	100
Historical Geology (B11)	0	71.62	14.19	14.19	100
Historical Geology Lab (B11L)	0	82.86	11.43	5.71	100
Gen. Chemistry I (B1A)	41.39	21.25	35.9	1.47	100
Gen. Chemistry II (B1B)	43.75	31.87	16.88	7.5	100
Analytic Geometry/Calculus I (B6A)	27.18	32.04	28.16	12.62	100
Analytic Geometry/Calculus II (B6B)	22.5	38.33	35.00	4.17	100

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

In general Math and Chemistry courses are weak points likely due to many students entering BC with insufficient math abilities and a fear of chemistry. From the geology side, physical geology tends to be slightly more chemistry intensive compared to historical geology which may contribute to higher percentage of CSLOs that are not met by students.

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

In the geology department we heavily emphasize students to visit, in addition to profs during office hours, the math tutoring center for extra assistance and any SI sessions offered for various courses. We have various assignments provided at the start of the semester to gauge student math & chemistry levels and we attempt to work with students showing weakness as best as we can.

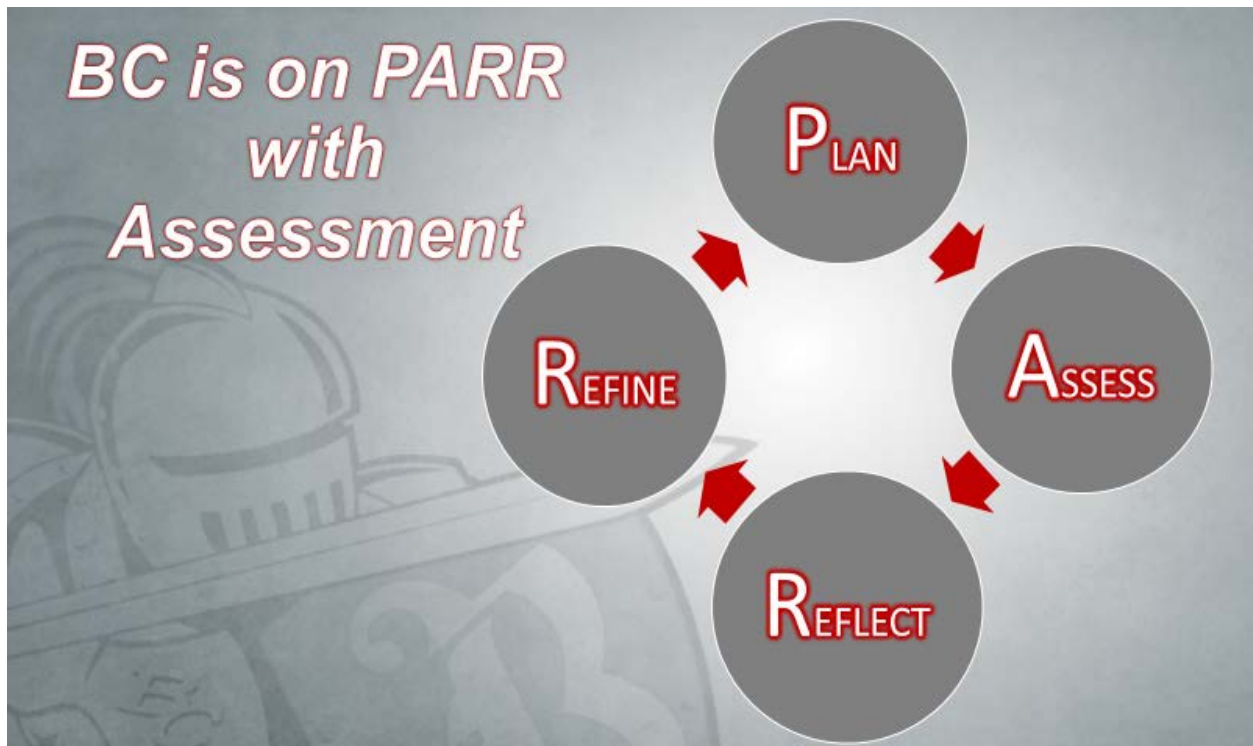
A pre-req of certain math and/or chemistry levels could be applied to increase students meeting CSLO's but we strongly advise against this as it would significantly affect a large student population enrolling in geology—instead of physics or chemistry—to complete their general education requirements in a “less science intensive” (student words not our own) environment.

Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g.,

The geology department meets to discuss data collection at least twice per semester and it has been brought up several additional times during informal office conversations. Last year Prof. Pierce had to mentor (then new) Prof. Benker on collection, input, and importance of this data.

planning, data collection, and results) for this program (e.g., department meeting).

Program Review – Assessment Report Instructions



Instructions:

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Program Review – Assessment Report

Name of Program:

Associate of Arts Degree for Transfer in Music

Individual instructors choose and deliver assessments for each course and section, posting the resulting data to eLumen.

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

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
MUSC B2	20.09	38.95	25.45	15.51	100.00
MUSC B4A	12.20	47.56	23.17	17.07	100.00
MUSC B4B	17.39	28.26	41.30	13.04	100.00
MUSC B4C	8.33	25.00	50.00	16.67	100.00
MUSC B15A	32.50	55.00	1.25	11.25	100.00
MUSC B15B	28.26	56.52	2.17	13.04	100.00
MUSC B15C	44.12	17.65	8.82	29.41	100.00
MUSC B7	69.15	20.21	2.13	8.51	100.00
MUSC B10A	16.00	56.00	20.00	8.00	100.00
MUSC B12A	15.00	70.00	15.00	0.00	100.00
MUSC B13A	94.29	5.71	0.00	0.00	100.00
MUSC B14A	61.49	20.95	8.78	8.78	100.00

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

Courses that have SLOs that measure musical performing ability (MUSC B15A, B15B, B15C, B7, B10A, B12A, B13A, and B14A) have markedly higher student achievement of CSLOs. Courses that have SLOs that measure student academic ability (right or wrong answers to objective questions about complex concepts requiring sophisticated reading, analytical, computational and musical skill) have considerably lower achievement.

