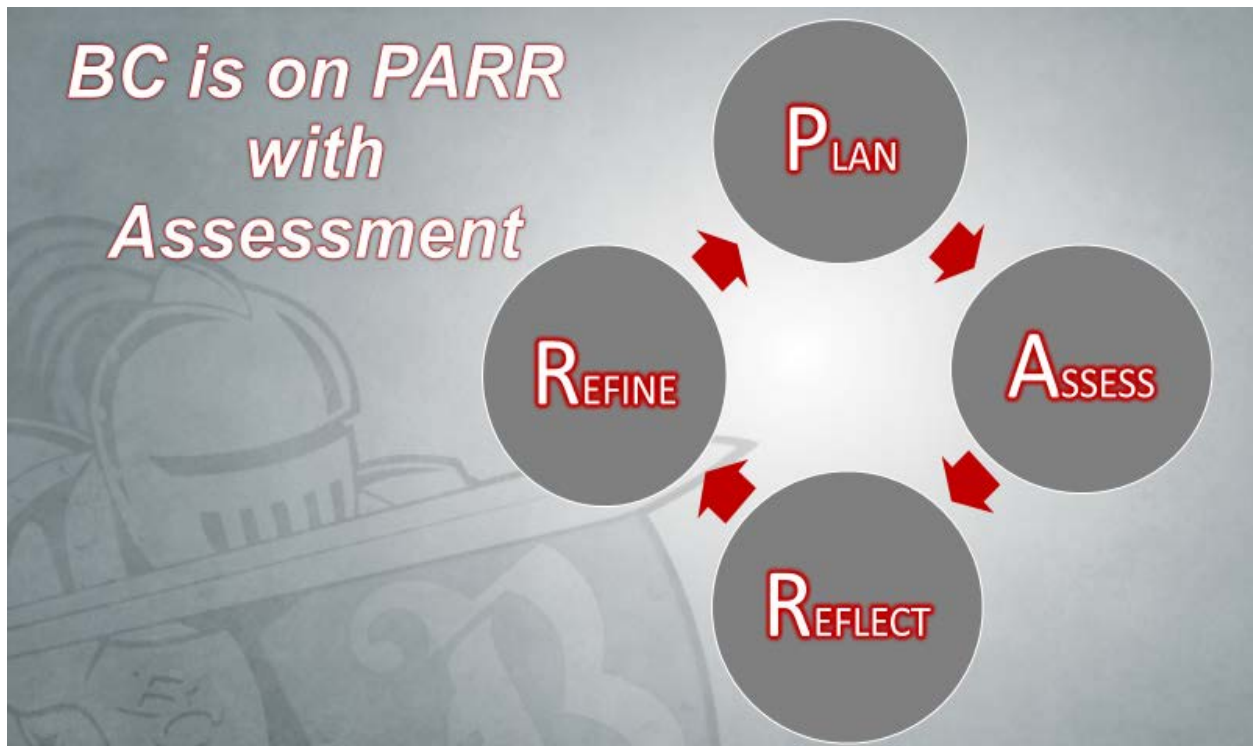


Program Review – Assessment Report Instructions



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/ Cert of Achievement

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 B1		52.14	16.24	31.62	100
AGRI B1	0	0	0	0	0
AGRI B49	29.63	45.19	8.5	16.67	100
ANSC B2		80.65	19.35	0	100
ANSC B3	0	0	0	0	0
ANSC B4	0	0	0	0	0
ANSC B5	0	0	0	0	0
ANSC B6	0	0	0	0	0
ANSC B7	00	00	0	0	0
ANSC B10	0	0	0	0	0
ANSC B11	0	0	0	0	0
ANSC B22	0	0	0	0	0
ANSC B83	0	0	0	0	0
CRPS B2	0	56.1	21.95	21.95	100
NRES B1	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.

