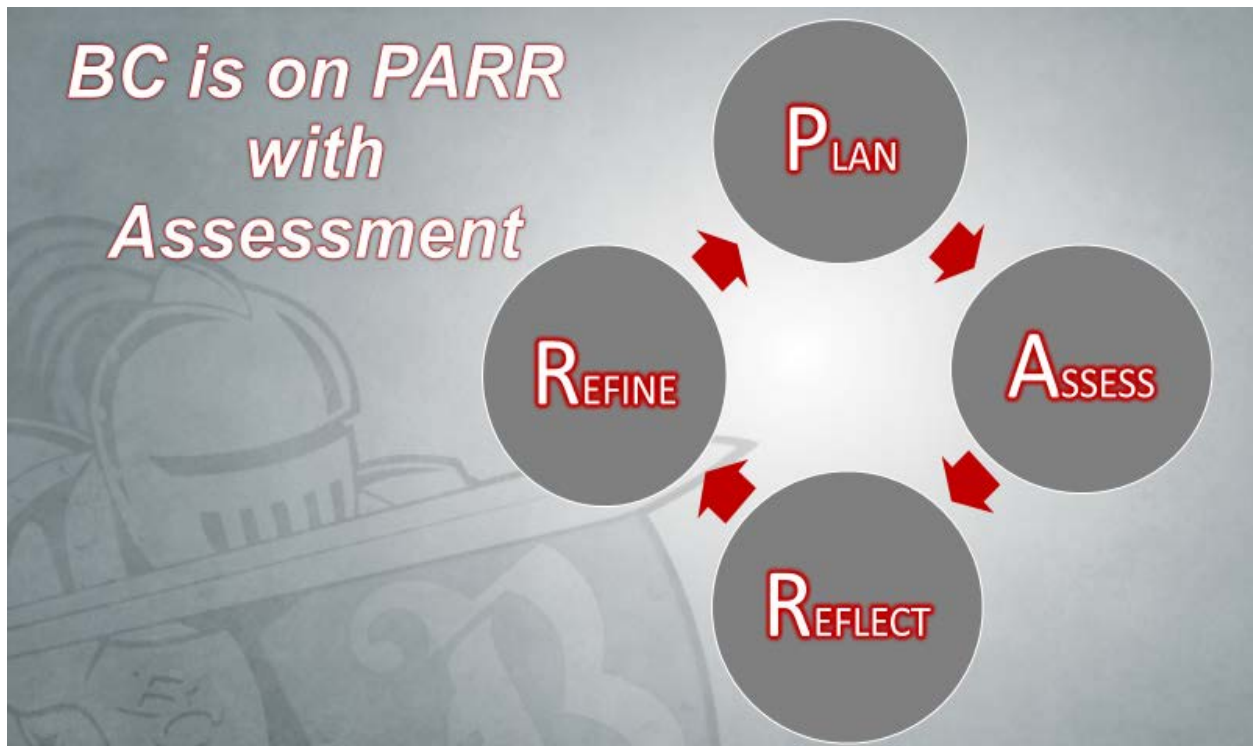


Program Review – Assessment Report Instructions



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

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Name of Program: Agriculture Business

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

Our program performs an in depth evaluation of one of our AGBS course each semester. Assessment activities and developed that evaluated the PLO’s through out the course. We are not just interested in what the student learned at the end of the course. We are very curious about what students are not learning as early in the course as we can manage, so teaching adjustments can be made in time for the students to capitalize on the effort.

This same system is practiced in other classes as well. However, emphasis is given to the main course that is being considered at the time. We generally have every course formally monitor every 3 years. SLO’s are collected on a rotating basis for each class. The previous rotation has been every three years a class is assessed. With the advent of elumen, it is expected to move the assessment up to once a year, and as faculty become more familiar with the process, move the assessment schedule up to every semester.

