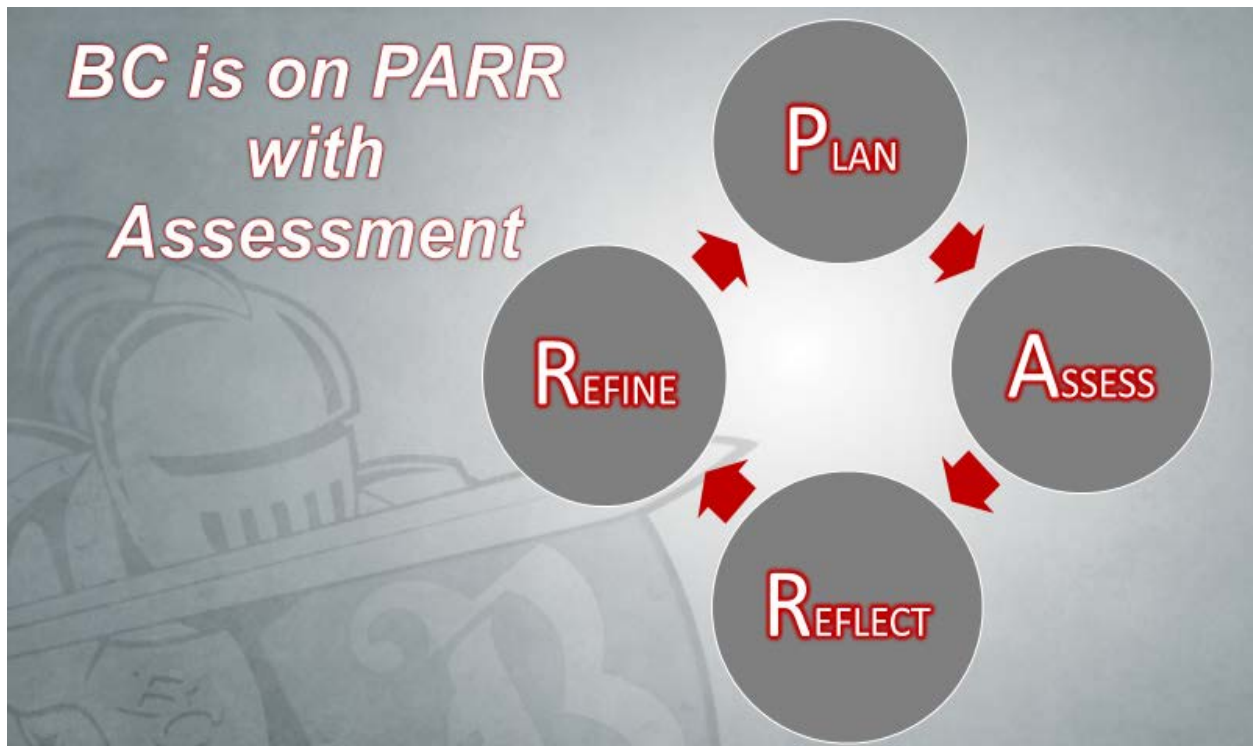


## Program Review – Assessment Report Instructions



### 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:

Industrial Automation

Faculty assess one different SLO from each course they teach, each time they teach that 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

