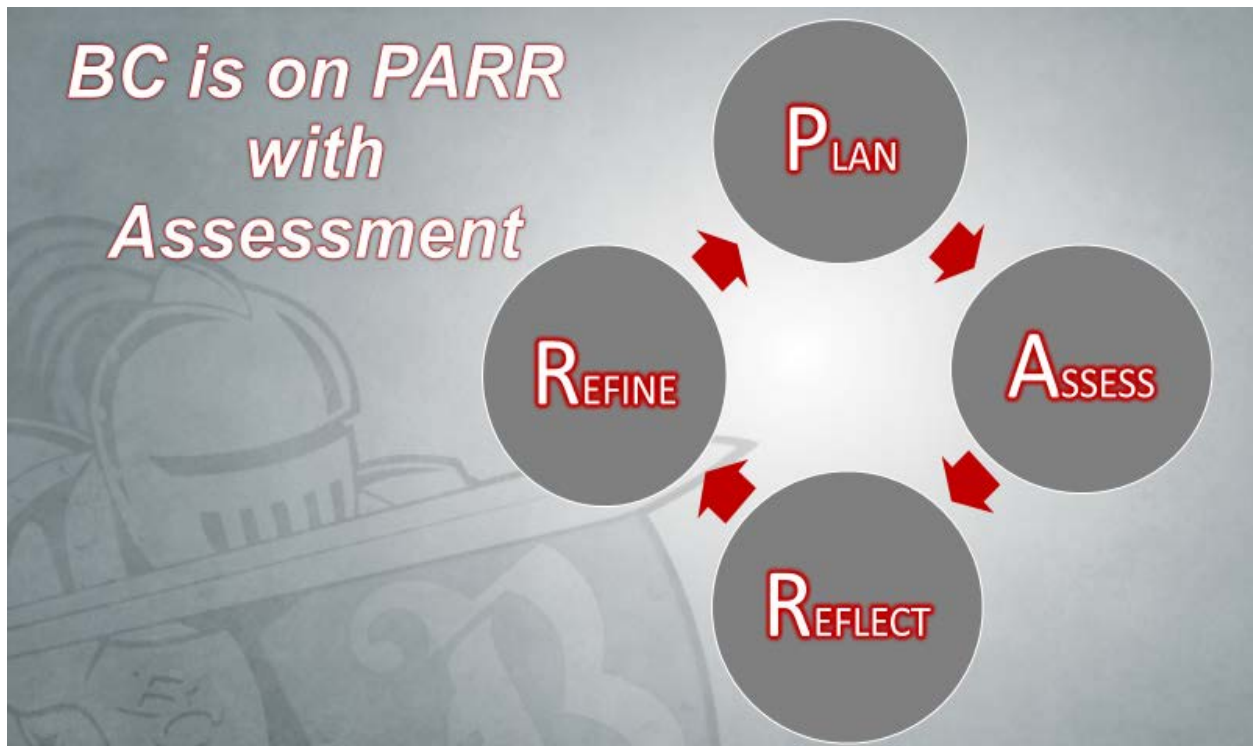


## Program Review – Assessment Report Instructions



### Instructions:

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## Program Review – Assessment Report