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
AGBS B2	13.5	72.5	11.5	2.5	100
AGBS B3	0	90	0	10	100
AGBS B5					N/A
AGBS B6					N/A
AGBS B7					N/A

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

At the present time the program needs to increase its assessment protocol, and increase the ability of faculty to input data into eLumen. Of the two classes that have data on eLumen, both had above 86% meet or exceed the SLO performance standard. AGBS B5 has only been taught one semester since its inception. AGBS B7 has not been taught yet, and for some reason AGBS B6 data was not recovered from the previous data system

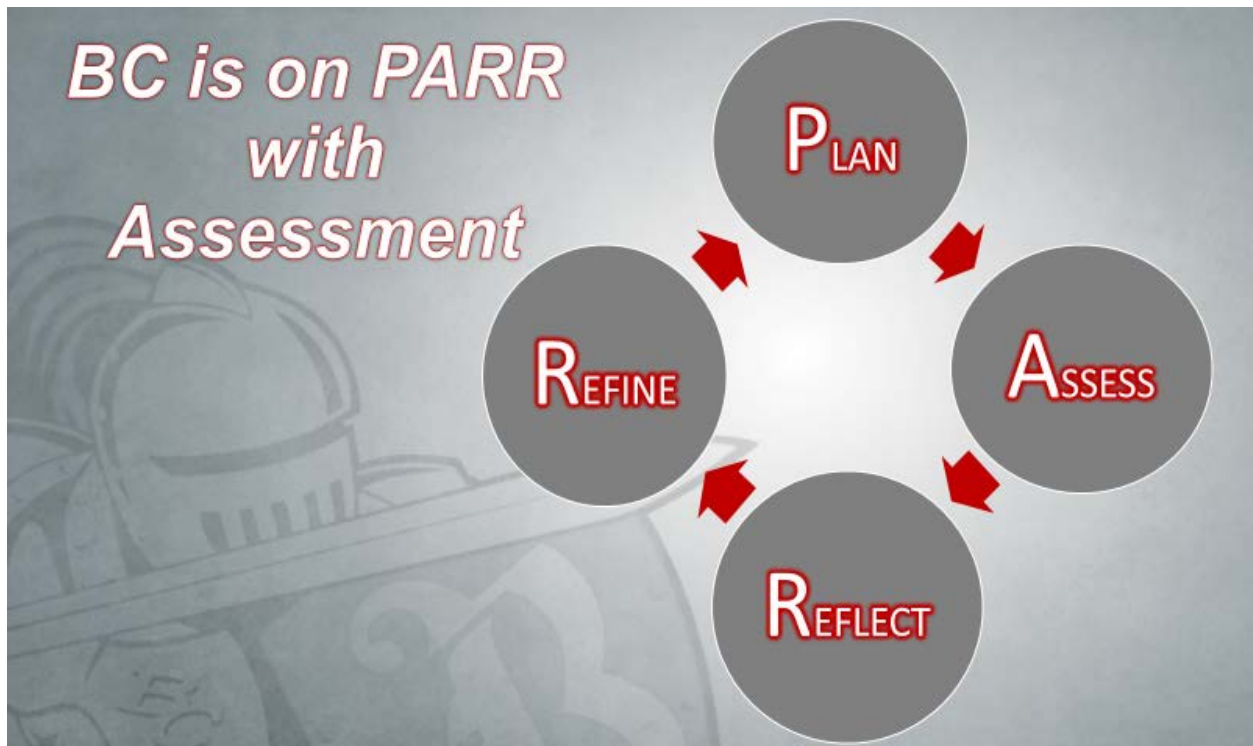
Refine – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.

