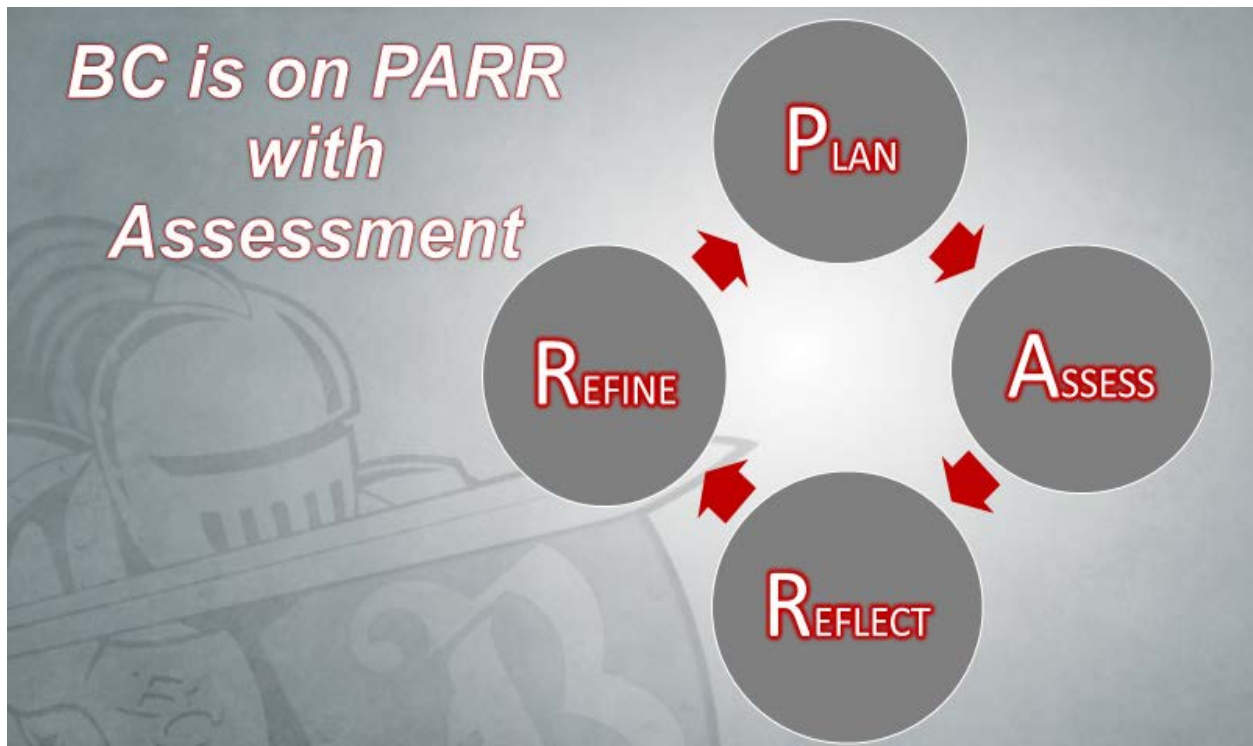


Program Review – Assessment Report Instructions



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:

Administrative Office Assistant

Full and part time faculty sit down together and decide what tool will be used for the assessment and then the data is collected. With e-lumen each faculty is required to enter his or her individual information per section. The tool to be used will vary depending on what is going to be measured.

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
BSAD B252a	92.05	5.68	2.27	0	100
BSAD B252b	80.68	17.67	0	1.7	100
BSAD B252c	85.29	14.71	0	0	100
BSAD B253a	85.71	14.29	0	0	100
BSAD B253b	78.75	20	1.25	0	100
BSAD B253c	91.11	6.67	2.22	0	100
BSAD B264	73.19	23.81	0	0	100
BSAD B285	73.33	24.44	2.22	0	100
BSAD B287	88.71	8.06	3.23	0	100
BSAD B88	76.67	11.67	5	6.67	100
BSAD B5	62.82	18.18	20	0	100
BSAD B53a	77.7	8.78	4.05	9.46	100
BSAD B280	100	0	0	0	100
BSAD B65	25	85	0	0	100
BSAD B20	64.29	27.07	7.52	1.13	100

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

With only 2 exceptions, more than 90% of the student meet or exceed the requirement for the course. The two course that have more BSAD B53a/BSAD B88 are adjunct taught courses.