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

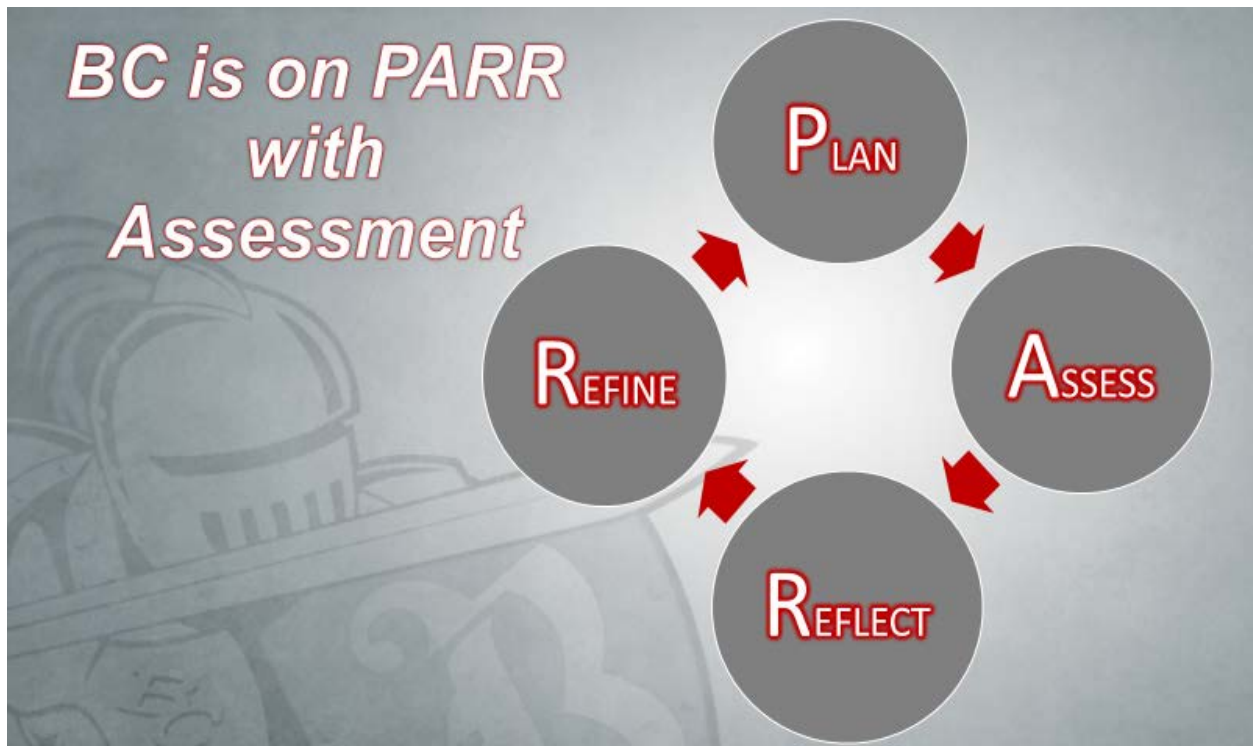
The strength and weakness noted above are not surprising. Addressing the weakness may be a matter of leveraging the strength. In other words, use the performance courses (and the students' love of these courses) as venues to explore the content in the more academic (book learnin') courses.

Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g.,

This program is just beginning to consider the implications of these findings. Department meetings are generally held once per month and the word "assessment" appears on the agenda at each meeting (assessment committee rep report; get your assessments done, etc). However, this form is the first time that all of that data is in a single place so that it can be easily discussed. Going forward, this will be a topic of discussion.

planning, data collection, and results) for this program (e.g., department meeting).

Program Review – Assessment Report Instructions



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Program Review – Assessment Report

Name of Program:

Sociology AS-T

The program conducts assessment through in-class examinations.

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

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
SOCI B45	38.29	43.69	18.02		222
SOCI B1	28.61	39.23	32.18		339
SOCI B20	29.31	41.69	28.68		945

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

SLO performances were generally good, with only 26% of students not meeting expectations. The main strength of the program is instructor subject matter knowledge. One of the main weaknesses of the program is the sheer number of course offerings, locations, and SLO's requiring assessment.

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

Faculty plan to make the following changes to assessment: Future assessments will be modified to include a more detailed scoring rubrics for the required components of the assessment. This modification should give students greater clarity regarding the requirements to successfully complete the assessment. Future assessments will include more supplemental materials which designed to improve writing and reading comprehension skills. Both the syllabus and classroom lectures specifically direct students to campus resources to improve these skills. Future assessments will include greater emphasis on encouraging students to utilize campus writing and reading resources. In addition, lectures prior to the due dates for the assessments will devote more class time to helping students successfully complete them

Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g.,

Discipline faculty meet monthly during the semester to discuss on-going and future assessment activities. Faculty also meet during the Summer and Winter breaks to discuss and upload assessment data

planning, data collection, and results) for this program (e.g., department meeting).