At the present time there is little change that will be put into place. Particularly since the data is missing that is necessary to make reasonable changes. One change will be an increased focus on assessment for each of the classes in the program. As of now best practices are discussed using formative data

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 Agriculture Business group meets as a unit Biweekly. At those meeting best practices are discussed in an open and friendly format. Difficulty with certain concepts, particularly those that involve experiences beyond our dual enrollment students, are discussed at almost every meeting. Having half the team in high school settings teaching dual enrollment has its own difficulties that are discussed

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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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: General Biology

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
CHEM-B1A	43.75	31.8	16.88	7.50	100
CHEM-B1B	41.39	21.25	35.9	1.47	100
MATH-B6A	27.18	32.04	28.16	12.82	100
MATH-B6B	22.50	38.33	35.00	4.17	100
PHYS-B2A	17.28	46.91	29.63	8.17	100
PHYS-B2B	0	0	0	0	0
PHYS-B4A	0	0	0	0	0
PHHY-B4B	0	0	0	0	0
BIOL-B3A	12.63	23.16	32.63	31.58	100
BIOL-B3B	67.01	26.19	2.27	4.08	100

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

Strengths;

- Most students meet SLO standards
- Most courses have assessment data entered into eLumen

Weaknesses

- Several Physics courses do not have any data entered in eLumen

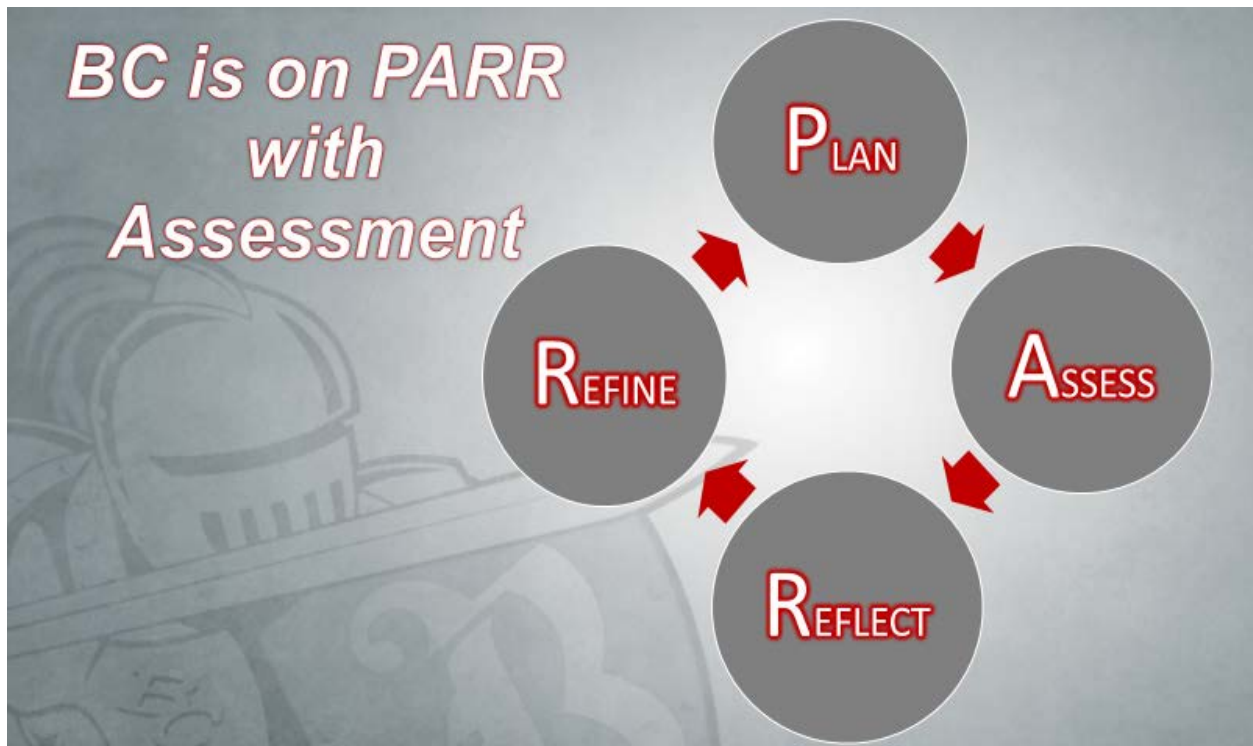
Refine – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.

- There should be dialog within disciplines (Biology – Chemistry) to discuss SLO's and pre-requisites to ensure students are obtaining content required for subsequent courses

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).

