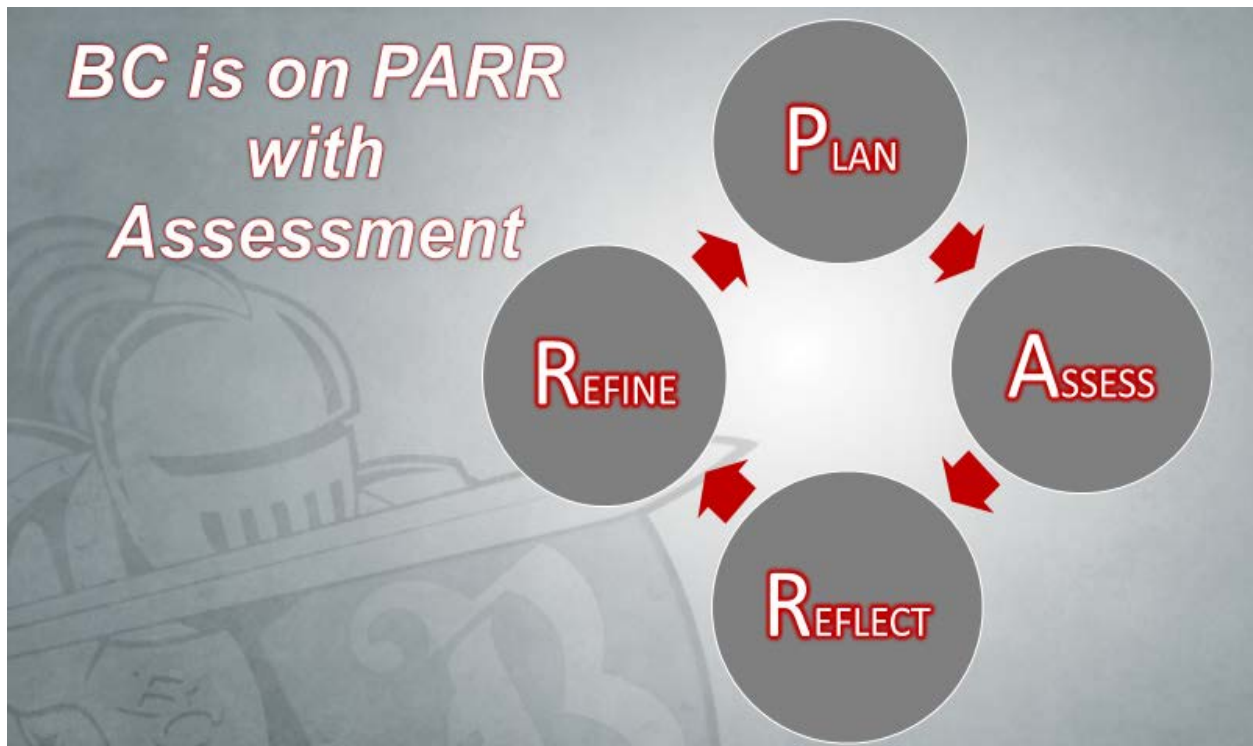


Program Review – Assessment Report Instructions



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

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
AGBS B2	13.48	72.47	11.52	2.53	100
CRPS B5	0	0	0	0	0
ORNH B4	59.74	14.94	9.74	15.58	100
AGRI B1	29.63	41.19	8.52	16.67	100
CRPS B1	0	64.88	25.30	9.82	100
CRPS B2	0	56.1	21.95	21.95	100
CRPS B3	0	0	0	0	0
CRPS B4	0	73.81	20.24	5.95	100

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

The lowest success rate was in CRPS B1 which is a hybrid course taught mostly on-line. The ~25% “failure to meet expectations” rate was the highest for any course in the program, but too high for an on-line course. The failure rate for CRPS B2 was not much lower at ~22%. This is another hybrid class taught in almost the same format at CRPS B1.