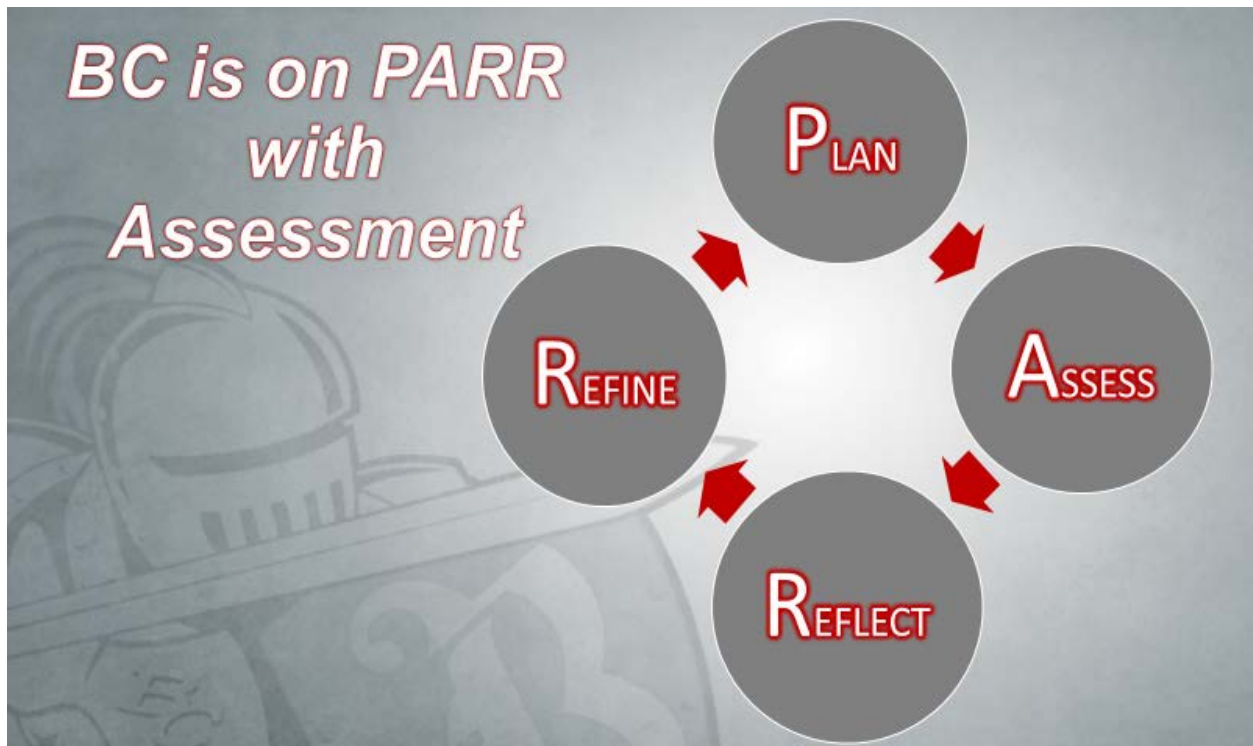
strengths and weaknesses listed above.

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).

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:

Communication

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

Our faculty members collaborate to develop appropriate assessment methods for each course. Our courses that are taught by 1 or 2 faculty tend to use a capstone project, COMM B6 uses an internationally recognized assessment tool, COMM B5 uses a series of “Waypoint Activities” built into the Canvas course and our other courses depend on the instructors to use authentic assessments that they embed in their courses. For these courses, the course leads often send emails to faculty members who teach the courses with ideas about class activities and ways to assess each student learning outcome.

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
COMM B1	27.87	52.60	13.48	6.05	100.00%
COMM B2	71.55	20.69	7.76	0	100.00
COMM B4	36.45	43.93	7.48	12.15	100.01%*
COMM B5	21.43	64.29	0	14.29	100.01%*
COMM B6	16.03	39.92	27.22	19.83	103%*
COMM B7	25.00	59.38	0	15.62	100.00
COMM B8	39.53	44.19	4.65	11.63	100.00%
COMM B9	0	0	0	0	0
COMM B10	44.83	24.14	20.69	10.34	100%
COMM B21	0	0	0	0	0
JRNL B1	22.29	63.73	7.59	6.39	100%
JRNL B2	47.37	13.16	28.95	10.53	100.01%*
ENGL B2	0	0	0	0	0
PSYC B1	52.73	29.51	11.75	6.01	100%
SOCI B1	0	0	0	0	0

*Elumen report percentages don't add up to 100%

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

Currently, we have an incomplete view of our program. Our department is involved in the pilot on program review. We are encountering a number of glitches in Elumen and our data is not showing. It is important to notice that for COMM courses we have the data, over 70% of our students meet or exceed expectations.