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

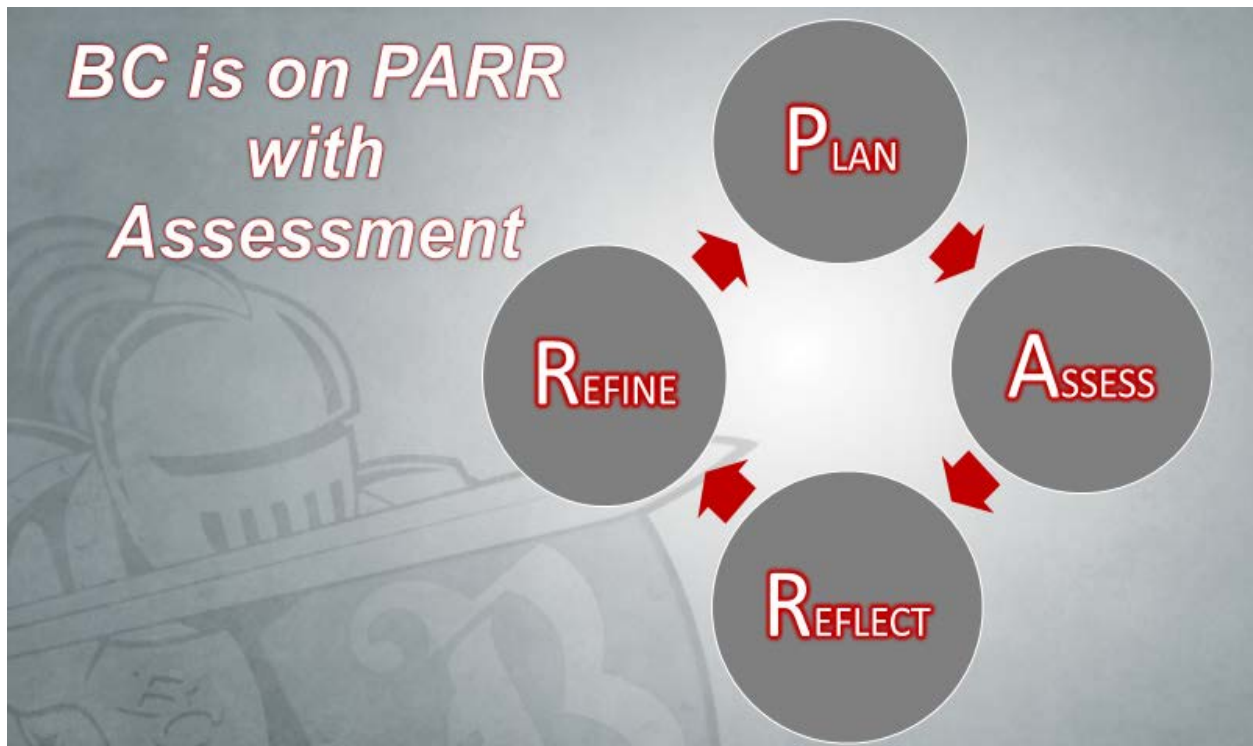
Full-time faculty should work more closely with adjunct to help prepare materials and students for the assessments.

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

Faculty meet on an as need basis. Most of the skills classes in Office Tech are taught in the lab environment and all faculty discuss student performance and objectives on an almost daily basis.

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:

BC ASL/English Interpreter Training Program

As of this writing, we are only six weeks into the semester in which we are teaching our new classes for the second time. We anticipate have more assessment data toward the end of this semester.

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
ASL B62					
ASL B64					
ASL B66					
ASL B63					
ASL B68					
ASL B72					
ASL B70					
ASL B71					
ASL B73					
ASL B74					
ASL B75					
ASL B77					

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

No data collected yet.