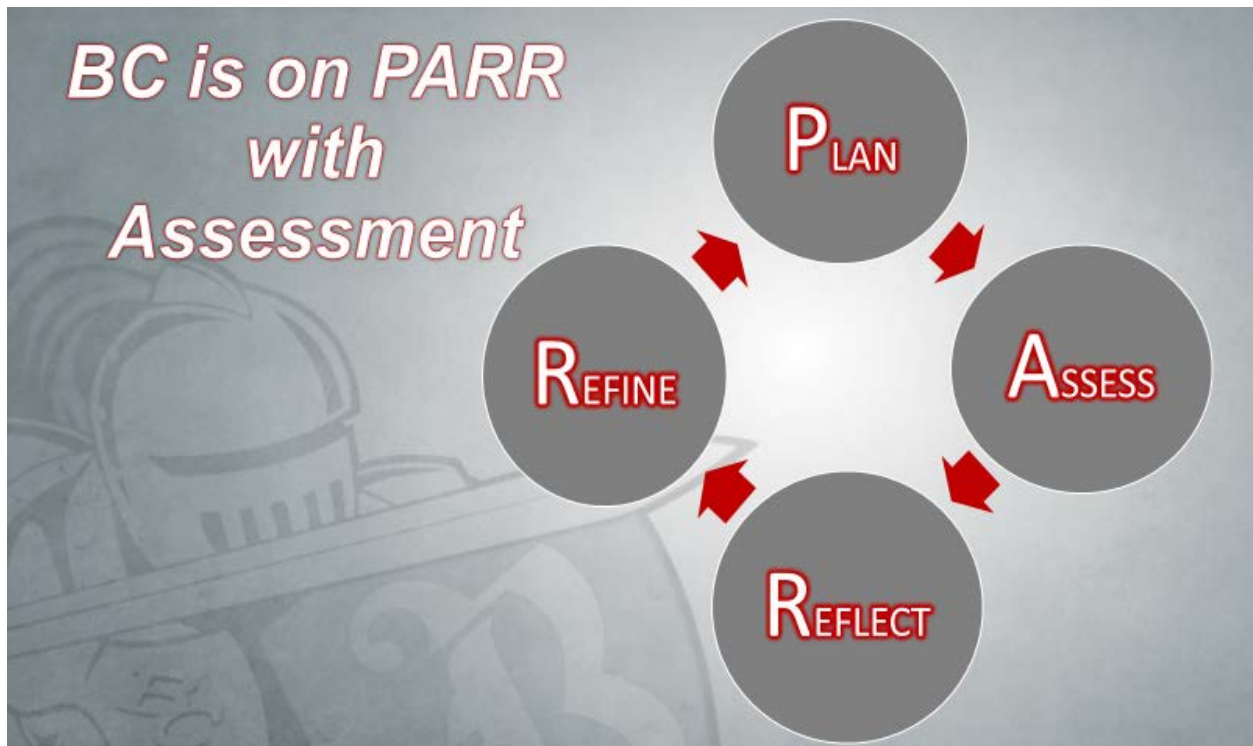
Refine – Summarize the changes that discipline faculty plan to implement based on the program’s strengths and weaknesses listed above.

We have long thought that any agriculture course with a lab should not be taught on-line. The students do not get the hands-on experience they really need to meet the expectations of the SLOs. The issue is that many students need the asynchronous type of education in order to be able to take the courses around their busy work schedules. Almost 70% of agriculture students are employed and many work full-time. This is especially true in plant science. Our department is planning on polling our students to see if and when the majority of them could take face-to-face classes instead of on-line classes. If the demand for a particular face-to-face class is high enough, we will teach it that way at least once per semester in lieu of the on-line version.

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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Program Review – Assessment Report

Name of Program:

Business Administration Associate Degree for Transfer

For the three core courses in this degree which are located in the Business Management and Information Technology Department, one instructor per course (one full-time and one part-time) selected outcomes to assess, performed the assessment and reported the results in e-lumen. We are not aware of the processes in the Social Sciences Department and the Mathematics Department. Please note that most of the core courses in this program are not in the Business Management and Information Technology Department.

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 (note that some of the percentages have been rounded so that the total is 100%)

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
BSAD B1	43.20	34.91	7.10	14.79	100
BSAD B18	80.99	00.29	7.31	11.4	100
BSAD B2	82.17	10.85	2.33	4.65	100
BSAD B20	64.28	27.07	7.52	1.13	100
COMP B2	49.85	32.00	10.46	7.69	100
COMP B5	0	81.58	15.79	2.63	100
ECON B1	24.56	30.7	21.93	22.81	100
ECON B2	26.45	37.19	23.14	13.22	100
MATH B2	26.09	47.82	21.74	4.35	100
MATH B22	10.22	51.72	30.01	8.05	100
MATH B23	4.65	48.84	44.96	1.55	100

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

It is difficult to look at this data without realizing that the methodology was obviously quite different for the different courses in the different disciplines. A range of zero to more than 82 percent for “exceeds expectations” is the best illustrator of this inconsistency. Frankly, it is hard to make any sense of any of this data, other to conclude that the measurement standards are quite diverse. Accordingly, no inference can be made regarding the strengths and weaknesses.