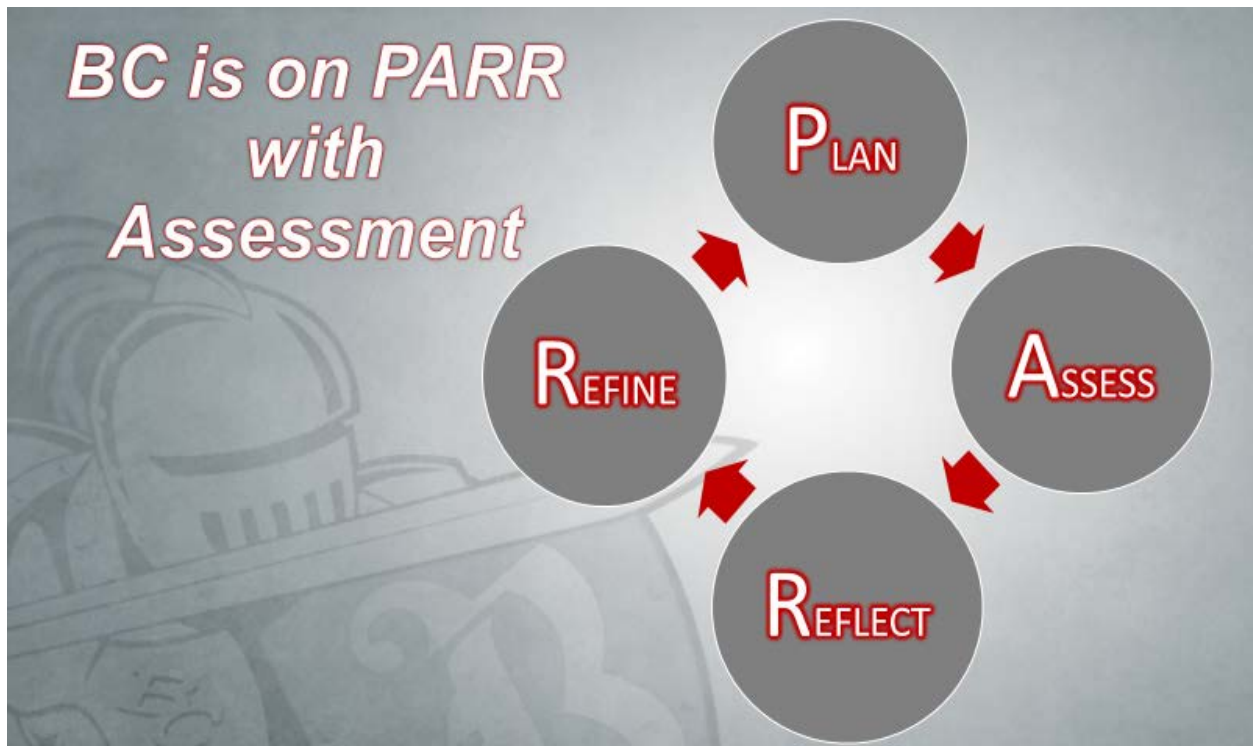
Refine – Summarize the changes that discipline faculty plan to implement based on the program’s strengths and weaknesses listed above.

In 2018-2019 we have already begun working to assure that every instructor completes a collective report for every SLO in every course taught. Elumen has dramatically eased this process. The collection of this data will provide more depth and focus to our on-going dialogue.

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).

Our dialogues about assessment occur as hallway conversations, email discussions and more formal meetings about class activities and assessments that measure learning outcomes. This semester, faculty had a Saturday retreat to discuss the upcoming assessment plan and previous assessment results. Faculty also discussed approaches to deal with inaccurate reporting and incorrect mapping of COMM B5 and COMM B7 Student Learning Outcomes (SLOs).

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:

Environmental Horticulture Certificate of Achievement

This program uses eLumen information.

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
AGRI B49	0	0	0	0	0
ORNH B1	0	0	0	0	0
ORNH B2	0	0	0	0	0
ORNH B3	0	0	0	0	0
ORNH B4	59.74%	14.94%	9.74%	15.58%	100%
ORNH B6	0	0	0	0	0
ORNH B7	45.45%	44.63%	9.92%	0.00%	100%
ORNH B8	0	0	0	0	0
ORNH B48WE	0	0	0	0	0
CRPS B3	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.

There is insufficient data to assess this program based upon assessment data.

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

There is insufficient data to assess this program based upon assessment data.

