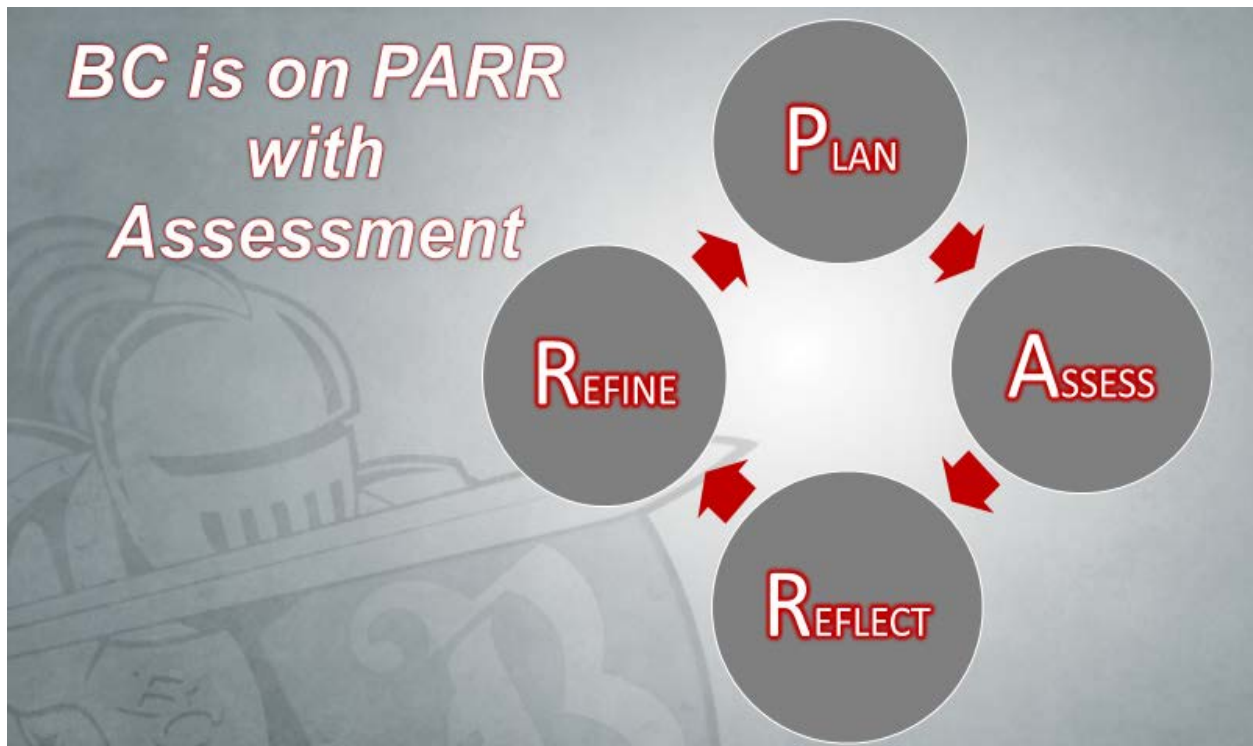


Program Review – Assessment Report Instructions



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:

Animal Science / AST

Exams and Lab activities

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
ANSC B1	0	52.41	16.24	31.62	100
ANSC B2	0	80.65	19.35	0	100
AGBS B2	13.48	72.47	11.52	2.53	100
CHEM B2A	0	0	0	0	0
MATH B22	10.22	51.72	30.01	8.05	100
ANSC B4	0	0	0	0	0
ANSC B5	0	0	0	0	0
ANSC B10	0	0	0	0	0
ANSC B6	0	0	0	0	0
ANSC B7	0	0	0	0	0
ANSC B3	0	0	0	0	0
BSAD B1	0	0	0	00	0
CRPS B5	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. Our students seem to have problems in. The plan is to implement new teaching strategies to increase the meet category.