- Biology faculty meet 2-3 times per semester to discuss assessment plans and the results of the assessment

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:

Social Sciences: Economics

At scheduled intervals throughout the course [commencing after appropriate unit lessons], assignments are provided to the students. These are normally in the form of exams, but may be conducted in other forms.

The assignments provide them with specific prompts that address the individual SLO, and the student has to demonstrate their understanding by being able to apply the appropriate formula to the concept and find the correct result- based on the data provided.

Assignments are collected and graded, and then the SLO assessment is notated for inclusion in the Assessment Report [now, in 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
Econ B1					
SLO # 2	29.8%	38.6%	31.58	0%	100%
SLO #2	74.07%	0	25.93%		100%
SLO # 5	19.3	22.8	12.3	45.6	100%
Econ B2					
SLO # 2	31.3	37.5	26.6	4.7%	100%
SLO #2	72%	0	28%	0	100%
SLO # 4	25	48.4	21.9	4.7	100%

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

The Greatest Strength of the Economics Program SLO performance is that it has demonstrated success at meeting or exceeding the success threshold for SLO attainment. This is made easier by having both easily quantifiable SLOs and a math prerequisite that sets students up for success.

The skill and concern of the faculty are evident in their reflections on how to evaluate these performance numbers.

The greatest weakness is in how to incorporate students who simply refuse to attempt the assignments.

One faculty member included them as N/A. The other simply chunked them into the column of did not meet standards- making the data difficult to evaluate in terms of student performance vs student effort. In other words, those who didn't understand but tried the assignment are in the same category as those who refused to attempt the assignment.

The Econ program, and the Social Science Department, are united in their desire to have the data be disaggregated by those who attempt the assignment vs the number of students in the class and who did not meet standards [but who didn't even show up that day].

We need to be able to make the distinction and obtain percentages of success that are based solely upon a comparison to those who attempted to complete the assignment- as long as they did truly attempt it: and not throw a name on a blank sheet of paper.

IF that is done, the success rates would be closer to 80% in these classes- and that is impressive.

Refine – Summarize the changes that discipline faculty plan to implement based on the program's

At this time, there is no expectation of significant change from discipline faculty in their pedagogical approach to both teaching and evaluating SLO success. 'Tweaks' of examples used, clarity of prompts provided, and increased student engagement will be pursued. Yet, the success rate is high enough that it validates all of the hard work already being done- which will continue to be done.

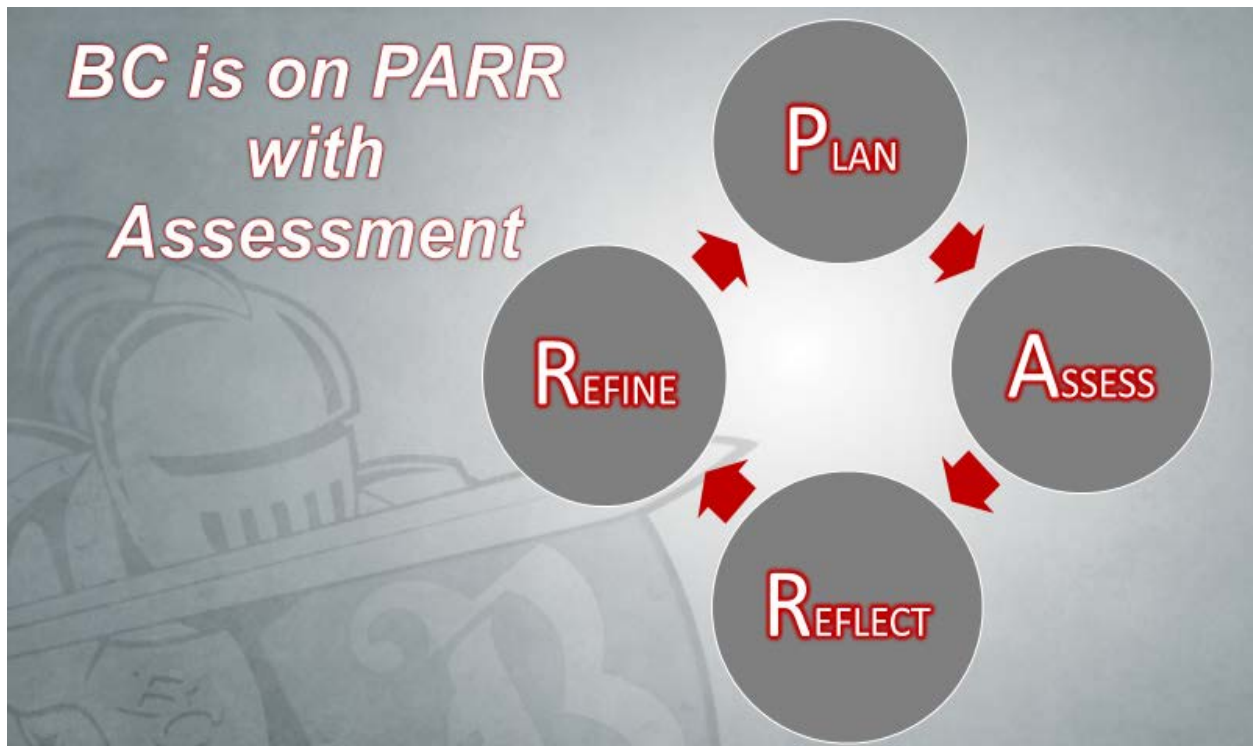
strengths and weaknesses listed above.

