Program Review Assessment Reports

2021-2022

Reviewing Instructions

1. To review Assessment Reports for Program Review, please fill out the Program Review Assessment Report Feedback Form for each Assessment Report you have been assigned.
    a. Below, you will find the Assessment Report Template to help you understand what the Assessment Report should contain. The Template also contains examples to help you understand what a good Assessment Report might look like.
    b. Please use the Assessment Report Feedback Guidelines listed after the Assessment Report Template to help you fill out the Feedback Form.
2. When you have completed your Feedback Form(s), please email them to Assessment Committee co-chair Faith Bradham (faith.bradham@bakersfieldcollege.edu).

Assessment Report Template

This is what faculty will see when filling out their Program Review. Use this template as a guide when reviewing to see what is expected in each section of the report. You may also want to review the examples linked in Part 2 to see what good responses to this section of the report might look like.

Assessment Report (Part 1 Assessment Table) 2021-22

Instructions

1. Contact the Program Review Committee Co-Chair, Kim Nickell to obtain the SLO performance data for all courses. All assessment data for this year's Program Review is contained in a Sharepoint owned by Kim.
2. In the table below, list all required courses, electives, and associated general education courses for the program (e.g., if a math course is part of the psychology program, then it should be included in the table). Please be sure to fill out the table, as attachments will not be accepted. The table may only have one row to begin with, so use the "Enter" key to create more rows to allow for more entries in the table.
3. From the SLO performance data, the "Totals for CSLOs" table contains the needed totals for filling out the "Exceeds," "Meets," "Doesn't Meet," and "N/A" expectations categories in the table below. Enter all data, even if there was no assessment data (i.e., include 0%).
4. Complete at least one assessment table for approved degrees/certificates within your program.

5. After completing the table, you will go to Part 2 of the Assessment Report to write your responses to the questions.

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A

Assessment Report (Part 2 Responses) 2021-22

Instructions
Using data from the Assessment Table in Part 1, write your responses to the questions below.

PLAN:
Describe the process, timing, and tools used to assess the courses for the program. (see examples)

REFLECT:
Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program. (see examples)

REFINE:
Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above. (see examples)

DIALOGUE:
Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.). (see examples)

Assessment Report Feedback Guidelines

Please use these guidelines as you write your feedback for a particular program. Keep feedback focused on **responses** that faculty gave, not an evaluation of the program itself. Please be sure to stay positive with feedback—we want to celebrate the awesome things that our colleagues are doing in their programs. At the same time, we also want to provide constructive criticism (suggestions) to help our peers generate a stronger assessment section in the Program Review so that they may use it to boost their arguments for resource requests, faculty requests, etc.
It is advisable to write any positive comment or constructive feedback for each section, even if short.

1. **Assess** (Look at the assessment table in Part 1 of report)
    a. Meets Expectations:
        i. All courses should be listed along with data, even if there was no assessment (i.e., include 0%). Look for courses outside discipline (not all programs will have those, so refer to required courses for the program in the catalog).
        Feedback: If all zeroes, maybe suggest more frequent assessment, even if there is only 1 SLO. Positive feedback is OK (i.e., having data for all courses in a program).
    b. Doesn't Meet Expectations:
        i. Courses listed but no numbers, data not directly entered in report (i.e., if sent as attachment or note to refer to eLumen).
        Feedback: Might suggest that SLO data needs to be entered so it will appear on the Program Review Assessment Report.

2. **Plan** (Part 2 of report)
    a. Meets Expectations:
        i. Detail must be provided about both the assessment tool and when assessment is to occur. Other things to look for: discussion of how courses fit within the program (only core courses—keep courses within the program). If courses outside program are not listed, it still meets.
    b. Doesn't Meet Expectations:
        i. Did not describe assessment tool(s) or when assessments occur.

3. **Reflect** (Part 2 of report)
    a. Meets Expectations:
        i. Addresses both strengths and weaknesses. Ideally, strengths and weaknesses should be addressed separately.
        Feedback could include whether weaknesses/strengths were addressed directly or implied. Up to reviewers to decide meets/doesn't meet depending on how clear language is.
    b. Doesn't Meet Expectations:

i. Only strength or only weakness is mentioned (response only addresses half of the question).

4. **Refine**
    a. Meets Expectations:
        i. Mentions specific changes (goals, etc.) to strengths and weaknesses tied to reflection piece. A timeline is suggested.
        Feedback: Suggestion to provide feedback about effectiveness of assessment tools used.
    b. Doesn't Meet Expectations:
        i. No plan to implement potential changes

5. **Dialogue**
    a. Meets Expectations:
        i. Show specific evidence of assessment discussion among discipline faculty (including adjunct, as appropriate for program). Evidence of formal or informal discussion. Specific timelines or specific examples are good to have.
        Feedback: Something like, "informal meetings are great; is there a way to move those to formal meetings?"
    b. b. Doesn't Meet Expectations:
        i. No evidence of assessment discussion among faculty. If it does not meet expectations, consider mentioning that one purpose of this question is to provide evidence for future ACCJC visits.