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

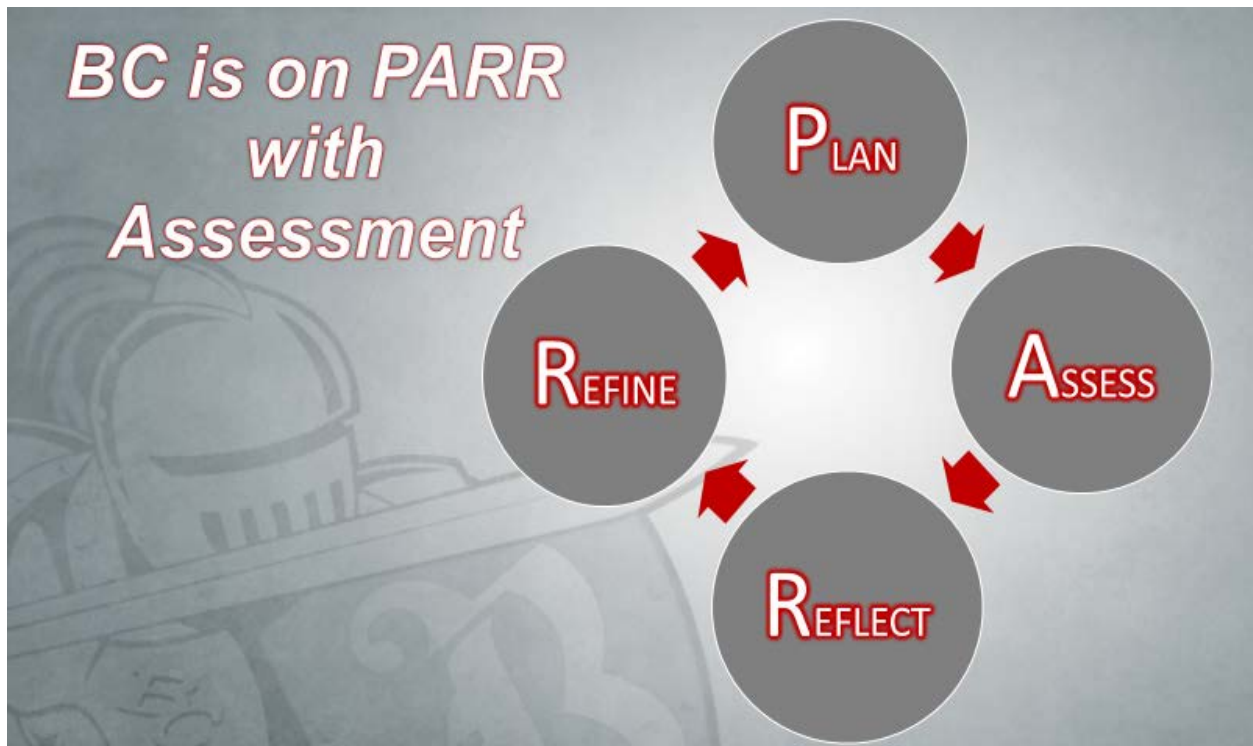
The Agriculture Department needs to meet with the Mathematics Department to see if there is a way to **integrate more of their SLO concepts into our programs and vice-versa**. MATH B22 is an important course for any agriculture major to master. I use statistics in every plant science course that I teach 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.,

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.

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:

Automotive Technology

A combination of written and verbal examination is coupled with lab activities to fully assess the comprehension of the student on each topic of instruction.

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
B20	12	33	0		45
B21	10	29	3		42
B22	8	27	1		37
B30	4	34	3		41
B31	0	13	0		13
B33	0	24	1		25
B39	0	29	0		29
B40	3	24	5		32
B43	9	21	7		37
B46	10	9	2		21
B48	5	12	3		20
B49	0	15	0		15

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

SLO Data shows that almost 75% of Automotive students meet the expectations of the program and that 17% exceed those expectations. We are very proud of these numbers because we believe it displays the high expectations our industry demands while still being achievable for the majority of our students. We believe that refine the prerequisites for our classes and expanding the tutoring available for our students could help improve the 6% of students that fall below the expectations of the program.