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

There are two discipline faculty within this program. They meet 3-4 times a semester to discuss pedagogy, course process, assessment, and future changes that may result in improvement of student attainment of SLOs. Usually this is done in one or the other discipline faculty members' office.

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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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:

Health Information Technology

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

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
HEIT B10	36.97%	16.97	23.64	22.42	33
HEIT B11	36%	12%	13.33%	38.67%	15
HEIT B12	92.42%	4.55%	.76%	2.27%	22
HEIT B13	66.67%	12%	17.33%	4%	15
HEIT B15	65%	6.67%	18.33%	10%	15
HEIT B16	60%	3.53%	17.65%	18.82%	17

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

Data that indicates that students do not understand student learning outcome have been given an additional assignment to help develop a better understanding of the concepts sooner in the semester.

Refine – Summarize the changes that discipline faculty plan to implement based on the program's

Additional assignments have been added and in 2018-2019 school year change of pre-requisites for some HEIT courses are needed. This will be done by going through curriculum committee.

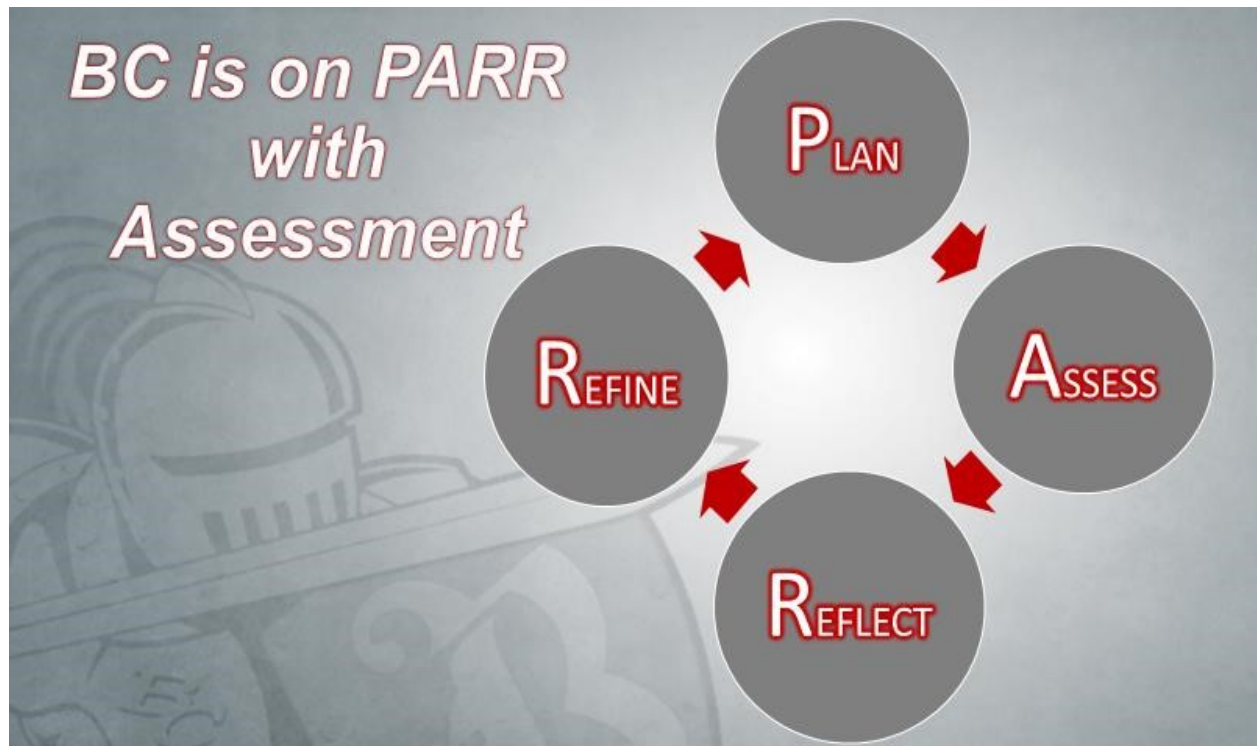
strengths and weaknesses listed above.

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

Every week Health Information Program Director has scheduled a department meeting.

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**

Paramedic Program

Report

Name of 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.

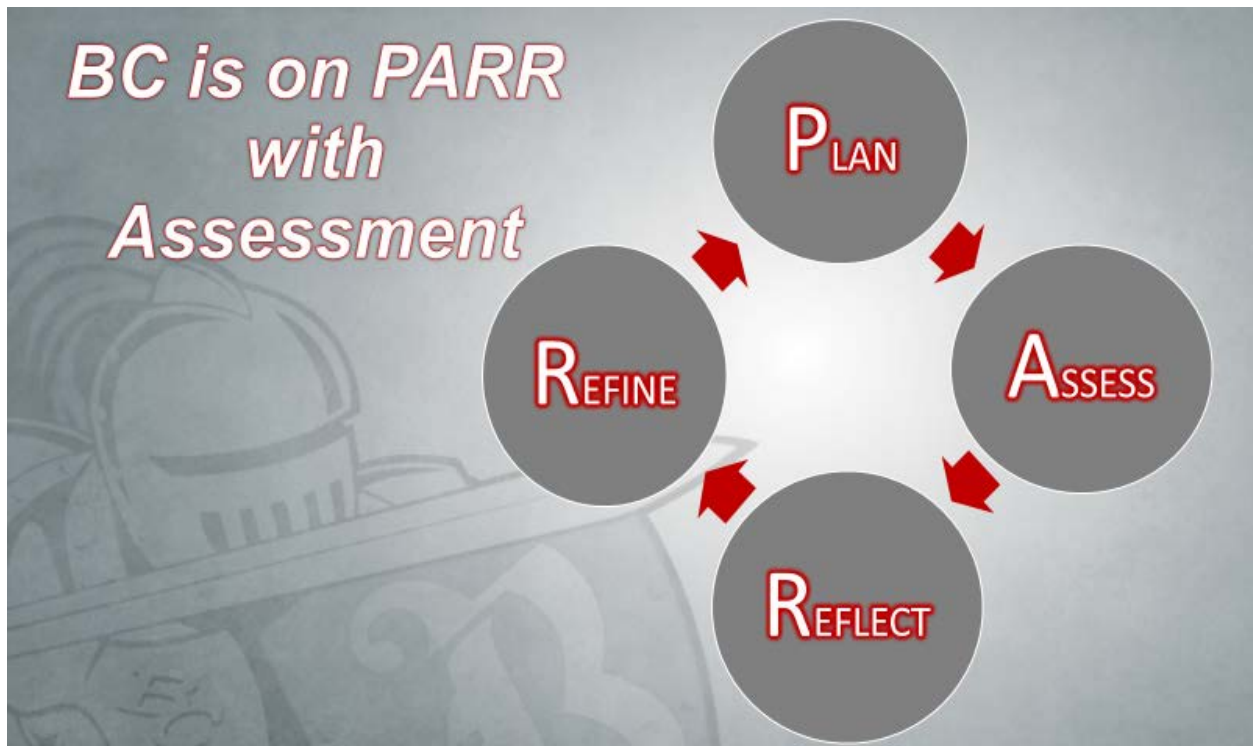
Refine – Summarize the changes that discipline faculty plan to implement based on the program’s strengths and weaknesses listed above.