**Name of Program:**

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

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

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

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

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

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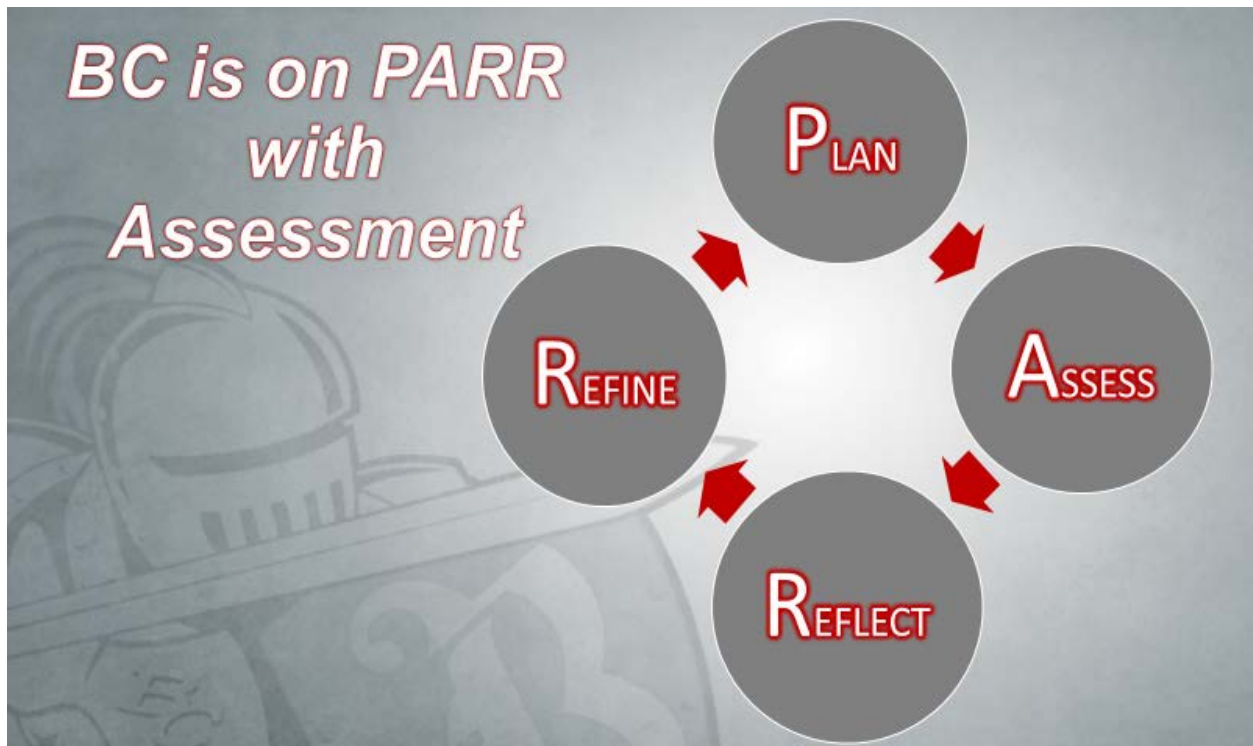
strengths and weaknesses listed above.

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

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

**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:**

Art

In the Spring 2018 semester we began using eLumen to enter data. All fulltime and adjunct instructors were encouraged to submit data for the SLO that were due to be assessed. Buy in was high and every course had some data entered. We had a few department sessions to assist with eLumen and data gathering, and many faculty members participated and were able to enter data during the sessions.

**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
Art B 1	53.32	13.21	18.26	15.21	100
Art B 2	59.26	23.46	9.88	7.41	100
Art B 3	100	0	0	0	100
Art B 4	81.03	12.07	6.9	0	100
Art B 5	55.17	44.83	0	0	100
Art B 6	92.86	5.95	1.19	0	100
Art B 7	100	0	0	0	100
Art B 8	80.65	19.35	0	0	100
Art B 9	100	0	0	0	100
Art B 10	52.27	28.41	7.95	11.36	100
Art B 11	36.67	56.67	6.67	0	100
Art B12	0	100	0	0	100
Art B 13	83.33	16.67	0	0	100
Art B 14	N/A	N/A	N/A	N/A	N/A
Art B 16	70.25	10.76	4.43	14.56	100
Art B 17	74	8	6	12	100
Art B 20	11.11	88.89	0	0	100
Art B 24	75	25	0	0	100
Art B 25	83.33	11.11	5.56	0	100
Art B 26	50.38	24.81	10.53	14.29	100
Art B 29	25	75	0	0	100
Art B 35	30.88	11.76	54.41	2.94	100

Art B 36	72.97	8.11	5.41	13.51	100
Art B 37	12.96	20.37	62.96	3.7	100
Art B 38	New Course				
Art B 40	68.42	31.58	0	0	100
Art B 41	87.5	12.5	0	0	100
Art B 42	85	15	0	0	100
Art B 43	87.5	12.5	0	0	100
Art B 44	62.5	37.5	0	0	100
Art B 45	62.5	25	12.5	0	100
Art B 46	70.59	5.88	23.53	0	100
Art B 47	0	100	0	0	100
Art B 48	60	0	0	40	100

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

Overall the program is strong and SLO's are being met in the studio art courses. The art history courses and Art Appreciation show the highest percentages of students not meeting the outcomes. This is not surprising in that they are lecture heavy and involve heavy reading and writing components. The studio courses are much more hands on and class sizes are generally much lower allowing for more one on one interaction.