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

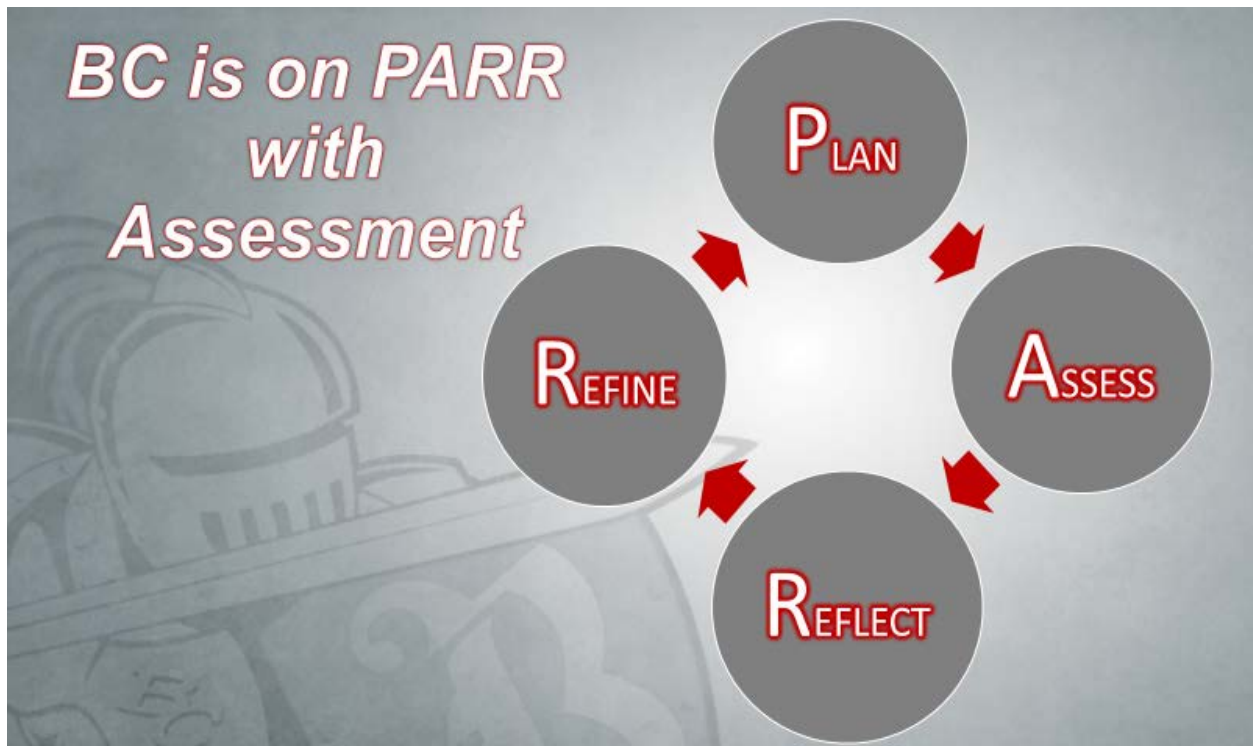
We will investigate the prerequisites for our class and the curriculum that is being taught in each course. We will look for gaps and/or duplication in what is being taught and refine as needed. We will also refer our top students to the tutoring office to strengthen the help available outside of class.

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

The Automotive faculty meet weekly to discuss various issues with instructional strategies, curriculum improvement, professional development and funding allocation as well as many other issues prevalent to our discipline.

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:

Food and Nutrition Program. Culinary Arts

After assignments were given to students, they were graded and then given feedback with reference to a grading scale provided in their course syllabus. Then the final grades were analyzed.

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
B51	5	85	10	0	100
B50	20	70	10	0	100
B55a	25	65	10	0	100
B55b	29	63	8	0	100
B55c	60	35	5	0	100
B55d	69	29	2	0	100
B55e	90	9	1	0	100
B55f	30	65	5	0	100
B52	50	40	10	0	100

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

The strength of our program is the student is able to grow the skills and then transition from one class to the next higher skills attainment class. This method of instruction (building skills) prepares them better for the industry.

One weakness in the program has been a lack of advanced skills in Pastry and baking and catering.

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

Two new courses and then subsequent certificates are in the process of curriculum approval. The addition of these course will broaden the students skill in preparation for the industry.