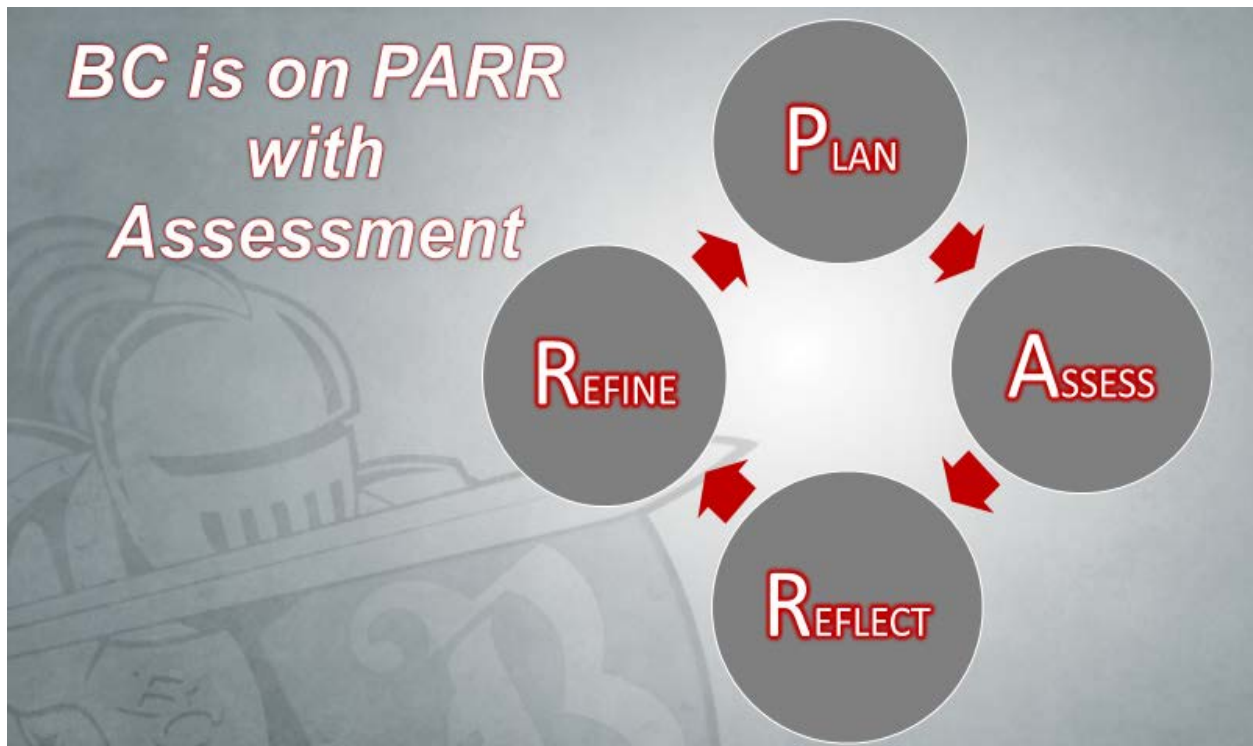
Refine – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.

Anecdotally, we are aware of our weaknesses and need for improvement. Curriculum needs to be refined so that classes are more distinct and feed into progressive improvement among students. We need additional instructional materials. Faculty needs to meet more frequently, more regularly.

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).

Although our programs are not yet separated distinctly, the ASL/English Interpreter Training Program is a distinct entity from the ASL Program. The two faculty members, Jaclyn Krause and Tom Moran meet every Thursday for 90 minutes and on Fridays when availability permits.

Program Review – Assessment Report Instructions



Instructions:

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Program Review – Assessment Report

Name of Program: Criminal Justice 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 B1	38.5	47.41	10	3	26
Crim B5	62.5	35	2.5	0	40
Crim B8	51.38	38.71	9.91	0	434
Crim B3	22.86	57.14	20	0	35

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.