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.

Program Review – Assessment Report Instructions



Instructions:

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Program Review – Assessment Report

Name of Program:

Theatre Arts

We utilize a number of different assessments for the different courses and learning objectives. Due to the nature of the performance courses, most of the objectives are measured through monologue and scene presentations. The film classes are assessed utilizing quizzes and written responses to prompts. The design classes mix exams with production elements, where we use a rubric to determine whether the students have met the learning objectives. Finally, for more informationally-based classes, we use mostly final exams along with written papers and/or projects to assess the students' progress towards the learning objectives.

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
THEA B1	58.33%	22.42%	7.34%	11.90%	100.00%
THEA B2A	21.43%	64.29%	8.93%	5.36%	100.00%
THEA B2B	55.77%	42.31%	1.92%	0.00%	100.00%
THEA B12A	27.63%	43.42%	18.42%	10.53%	100.00%
THEA B14	44.75%	36.32%	10.24%	8.69%	100.00%
THEA B16	50.72%	28.99%	4.35%	15.94%	100.00%
THEA B20	37.78%	34.44%	6.67%	21.11%	100.00%
THEA B27	48.62%	52.38%	0.00%	0.00%	100.00%
THEA B28	27.27%	45.45%	15.91%	11.36%	100.00%
THEA B31	18.73%	46.07%	16.85%	18.35%	100.00%
THEA B32	33.20%	46.05%	10.08%	10.67%	100.00%

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

Our greatest strengths tend to be in the success of our students in our acting classes. Some of that might be due to the fact that those classes focus less on writing and research than the other course offerings. The large number of students in the Film classes doesn't allow for as much individual attention during class time, so we might want to utilize Canvas to better communicate with those students. Another weakness we might need to address is the number of students who we aren't able to assess on some of the learning objectives. Usually, this is due to students who stop attending after the drop date and end up failing the class. But if there were a way to measure more of the SLOs earlier in the semester, we might at least have some data on these students that could be useful.

Refine – Summarize the changes that discipline faculty plan to implement based on the program's

We are definitely going to work to better utilize Canvas to communicate with students, especially the announcement and messaging functions. We will also discuss ways to gather data on the students who end up failing the class due to non-attendance at the end of the semester. Finally, although it isn't explicitly represented here in the data, we will discuss ways, as a department, to better align our assessments to the SLOs so that we have more consistent and timely data to utilize when discussing our courses and the student outcomes.

strengths and weaknesses listed above.

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

Last year, the Theatre Department met quarterly. We are making an effort to meet on a monthly basis for the 2018-19 school year. Most of our conversations about the assessment process and results are done in one-on-one conversations, since our department is so small. We have had email communication as a group to discuss the B1 courses and the outcomes, since this is our course with the largest enrollment. We don't have any other courses that have more than two instructors, so large meetings aren't as productive. Our data discussions tend to happen before the beginning of each semester as we prepare our syllabuses for the classes. Generally, we talk at least a couple times each month unofficially and compare notes about classes, lessons, outcomes, and ways to better serve the students.

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