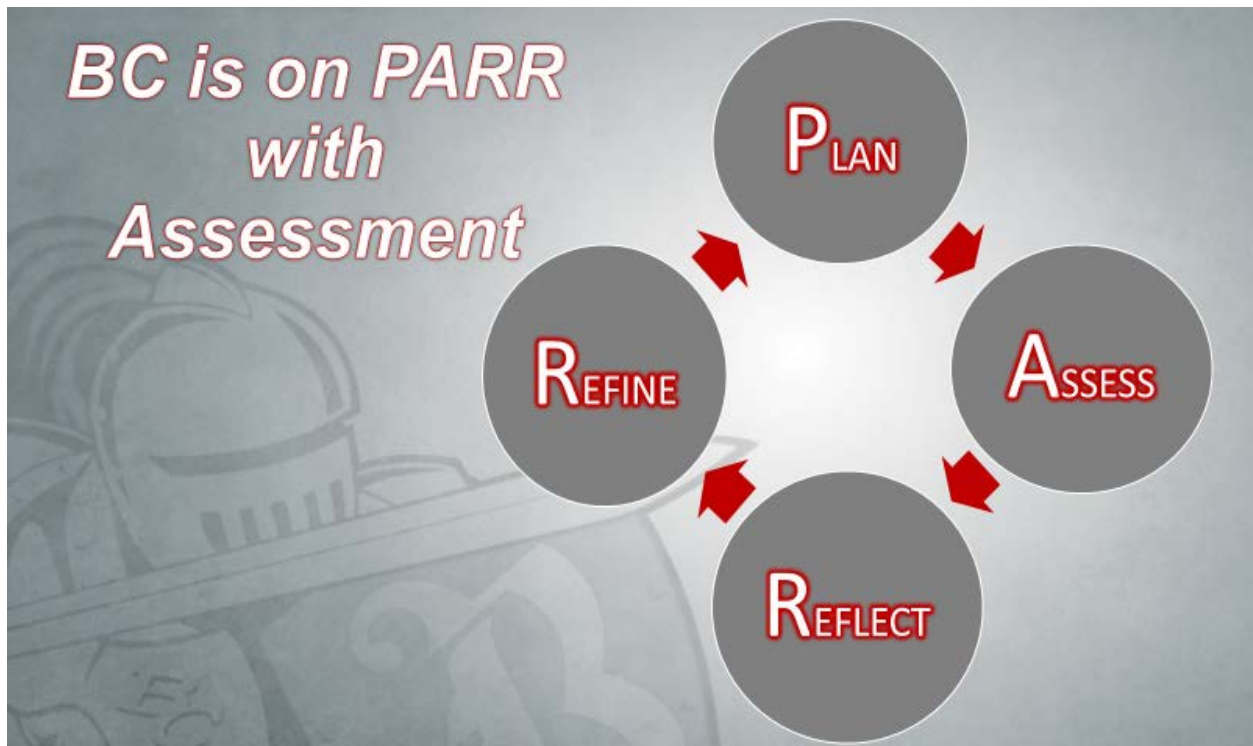
strengths and weaknesses listed above.

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

Aside from our department meeting faculty meet every other week. We have been discussing the scheduling changes that need to occur, the faculty needed to train and the eLumen tasks needed to be completed.

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:

Heavy Equipment Technician Certificate

The below courses were assessed through both a comprehensive hands on lab final as well as a comprehensive written final exam.

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
MCAG B3	0	0	0	0	0
MCAG B4	0	88.10	11.90	0	100
MCAG B10	4.76	92.86	2.38	0	100
MCAG B11	0	0	0	0	0
MCAG B12	0	0	0	0	0
MCAG B13	0	0	0	0	0
MCAG B14	0	0	0	0	0
MCAG B48WE/I	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.

Based on the assessment data gathered it appears we have an acceptable rate of students meeting the student learning outcomes. However acceptable always leaves room for improvement. If we do not have 100% of students attending courses meeting knowledge requirements for our course and program student learning outcomes we have room for improvement in our content delivery, review, and evaluation methods.