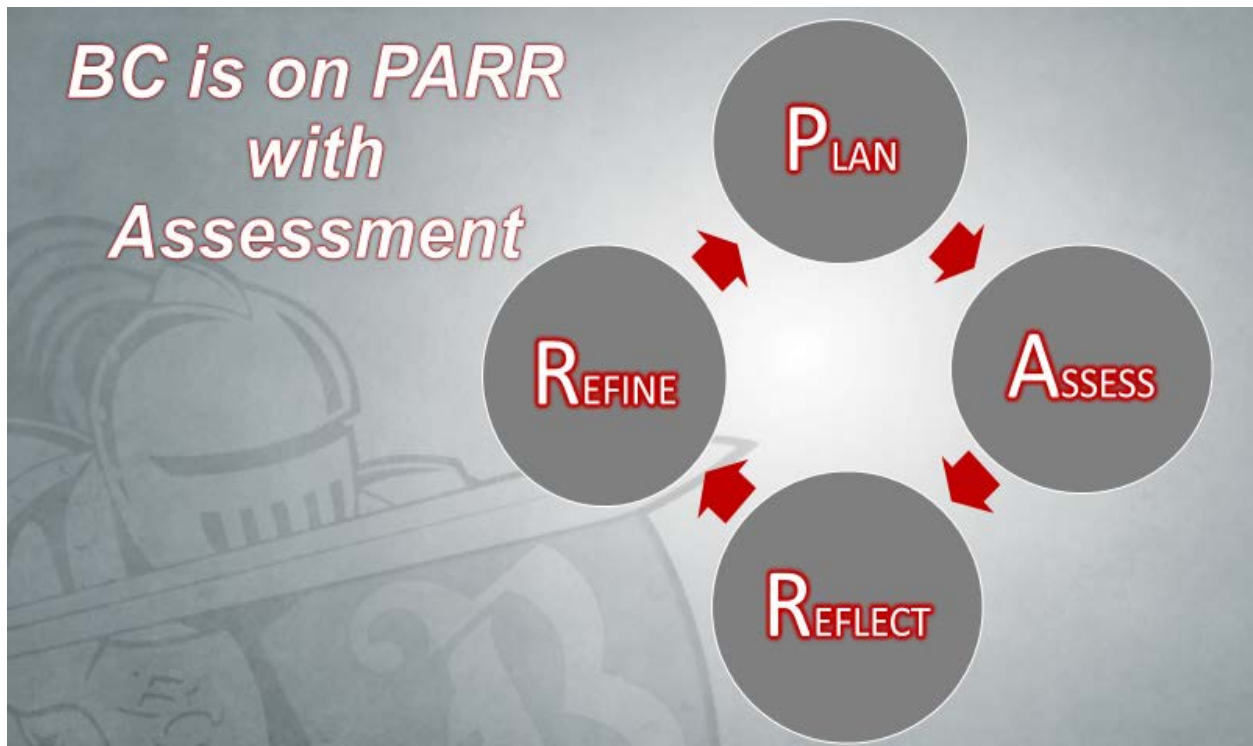
strengths and weaknesses listed above.

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

This program is examined with each advisory meeting and the courses are being reviewed every year with industry. Ag Advisory committee input, personal discussion survey of industry leaders from the California Landscape Contractors Association, and Local industry feedback is used.

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:

Human Services AA

Program Courses are assessed through a series of weekly out of class written assignments regarding the students' internships

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
HMSV B5	92.59	7.41	0		135

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

SLO performances were excellent, with all students are meeting or exceeding expectations. The main strength of the program is instructor subject matter knowledge as well as the program's ability to obtain Human Service Internship opportunities for students. One of the main weaknesses of the program is the lack of hours the program director is contractually allowed to work. The low number of hours can hamper efforts to maintain and expand the program.