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

Most of the courses in this list are not in the Business discipline. Again, it is not possible to look at this data and draw any inferences, let alone conclusions or action plans.

strengths and weaknesses listed above.

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

Only two of the three required courses in this program are taught by full-time BMIT department faculty and only one of those faculty members submitted assessment data for the 2017-2018 school year for both of these courses. The assessment for the third class was submitted by one of the three part-time faculty who teaches that course. It does not seem meaningful to have a meeting to discuss the outcomes of the courses for one instructor with faculty members who do not meet minimum qualifications to teach these courses and/or did not submit assessment data for their own courses.

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

Program Review – Assessment Report

Name of Program:

Electronics Technology

We follow the process developed by the college, by assessing a portion of the course SLO's each year. In courses with a single faculty member teaching them, that faculty member has created an assessment plan/rubric that is used for each CSLO. For multiple faculty members teaching a course, the rubric is shared among them, and it is the responsibility of each faculty member to assess his/her sections of that course. Generally, the tests/exams that are normally conducted for the purpose of student grading are used to assess the CSLO that applies. There are other assessment methods used, such as lab work completion/grading and observation of students performing a hands-on skill covered in the CSLO.

Since this is the first year of gathering and comparing all the CSLO performance percentages on a single table, you will notice as we did, that the results are all over the board. If the grade distribution of these courses was also displayed in table form, we expect a more uniform result.

With all due respect, we can see several weaknesses in the current SLO assessment and reporting processes that limit the usefulness of the data that is currently available to us. Since we are self-assessing, we felt it was important to include these concerns in this document.

1) There appears to be a high variation between standards used among the various courses. What one faculty member would classify as "exceeds performance" or "meets performance" varies widely among the courses. However, many of the same students are reflected in other courses in the table, and their course grades probably vary by only one or possibly two letter grades between the courses.

2) Previous assessment data was reported by hand (before using eLumen, we used spreadsheets) and that data appears to not be reflected. Also, when SLO's change, the course starts over with assessment data (hence in the upcoming years, there will be several summary data tables for each course, with different assessment methods/standards used between the two).

3) The college timing of assessment requires only one or a few CSLO's to be assessed each year, so many of the courses have a total percentage that could be based on only one or a few CSLO's and not the entire CSLO list. Therefore, the overall performance of the class for ALL CSLO's will not be available for several more years. Making decisions on the effectiveness of a course based on only one or two CSLO's out of the total does not seem reasonable at this point.

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
ELET B1	12.5%	54.69%	26.56%	6.25%	100%
ELET B4	47.2%	38.9%	13.9%	0%	100%

ELET B5	N/A	N/A	N/A	N/A	N/A
ELET B6	27.5%	50%	10%	12.5%	100%
ELET B55a	37.24%	39.32%	18.62%	4.83%	100%
ELET B55a	15.38%	52.56%	32.05%	0%	100%
ELET B56	N/A	N/A	N/A	N/A	N/A
ELET B58	20.9%	62%	17.1%	0%	100%
ELET B61	23.8%	76.2%	0%	0%	100%
ELET B62	42.8%	57.2%	0%	0%	100%
ELET B70	21.4%	53.3%	19.2%	6.1%	100%
INDT B10	1.1%	63.6%	25.4%	10.1%	100%
MFGT B1ab	5.4%	80.8%	13.8%	0%	100%
WELD B1b	40.8%	39.7%	15.5%	4%	100%

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

Again, a significant number of the courses have data totals based on the assessment of only one or two of the CSLO's, and the performance standards (as explained above) appear to vary wildly among the courses in the program. Compare both versions of ELET B55a as an example. They both appear because the CSLO's were revised when the course was updated. The percentages varied greatly, even though the average student population between those two time periods did not deviate in an appreciable way.

With that qualifier, we feel that the number of students that meet or exceed the standards in the courses we teach in our program (the ELET ones) are a very significant and commendable result **in this highly technical and demanding program**. We expected the class having the highest percentage of "doesn't meet" standards students would be our ELET B1 class, which is often the first technical class they take when they enter the program without previous college experience, or as an older adult that has years, if not decades of time since they last took an academic course.