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

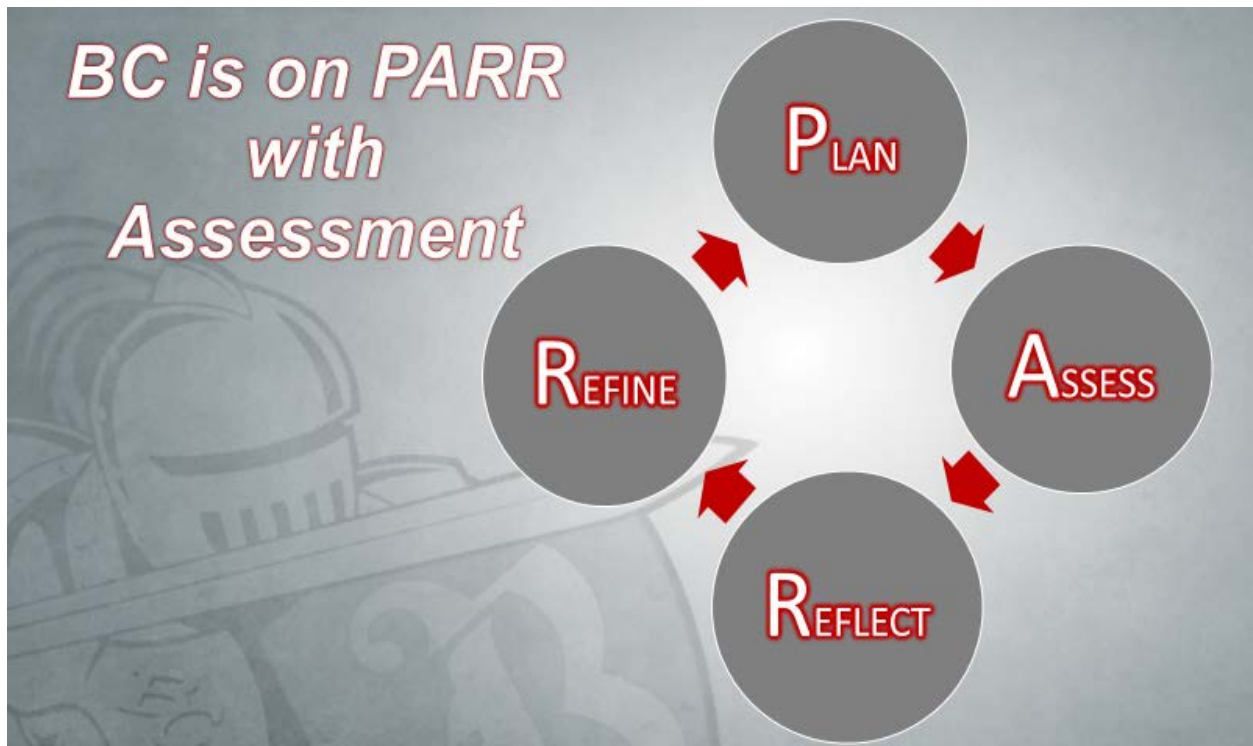
To improve this in the future we plan to implement more frequent checks for knowledge as well as additional question and review opportunities for students. Also there is room for improvement in offering different methods of content delivery to students.

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

Mechanized Agriculture is currently a single person program. However currently our entire agriculture department meets to discuss topics including assessment once a week.

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:

Media Arts CA

The SLOs are on a six years cycle and the first two SLOs were assessed on this cycle and the rest will be assessed over the remanding 5 years.

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
ArtB43 Video Production	7	1	0	0	8
ArtB44 Motion Graphics	5	3	0	0	8
ArtB45 Animation	5	2	1	0	8
ArtB20 Digital Art Vector	7	56	0	0	63
ArtB24 Digital Art Raster	21	7	0	0	28
ArtB26 Multimedia	67	33	14	19	133
ArtB16 Digital Photography	111	17	7	23	158

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

By the data out strength as a program is the strong upward trend of the program and the success rate. The weakness according the data is number of students who only meet expectation and do not exceed it.