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

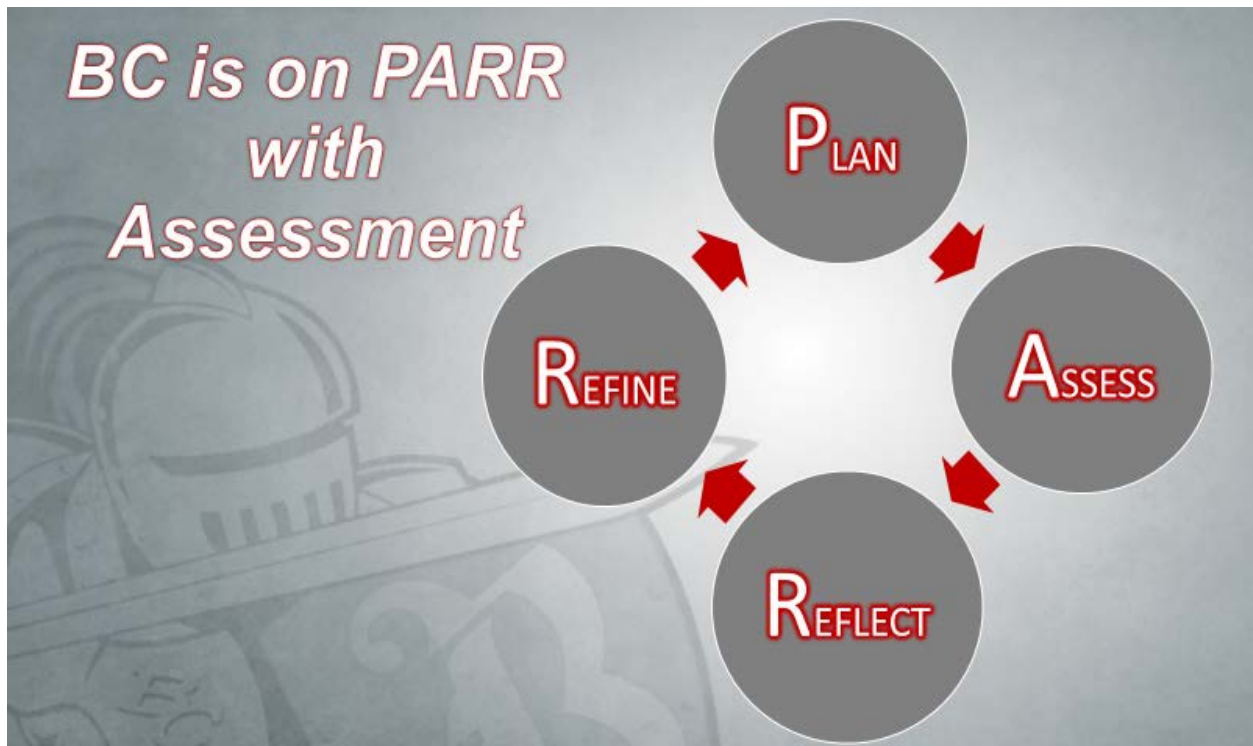
Faculty plan to place greater emphasis during lecture on the importance of writing clear and concise reports, particularly for the Human Service Field. In addition, students will receive greater encouragement and incentive to improve their writing skills through utilizing dedicated campus resources, such as the writing lab.

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:

Psychology

Course SLOs (with the exception of PSYC B5) are assessed using the following rubric:

“% Students Exceed:” 80% or Better

“% Student Meets:” Less than 80%, but better than 60%

“% Students Doesn’t Meet:” Less than 60%

The department discussed and decided that a grade of “C” in PSYC B5 is a prerequisite for PSYC B6, so the course SLOs for PSYC B5 are assessed using the following rubric:

“% Students Exceed:” 80% or Better

“% Student Meets:” Less than 80%, but better than 70%

“% Students Doesn’t Meet:” Less than 70%

SLOs are assessed using student responses to either specific short-answer writing prompts on exams, overall exam scores, or culminating projects. Regardless of the method of assessment the rubrics listed above are applied.

A common SLO across Psychology courses pertains to the scientific method. For example, SLO #1 for PSYC B1A, General Psychology is

“Demonstrate an understanding and application of the scientific process and research methods employed in psychology.”

A common tool for assessment includes a student’s free response to the following short-answer writing prompt:

“What is the difference between an experimental and correlational study? Provide an example of an experiment. Provide an example of a correlational study.”

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
PSYC B1A	52.73	29.51	11.75	6.01	100
PSYC B1B	47.25	31.87	8.13	12.75	100
PSYC B5	44.39	32.23	23.38	0	100
PSYC B6	68.35	15.37	13.76	2.52	100
PSYC B20	81.61	15.52	2.87	0	100
PSYC B30	42.46	40.48	17.06	0	100
PSYC B33	-	-	-	-	100
PSYC B40	63.10	19.64	17.26	0	100

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

A major strength is that the majority of students exceeded or met expectations across all courses. The highest rate of exceeded & met expectations combined is a 97.13%.
The lowest rate of met and exceeded expectations is 76.62%.

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

Faculty plan to continue with open dialogue concerning the method of instruction for continued success, maintain an open dialogue concerning assessment tools, and strategies to encourage students to take advantage of available student services on campus. A goal of the department is to provide training on eLumen for adjunct faculty.

strengths and weaknesses listed above.

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

Psychology faculty meet weekly to discuss issues pertaining to the department, which includes assessment. The initial meetings include discussion of the assessment rubric and how SLOs are measured. The following meetings focus specifically on data entry with eLumen, and interpretation of the data with a focus on continual improvement.

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