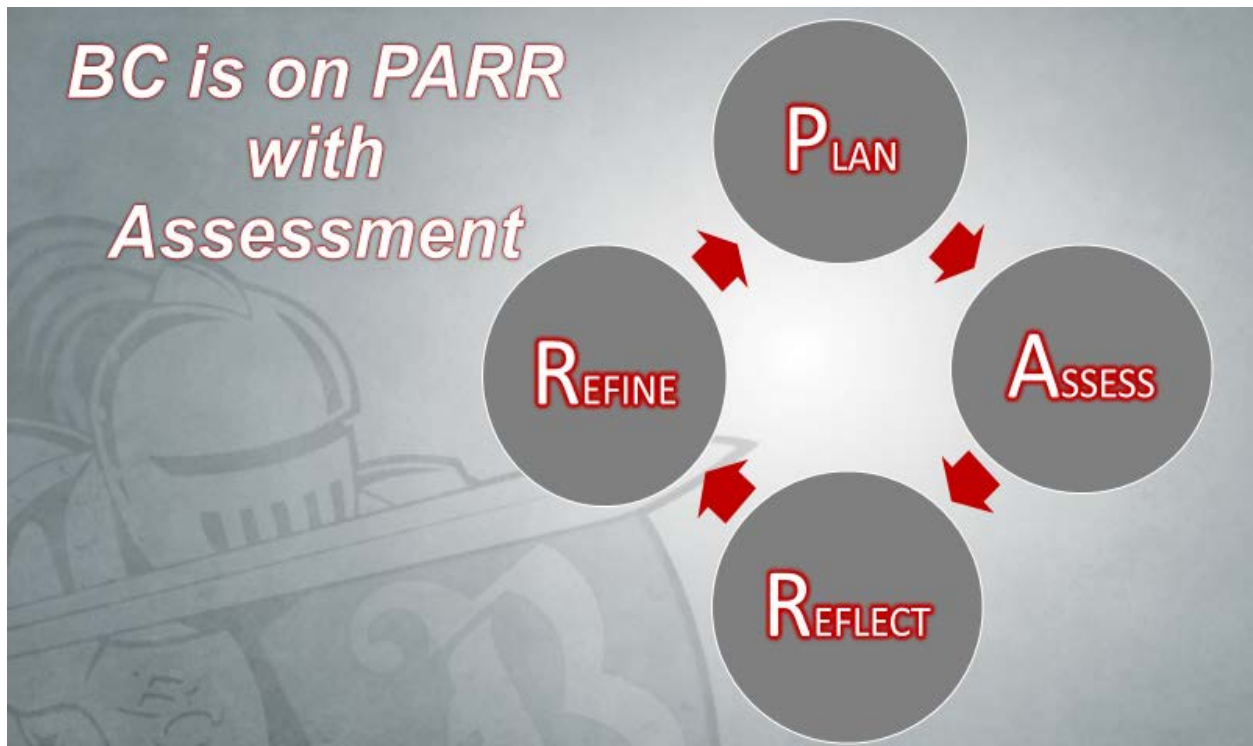
Faculty plan to make the following changes to assessment: Future assessments will be modified to include a more detailed scoring rubrics for the required components of the assessment. This modification should give students greater clarity regarding the requirements to successfully complete the assessment.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

Name of Program:

Forestry

Plan – Describe the process used to assess the courses for this program. Test questions specific to each

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
FB1	8	85	7		100
FB2	9	84	7		100
FB3	9	85	6		100
FB6	5	45	0		50
Adjuncts have data on the other courses.					

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 .It is an excellent program with most student succeeding to graduate and gain employment.

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

Write your response here. The textbox will expand as you type. If our year 2000 bus is not replaced we will have to rethink our 25 plus field trips if the old bus ever ceases to operate. It is ESSENTIAL to get the students into the forest to study forestry.