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

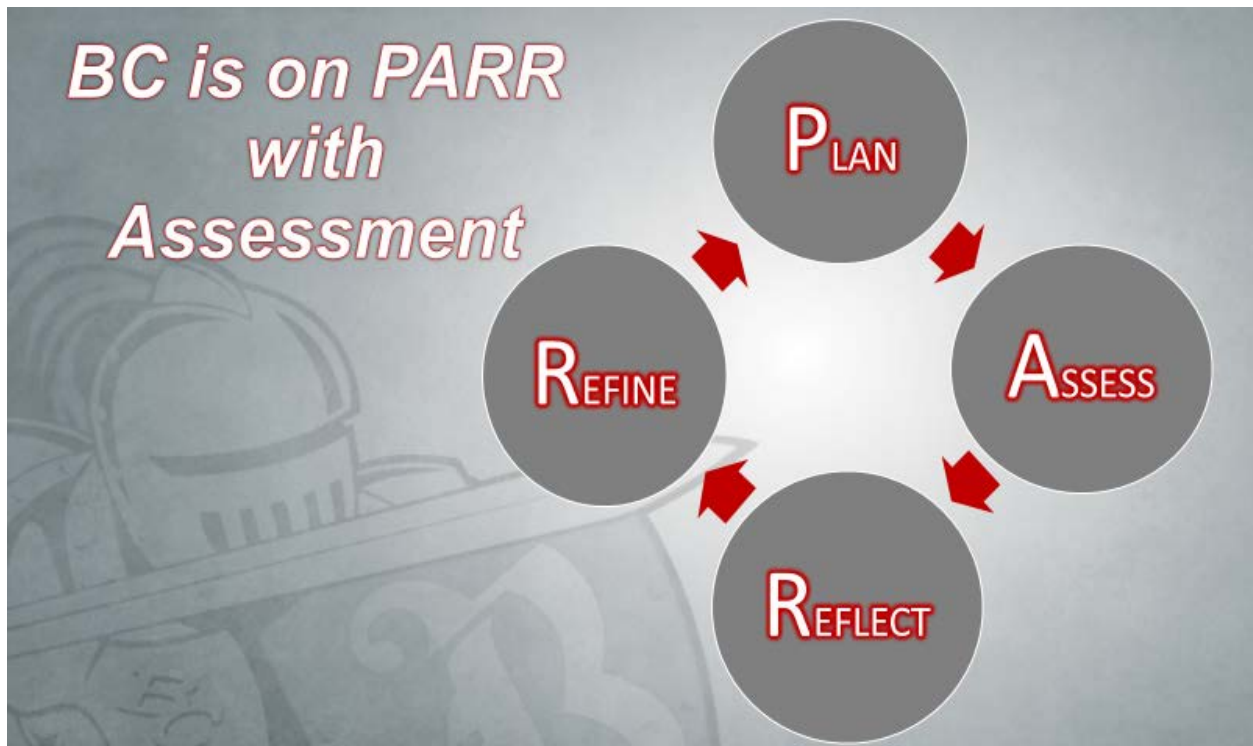
Continuing the upward trend will be difficult to sustain. Awareness of the program and student engagement through hands on activities will keep the momentum moving forward. Communicating with students is always a challenge and can affect their success. Proper communication on expectations, equipment requirements and course offerings might help bring up numbers.

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

Department faculty meet in informal and formal meeting to discuss student(s) success, department needs, and data. This happens on a weekly 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:

Animal Science/ Vet tech Job Skills Cert

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.

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
ANSC B83	0	0	0	0	0
ANSC B84	0	0	0	0	0
ANSC B85	0	0	0	0	0
ANSC B86	0	0	0	0	0
ANSC B88	0	0	0	0	0
ANSC B90	0	0	0	0	0
ANSC B92	0	0	0	0	0
ANSC B94	0	0	0	0	0
ANSC B96	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.

The animal science program needs to increase the meet expectations category. By adjusting the teaching strategies I believe we could increase the performance of our students. One weakness is the lack of modern lab facilities to increase performance

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

To strengthen the program we plan to adjust our lecture techniques and engage the students with more hands on strategies.

strengths and weaknesses listed above.

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

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.

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