The glaring weakness we see is the significant variation among the standards applied to their classes when individual faculty members developed their own. The table form of our assessment efforts as shown above does not reflect the individual reflection and planning that occurred when we reported the CSLO data and reflected on it each year. In our program faculty meetings (which unfortunately did not have consistent minutes taken as evidence), we did discuss changes that should be made to multiple-faculty-taught courses.

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

In all honesty, the data table above does not provide us with any appreciable insight in specific changes that could be made. However, as mentioned above, we have made changes to course content, course materials/textbooks/lab curriculum, course coverage of specific topics (e.g. moving topics to a different course where it would be more appropriate and timely), and we have even **raised** standards (such as the uniform requirement that students have a “C” test/exam average to be eligible for a “C” or better grade in the course) program-wide.

Our biggest take-away about the data in the table in this report is that we need to discuss as a program if we can come to a more uniform consensus about what it means to “exceed”, “meet”, and “does not meet” standards. If we can come to a consensus, it would be more helpful and could inspire more ideas and potential improvements. Without the consistency, the data totals are not effective when compared to our reflection on individual CSLO’s, particularly between daytime and evening sections and/or between face-to-face and hybrid course formats.

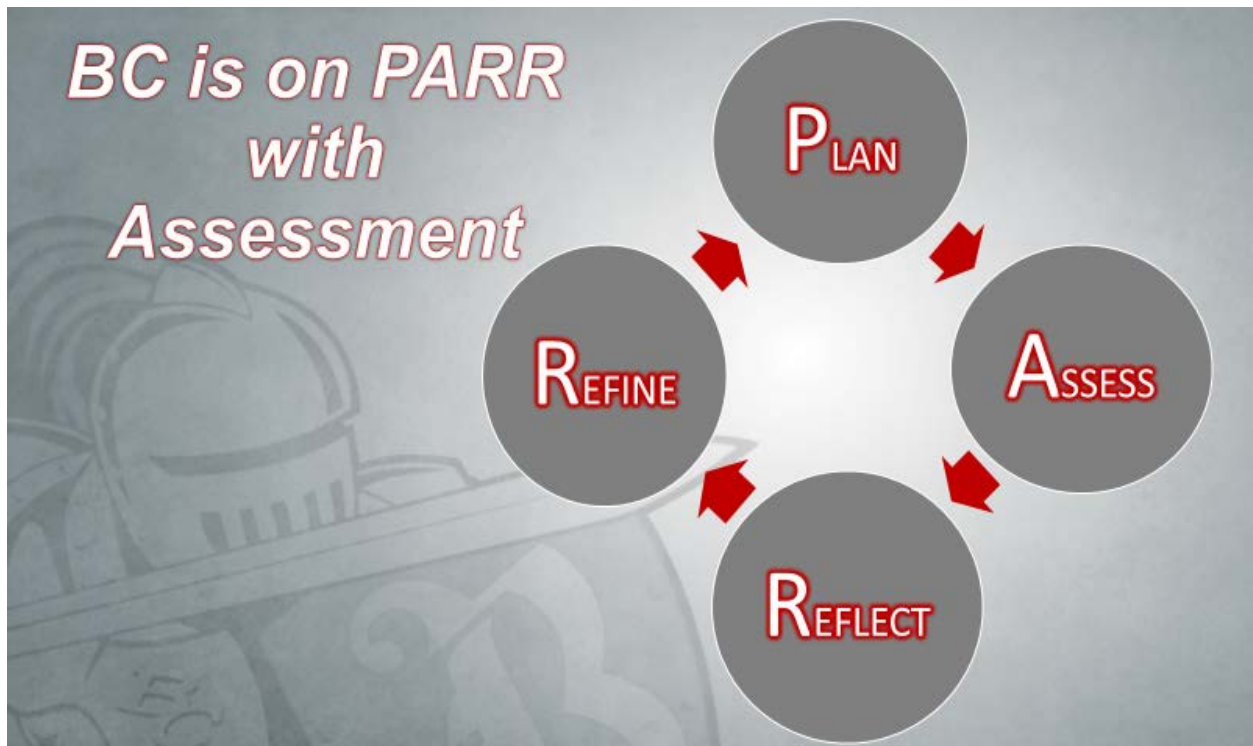
It may not have been the process that was expected, but we think this was actually a valuable outcome. Assessment needs to be valid, and the discussion program-wide about what our standards should be – in a program with multiple faculty members having diverse views - this ongoing conversation is necessary and beneficial. Over time, as more CSLO’s are assessed and our approaches more uniform, the process can be more effective.