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

Based on trends in SLO assessment and comparing it to data on completion and retention the department needs to focus in on specific SLO's in courses and find ways to improve them. Overall success in classes is good now we need to target the SLO's where students are under performing. Since we are still on the first major cycle of SLO assessment it is too early to draw long term conclusions.

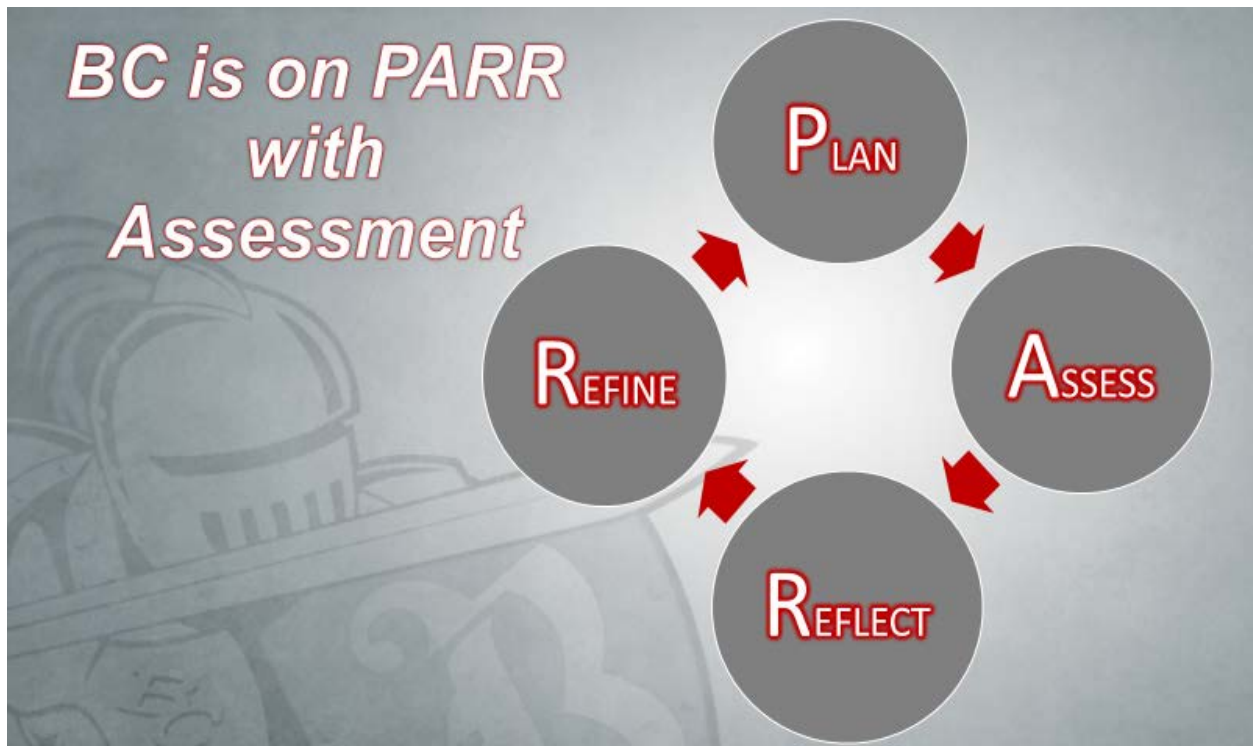
strengths and weaknesses listed above.

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

Assessment is a standing agenda item for department meeting and is discussed at a minimum of four meetings each year. Additionally, in the spring we typically have work sessions to help each other with gathering and entering data and reflecting on what we see.