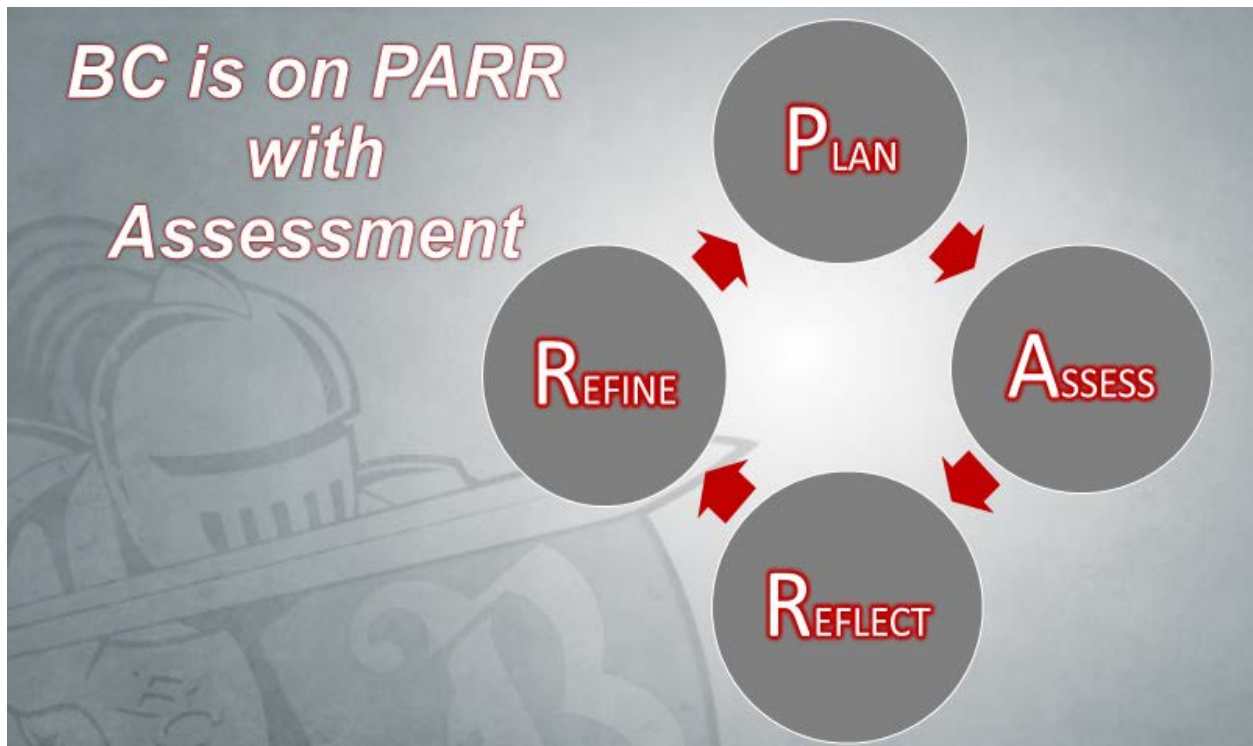
strengths and weaknesses listed above.

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:

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:

Mathematics

All 15 of our math courses submitted Outcome Assessment Reports for Spring 2018. The Outcome Assessment Reports for Math B1A, Math B22, B60, Math B70 hybrid and online sections are collected together. We assessed SLO #3 using a common SLO assessment question for 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
Math B1A	10.95	41.70	28.27	19.08	283
Math B1B	13.10	55.86	30.34	0.69	145
Math B2	26.09	47.83	21.74	4.35	23
Math B4A	67.65	14.71	17.65	0.00	34
Math B6A	27.18	32.04	28.16	12.62	103
Math B6B	22.50	38.33	35.00	4.17	120
Math B6C	31.58	21.05	10.53	36.84	19
Math B6D	0.00	77.14	22.86	0.00	35
Math B6E	0.00	90.62	6.25	3.12	32
Math B21	0.00	85.71	0.00	14.29	7
Math B22	10.22	51.72	30.01	8.05	783
Math B23	4.65	48.84	44.96	1.55	129
Math B60	1.97	56.41	32.73	8.88	608
Math B65	9.34	40.46	39.00	11.20	482
Math B70	16.04	45.09	26.56	12.31	723

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

The lab component for Math B65 is a plus because it encourages application and discussion which are designed for non-STEM majors who will take Math B22 or mostly Psyc B5 right after. However, we had students who are STEM or Business majors, and also some students did not take Math B22 or Psyc B5 after they pass Math B65.