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

Our program meets periodically each semester (more on an as-needed basis) to discuss overall strategies/changes that are necessary to address deficiencies in the CSLO’s that appear problematic. However, since many of our courses are usually taught by a single faculty member (along with an adjunct potentially -which are not required to attend these meetings), each faculty member takes more of an individual approach to addressing any CSLO issues for those courses. We do share changes and strategies for not only this particular assessment, but also for other issues and problems that we are experiencing in our classes. Our full E&S and Ind. Tech department meets at least several times per semester, and assessment is regularly on the agenda. Additionally, there is quite a bit of e-mail conversation on assessment throughout the year.

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:

Social Sciences: History

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- such as short essays or papers.

The assignments have questions that specifically address individual SLOs for the course, but also include elements that address broader understanding of appropriate elements of the structure and operations of governments.

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
HIST B1					
SLO #1	29.3%	58.5%	12.2%	0%	100
SLO # 2	15.5%	26.2%	22.6%	35.7%	100
SLO #5	31.7%	51.2%	17.1%	0	100
SLO #8	12.2%	75.6%	12.2%	0	100
HIST B2					
SLO #1	50.0%	26.92%	11.54%	11.54%	100
HIST B4A					
SLO #	44.3%	19.6%	36.1%		100
HIST B4B					
SLO # 1	46%	29%	25%	0	100
HIST B15					
SLO # 1	70.6%	17.6%	11.8%		100
HIST B17A					
SLO # 2	26.9%	36.2%	13.8%	23.1%	100
SLO #3	20.0%	53.7%	9.5%	16.8%	100
SLO #4	0%	54.8%	25.8%	19.4%	100

SLO # 5	6.4%	38.3%	17%	38.3%	100
Total for eLumen	18.8%	43.9%	14.2%	23.1%	100
HIST B17B					
SLO # 2	37.7%	16.4%	3.4%	42.5%	100%
SLO #4					
ElumenTotal	52.9%	17.1%	6.4%	23.6%	100%
SLO #3	14.6%	80.5%	4.9%	0%	100%
SLO #5	12.2%	73.2%	14.6%	0%	100%
HIST B18					
SLO #1 fl 17	19%	76.2%	4.8%	0%	100
SLO # 3 sp18	33.3%	48.2%	18.5%	0%	100
HIST B20A					
SLO #					
HIST B20B					
SLO #					
HIST B25					
SLO # 7	23%	26.2	4.9	45.9	100
HIST B30A					
SLO # 3	24.7%	16%	59.3%	0	100
HIST B30B					
SLO #3	51%	4.2%	44.8%	0	100
HIST B33					
SLO # 1	79%	15.8%	5.2%	0	100
HIST B36					
SLO #	26.9%	0%	23.1%	50%	100
ELUMEN PROG TOTAL	29.9%	29.8%	14.1%	26.2%	100%

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

The History Program of the Social Sciences Department of Bakersfield College has a lot of challenges, and some of them are a bit unique.

We are the third largest program, by number of students enrolled in our courses [behind Math and English].

Yet, we are the largest program that has courses *without* pre or co-requisites for enrollment. The department has discussed this a few times, but the interests of equity for student access and the nature of our classes has led to a consensus to not implement prerequisites.

Additionally, we offer 15 different preps/courses. Among them are many that allow students to connect to specific cultures that had been marginalized in the past [HIST B15, B20A, B20B, B25, B30A, B30B, B33, B36]. This is a clear support of our BC Mission, of respecting and supporting cultural diversity.

All of our courses require extensive reading comprehension and written communication skills. They all require the ability to analyze and evaluate both information, and the bias of information. These are challenging concepts for many of our students.

With all of that, our courses were frequently [esp. HIST B17A] some of the first courses a student was placed into when entering college.

So- to recap:

- No prerequisites
- High levels of reading comprehension needed.
- High Levels of writing ability needed.
- Somewhat nuanced critical thinking/analysis skills needed.
- Many courses are very specific in their content, and require discernment to understand biases and value judgements.
- Steep learning curve.
- Assigned in first or second term at BC.