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](http://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:**

Correctional Administration AA

Program Courses are generally assessed 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
Crim B8	51.38	38.71	9.91	0	434
Crim B5	62.5	35	2.5	0	40

**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 9.47% 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.



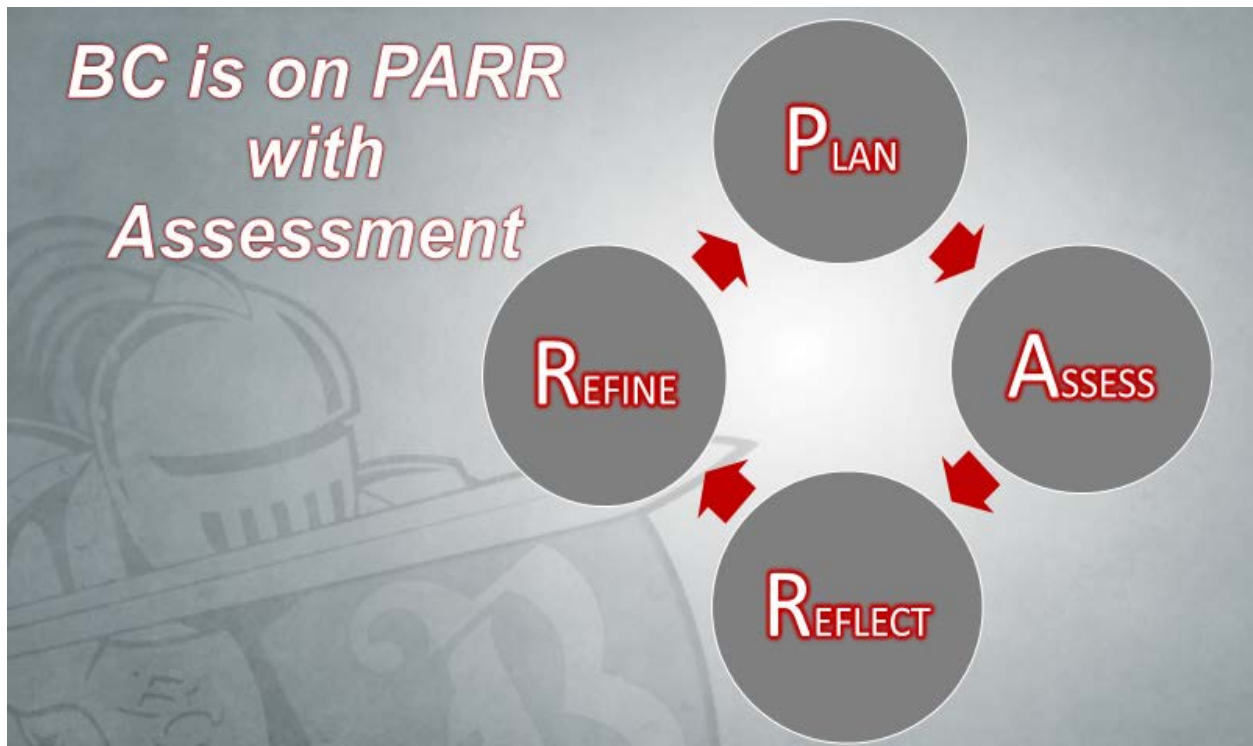
Faculty plan to make the following changes to assessment: Future assessments will be modified to include a more detailed scoring rubrics for the required components of the assessment. This modification should give students greater clarity regarding the requirements to successfully complete the assessment. 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).**

## 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:**

**Public Safety Training Programs: Fire Technology**

The supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in the Public Safety Career Pathways. Assessment process includes; Syllabus articulation to students, grading expectations are clear, concise, teaching goals & philosophy are clearly articulated, goals align with Course Student Learning Outcomes. (CSLO). Assessment tools include; exams & quizzes, student understanding and measured in part by percentage of passing rates.