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

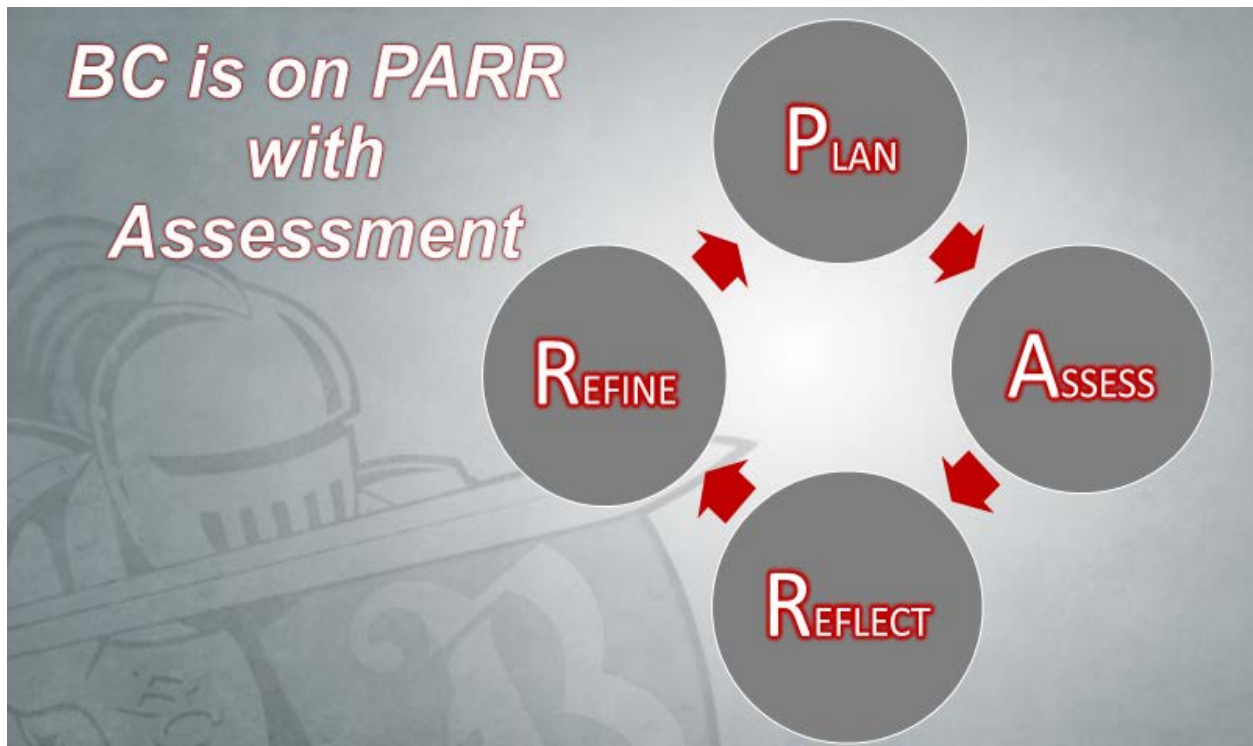
We have been taking steps to explain the purpose of this course at the beginning of the first class and speaking to those who we think should be taking the traditional pathway courses such as Math B60 and Math B70.

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

We hold our department meeting monthly and we constantly have conversation about our teaching and assessment.

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:

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

Using the assessment activities of exam questions, case studies, and homework assignments (along with other method f assessment), the SLO performance was assessed per course. In addition, the program assessed the SLO's as indicated on the plan. Prior to the eLumen implementation, the department chair sends a reminder about week 14 for faculty to begin gathering their data for the assessment process. The Chair tracks completion.

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
NURS B40		100			100
NURS B41		90	10		100
NURS B42		86	14		100
NURS B43	17	79	4		100
NURS B44					0*
NURS B25					0*
NURS B26		94	4	2	100
NURS B27		100			100
NURS B28		87	12		100
NURS B29	57	43			100

- This course was in transition from old to new curriculum. The assessment plan is to evaluate the SLO's this year.

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

During a faculty meeting discussion, the faculty identified the following program strengths and weakness. **Strengths:** Program course content is sequenced to demonstrates increasing levels of difficulty. > The program has engaged faculty who focus on implementing student success strategies.>Simulation is integrated throughout the program> Clinical experiences prepare the students for entry into the profession as demonstrated by statement from our hospital partners indicating a preference to employ BC students.>Licensure pass rates at or above 94% for the last 5 years. **Weakness:** Students are underprepared for the rigor of the program.> Students have many personal issues (financial, emotional, mental) which are outside of the program's control.

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

Strengths: 1) Continue current program activities: early identification of the at-risk student, maintenance of the program standards and expectations, and peer mentoring and peer tutoring programs. In addition, we use a success coaching/progress report model to track and support our re-entry students. **Weakness:** To address the preparation for the program, we have implemented the following: 1) The program has changed the entrance criteria 2) We offer week zero boot camps to address the program expectations. To address the student personal issues the program has implemented the early identification program (in addition to the BC early alert system). Using changes in grades, absences, or other behavior changes, faculty talk with students and make appropriate referral to medical services, mental health services, the food pantry, DSPS, writing/math/tutoring centers, and/or financial aid.

strengths and weaknesses listed above.

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

At the monthly faculty meeting, we have an agenda item titled confidential student where we discuss students of concern and can evaluate the strategies/referrals. This discussion includes a default discussion of student progress towards achievement of the SLO. Through this reflective process, we are now looking at the comprehensive results of SLO achievement for the program which can help us to identify any progress gaps.

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