With the development of the Guided Pathways Finish in 4 movement, we structured our classes so that HIST B17A would be taken AFTER ENGL B1. It will be interesting to see how the order of exposure to Engl B1 *before* B17A affects attainment of outcomes.

Our SLO Assessments demonstrate that we have made some incremental changes in success rates, but that we have a *significant way to go*.

They also demonstrate that there is a significant challenge in motivating students to even attempt required assignments. Most of the N/A students are ones who did NOT ATTEMPT the assignment. No matter how much we cajole, plead, beg, bribe, inspire, command, lead, empower students- they still have to be willing to do the work.

In prior iterations of the SLO Assessment process, our program excluded the 'no attempts' from calculations of the success rate on each SLO assessed, so that it showed what percentage succeeded out of all who attempted- not just out of how many were enrolled.

eLumen doesn't allow that type of discernment yet- but it should be programmed to do so.

A student can't succeed in meeting SLO standards if they don't try- and we can't force them to do the work without going to jail.

Yet, eLumen calculates based on all who are enrolled- it seems.

Another take-away from this is that we have at least one faculty member who makes this process difficult due to lack of providing SLO data- even when repeatedly requested. This leaves holes in the assessment profile that I cannot fix this term.

Improvement is noted, yet there is room for more- and we are moving in that direction.

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

Our strengths are found in our development of critical thinking, of effective reading/writing skills, and our comprehension of the multiplicity of viewpoints found in life. The strength is that a student who 'gets' the SLOs and main lessons of our classes becomes a much better student, and frequently becomes more engaged in the world around them.

This is the Historian's craft at its' best- and the reason why History is such a useful bedrock field of inquiry for intellectual development and personal growth.

As such, we need to continue to provoke thought, to teach new ways of integrating concepts across time, space and disciplines, and to engage our students in a true spirit of inquiry: all in an age that increasingly tells students that they need to go to college to get a job. As opposed to getting an education and understanding.

Due to a multiplicity of causes, we have too many students not 'getting it', and this needs to change.

We need to fix many things in our courses, in order to enhance attainment of success by the students.

What needs to change depends on the professor and the material. One point of discussion that all faculty are in agreement on is the need to get students more engaged and take more ownership of their grade and success. Unfortunately, professors have to take a separate step to disaggregate success by those who attempt the assignment vs those who don't show up/turn it in, as eLumen doesn't allow for this distinction in the calculated success rates.

As the state is moving toward a progress based [degree/certificate/benchmark completion] funding system [fused with enrollment], we may finally be getting to the point that the department is willing to embrace pre-requisites for enrollment in our courses.

The main objection was that said pre-requisites disproportionately affect our most at risk students, and that our concern for equity of opportunity meant that we shouldn't require them to have a specific level of English for our classes, for fear that it would deny a large percentage of them an opportunity to engage in the study of History.

At least one professor indicated that they were going to change their writing assignment from a semester-long 10-page research paper to 4 3-page papers, to allow multiple chances to improve their grade and practice writing and organization.

A couple of other professors have identified a desire to integrate web-based tools to engage students while in the classroom [such as Kahoot-it games, and others], but have run into problems with WiFi access.

Others plan to expand their class discussion time to enhance clarity of understanding of key SLO points.

Many are re-evaluating their resource materials and teaching lessons, to verify how clearly the SLO lessons are presented.

Lastly, there has been discussion at the most recent department meeting about the desire to modify the SLOs to make them more effective, when not hindered by State c-ID standards for the course. This is currently being pursued with Accreditation and Curriculum Committee guidance.

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

There are 13 tenured [or tenure track] discipline faculty within this program. There is only one class that the majority of us share in teaching: HIST B17 [A or B]. 10 of us teach that course on a yearly basis. The other 13 courses in our department are taught by smaller numbers. Some courses are taught by only one professor, as there is only one offering per term- or academic year.

In general terms, we receive our listing of SLOs to assess every fall from the department chair. We meet with each other and the chair about 1-2 times a semester to discuss pedagogy, course process, assessment, and future changes that may result in improvement of student attainment of SLOs.

We rarely do this physically, due to our convoluted schedules. Instead, we do this via small group actions, and then share from one group to another. We do this in offices, or via email conversations on the topic.