**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
Fire B1	35.29%	41.18%	11.76%	11.76%	100%
Fire B2	68.15%	13.33%	4.44%	14.07%	100%
Fire B3	66.67%	13.33%	17.78%	2.22%	100%
Fire B4	73.68%	13.16%	6.58%	6.58%	100%
Fire B7	48.28%	34.48%	10.34%	6.90%	100%
Program Totals	62.50%	19.35%	8.33%	9.82%	100%

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

The strengths are the high percentage of exceeding the course expectations. The weaknesses are the percentages that do not meet the expectations. The goal is to increase the number of students that exceed the expectations.

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

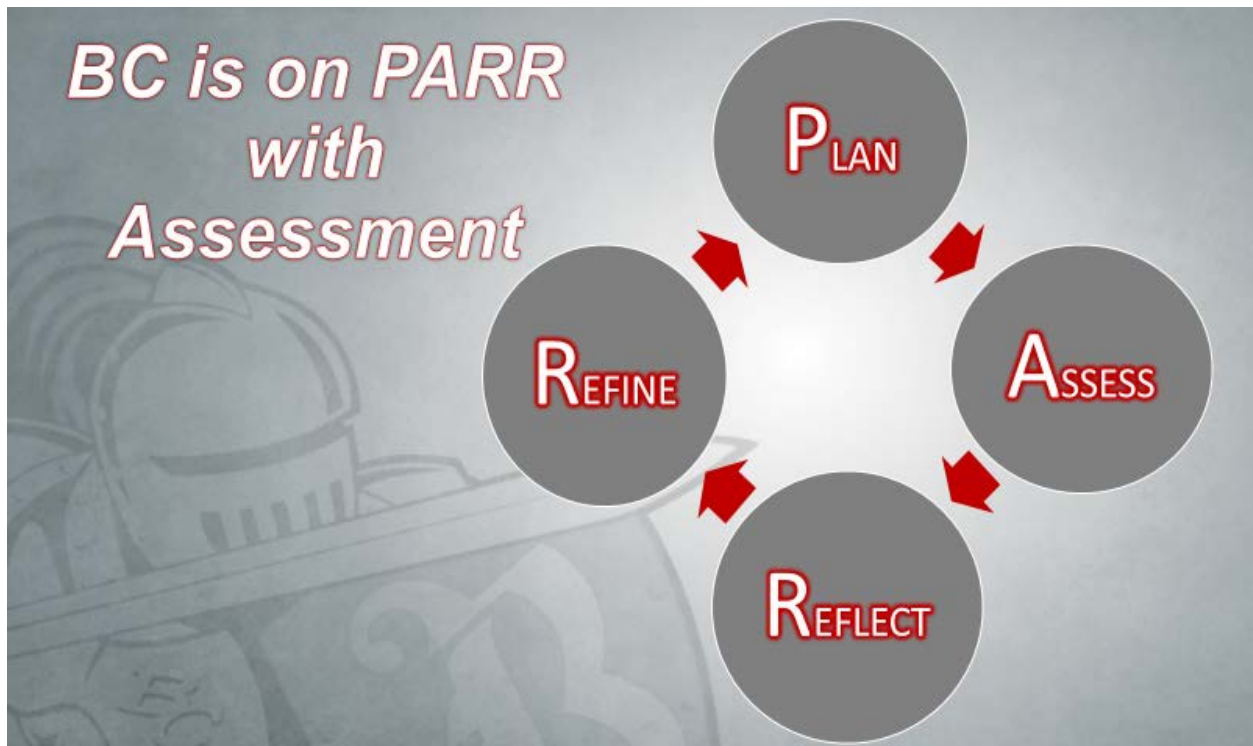
The faculty recognizes the strengths and weaknesses are working diligently to increase the level of student understanding in the Course Student Learning Outcomes. The Fire training program is focusing on increasing the instructor knowledge of assessing Student Learning Outcomes (Professional Experts) in all courses. The Emergency Medical Service courses; Emergency Medical Technician (EMT) and Paramedic courses are showing positive growth and increased knowledge on assessment.

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

The Public Safety Training Program Faculty meet monthly to discuss curriculum, assessment, and course syllabi. Also, the faculty instructors and I discuss strategies weekly to enhance student learning.

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

## 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:**

Journalism ADT

**Plan** – Describe the process used to assess the courses within your discipline that are part of your program.

Because each journalism course is often relegated to specific faculty members, instructors typically work independently to create appropriate assessment methods for each course. However faculty members will collaborate for courses taught by more than one professor, such as JRNL B1 (Media & Society). Journalism faculty members meet at least once a semester to discuss student progress in their courses. Depending on the course within the program, assessment is determined by providing tangible proof— including production of student newspaper in print and online-- of students’ ability to fulfill the student learning outcomes.

**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
JRNL B1	22.29	63.73	7.59	6.39	100%
JRNL B2	0	0	0	0	0
JRNL B15	0	0	0	0	0
JRNL B16	0	0	0	0	0
JRNL B26	58.18	20	3.64	18.18	100
JRNL B27a	61.76	23.53	8.82	5.88	99.99
ART B17	74	8	6	12	100%
COMM B5	0	0	0	0	0
ECON B1	24.56	30.70	21.93	22.81	100%
ECON B2	28.12	42.97	24.22	4.69	100%
MATH B22	10.22	51.72	30.01	8.05	100%
POLS B1	0	0	0	0	0
POLS B2	42.42	28.79	28.79	0	100%

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

**Strength:** Because the journalism program has courses, including B26 and B27A, that produce a product (the student newspaper in print and online), it makes the process of assessment student success clear. Several additional courses, including B2, B15 and B16 are all skills courses, which contribute to students’ ability to write for the student paper, contribute photography and create multimedia packages online.

**Weakness:** With so many disciplines from which students can take courses, it is a challenge to track all student learning outcomes because several of these courses fall under the purview of different departments.

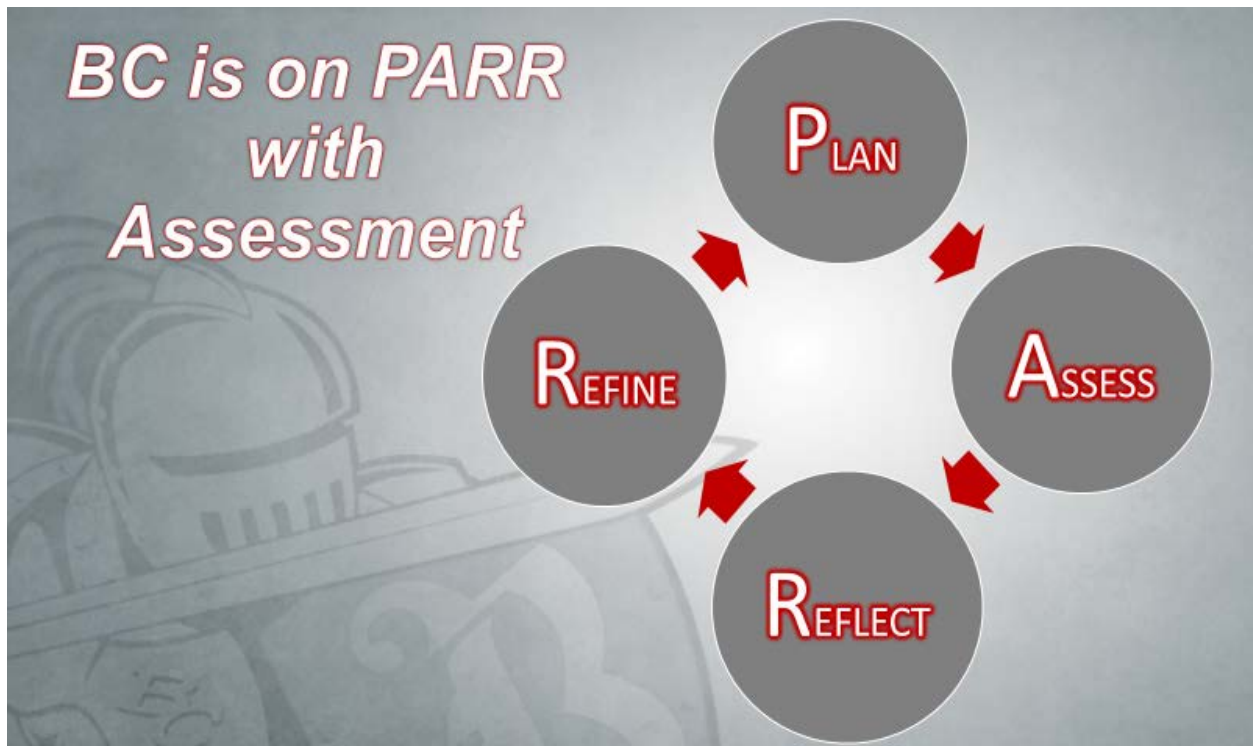
**Refine** – Summarize the changes that discipline faculty plan to implement based on the program’s strengths and weaknesses listed above.