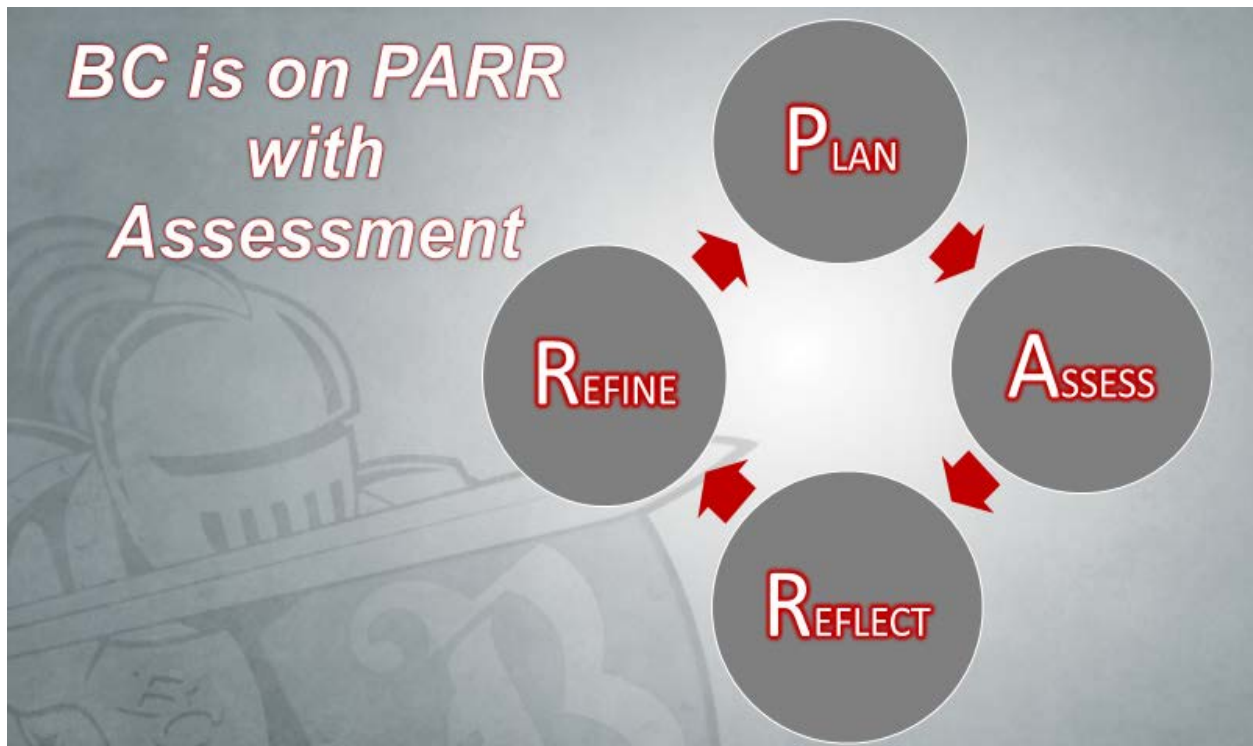
This year we have met twice as a department. At the most recent meeting, the chair identified the need to work on SLO assessment and revising SLOS- and recommended each program begin working in cohorts based on courses taught to fine tune them.

There are some commonalities of assessment that can be enhanced in EVERY course, but there are also more unique characteristics of a B30A, for example, that may not really apply to a B17 [A or B] course.

As such, small group work, with people who are already teaching those preps, is deemed more effective than having 10 people who don't teach that prep try to join them and fine-tune everything.

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:

Philosophy

Exams, critical essay, and quizzes

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 - PhilBy Department, Course, CSLO

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
PhilB9	46	38	46	3	133
PhilB10	38	17	16	0	71
PhilB12	147	86	60	0	293
PhilB37	8	22	7	0	37
PhilB6a	57	42	46	4	149
PhilB7	240	299	188	15	742

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

Overall the philosophy has an averaged 73% percent success rate, where success is defined in terms of student exceed plus student meets. This is very significant given the nature of our course study, which demands high level thinking to write, critique, and defend various philosophical positions. This is our strength – our pedagogy is strong and effective, especially given that our courses do not have any prerequisites save for PhilB9. One area of weakness includes success rates in our PHilB6a which is 62% - otherwise we are strong throughout.

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

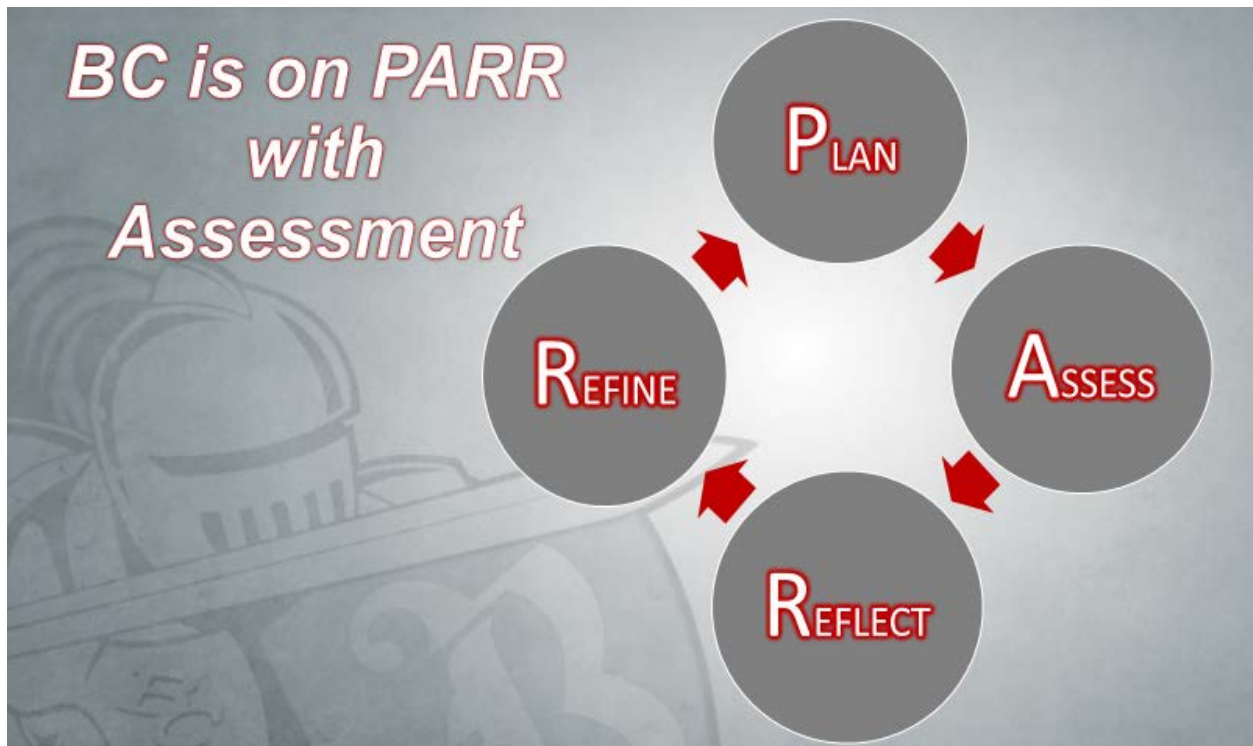
Based on our strengths, our department remains steadfast to our commitment to keep introducing primary sources in philosophy and religious studies in order to expose our students to high-level academic writing. Based on our one weakness, we have agreed to spend more time collaborating over different types of assessment to see which type works more effectively for that instructor, the results of which we may use as a kind of template for future instructors – this said however we strongly believe in academic freedom and so will only encourage new and old instructors to take our recommendations seriously.

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

We spend several times a year inputting, discussing, sharing, and comparing our data over the course of any given year, usually at department meetings and also many times on our personal time over good food and drinks.

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
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:

Spanish

We assess using multiple-choice, fill in the blank, short answer, essay and Speaking and Writing Rubrics.

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
Spanish 1	30.28	42.25	12.32	15.16	100
Spanish 4		83.33	16.67		100

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

We met our 70% overall threshold for the sum of our SLOs. This report being written months after the assessment – is not useful. eLumen has the ability to have us reflect and refine and dialog at the time that we do the assessments. Let's use eLumen for this form in the future.

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

We plan to include a better description of our assessment tools in eLumen as well as the tool itself. We will also plan to discuss and implement changes in how we assess and or how we teach to address any weaknesses in the assessment.

strengths and weaknesses listed above.

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

We discussed at the time of the assessment and in our department meetings both the process and the results of our SLOs. We met at least 2 times a semester and while preparing assessment tools, we kept in contact via email as well as informal and formal meetings as needed.

For Spanish 1 – we assigned parts to various members and had one person assigned for data entry and data collection.

For Spanish 4 – Qiu Jimenez – as the only instructor was responsible for the complete assessment.

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