In the next year, journalism faculty will discuss, develop and implement a plan to streamline the assessment process so that assessment of student learning outcomes will occur on a regular basis. The aim is to assess every SLO in every journalism class this year.

**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 members meet several times per semester to discuss what is working and what needs improvement. These meetings are both informal and scheduled.

## Program Review – Assessment Report Instructions



### Instructions:

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## Program Review – Assessment Report

**Name of Program:**

Public Health Science.

The outcomes assessment guide the degree's curriculum development and instructional delivery in the classroom. Another key outcome is feedback from community partners. The program uses both formative and summative evolution to guide the program. For example, both the PLOs and community partners require a strong emphasis on analysis and interpretation. For this reason, the program stresses that students do a service learning project that is tied to a community need.

**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
PBHSB20 SLO 1	43.33%	45.00%	3.53%	8.33%	100%
PBHSB20 SLO 2	70.00%	18.33%	3.33%	8.33%	100%
PBHSB20 SLO 3	30%	56.67%	5.00%	8.33%	100%
PBHSB20 SLO 4	71.67%	11.67%	8.33%	8.33%	100%
PBHS 21 SLO 1	62.35%	23.65%	8.24%	5.88%	100%
PBHS21 SLO2	63.5%	17.65%	12.94%	5.88%	100%
PBHS 21 SLO3	65.3%	14.12%	16.47%	5.88%	100%
PBHS 21 SLO3	65.3%	14.12%	16.47%	5.88%	100%
PBHS21 SLO4	62.65%	17.65%	13.62%	5.8%	100%
PBHS22 SLO1	13.43%	67.16%	14.93%	4.48%	100%
PBHS 22 SLO2	2.99%	82.09%	10.45%	4.48%	100%
PBHS 22 SLO3	55.22%	32.48%	7.46%	4.48%	100%
PBHS22 SLO4	76.12%	8.96%	1.49%	13.43%	100%
PBHS22 SLO5	76.12%	8.96%	1.49%	13.43%	100%
PBHS23 SLO1	93.33%	0%	0%	6.67%	100%
PBHS23 SLO2	93.33%	0%	0%	6.67%	100%
PBHS23 SLO3	93.33%	0%	0%	6.67%	100%
PBHS23 SLO4	66.67%	26.67%	0%	6.67%	100%

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

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

The strength of the program is when students are able to apply concepts into project based learning or actually take a role in teaching a topic to their peers. This is starting to change, but many students enter the program not understanding the concept of public health science. They take the class as they wait to enter impacted program. To address this weaknesses, a portion of the program focuses on careers in public health and degree options. In addition, students need to be grounded in the sciences and if they are struggling with some of the core science classes they will also struggle with some of the key concepts of public health science, which are population disease control, and contact tracing of diseases. What is interesting, is students who have failed chemistry and biology before have retaken the class and have stated that the public health classes helped them grasp some of the concepts they had struggled with previously.

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

One of the areas, PBHS20 SLO1, students seemed to be struggling with some the key concepts. We recently switched the Introduction to Public Health textbook and provided additional materials to dive in deeper into basic public health science terminology and concepts.

**strengths and weaknesses listed above.**

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

The program currently has one full time faculty and recently was able to hire two new adjunct. This now allows the ability for the program to reflect and discuss student’s needs. Prior to this, the current faculty member used data to modify instruction by reteaching, providing hands on learning and using strategies to increase depth of knowledge.

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