**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

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

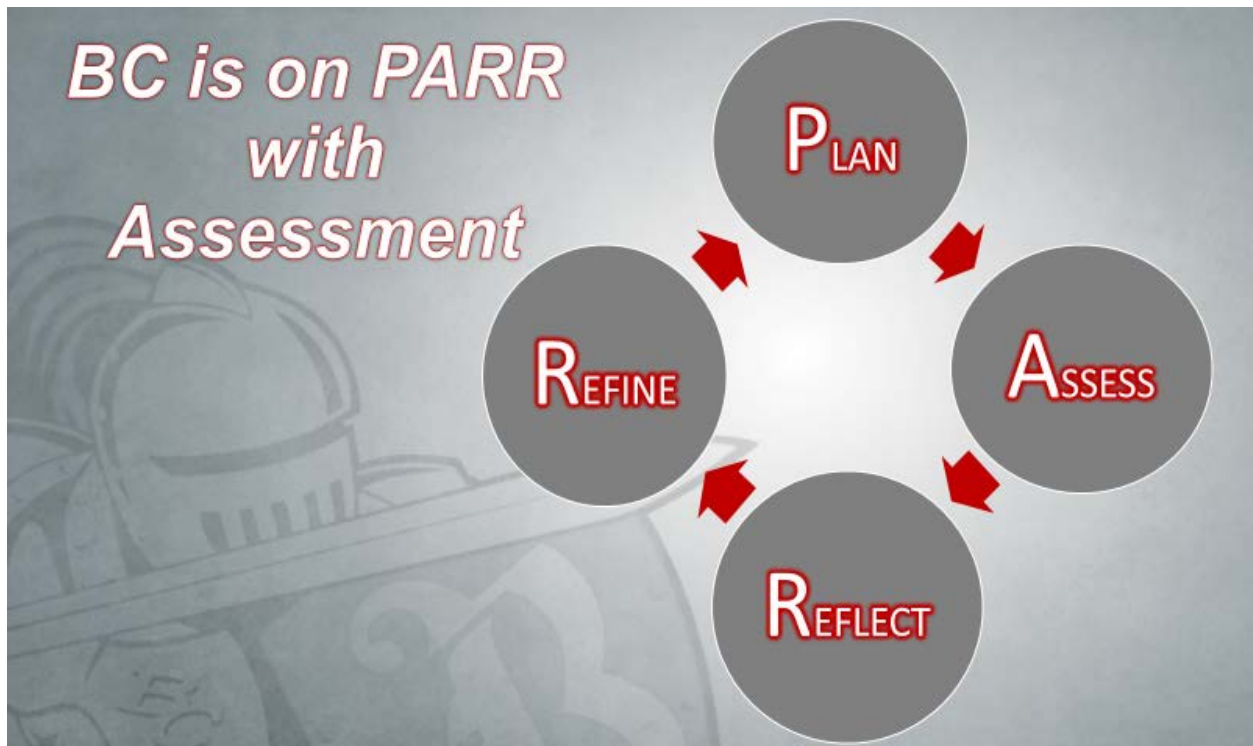
strengths and weaknesses listed above.

**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:

Chemistry AS

Assessment in these classes was accomplished through materials used during the courses such as examinations, homework, and papers. Graded work applicable to a specific CSLO was analyzed and the results reported. Discussions with others in the discipline would then lead to a determination of relative success and refinements (if needed), and the implementation of needed changes.

**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
Chem B1a	41.39%	21.25%	35.9%	1.47%	100%
Chem B1b	43.75%	31.88%	16.88%	7.50%	100%
Chem B30a	56.67%	13.33%	20%	10%	100%
Chem B30b	52.78%	30.56%	13.89%	2.78%	100%
Phys B4a	0%	0%	0%	0%	0%
Phys B4b	0%	0%	0%	0%	0%
Math B6a	27.18%	32.04%	28.16%	12.62%	100%
Math B6b	22.50%	38.33%	35%	4.17%	100%

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

The chemistry classes show an overall satisfactory attainment of the CSLOs for those courses, while the physics courses simply weren't assessed during the last year (the physics faculty had chosen to do all CSLOs once during the 6 year cycle—last in 2013—but are now changing this to having at least some done every year). The last results reported were generally very good (at least 70% but mostly much higher success rates).

The math results are less encouraging with roughly a 60% success rate. While this does not affect the chemistry courses too much (our course requirements are advanced algebra instead of calculus), we are aware of their importance on a student's transfer for when they encounter more advanced work.

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

Despite the apparent reasonable success we have had in our courses, the faculty do keep up a dialog of how things could be bettered. This includes assessment and pedagogy. Many of us attend conferences on chemical education which additionally strengthens our work in this area.

The physics and math folk likewise do similar things. Given the nature of the population we serve, math has a particularly difficult time keeping students moving forward well, but they are fully aware of those limitations while working on bringing students up to a higher level.

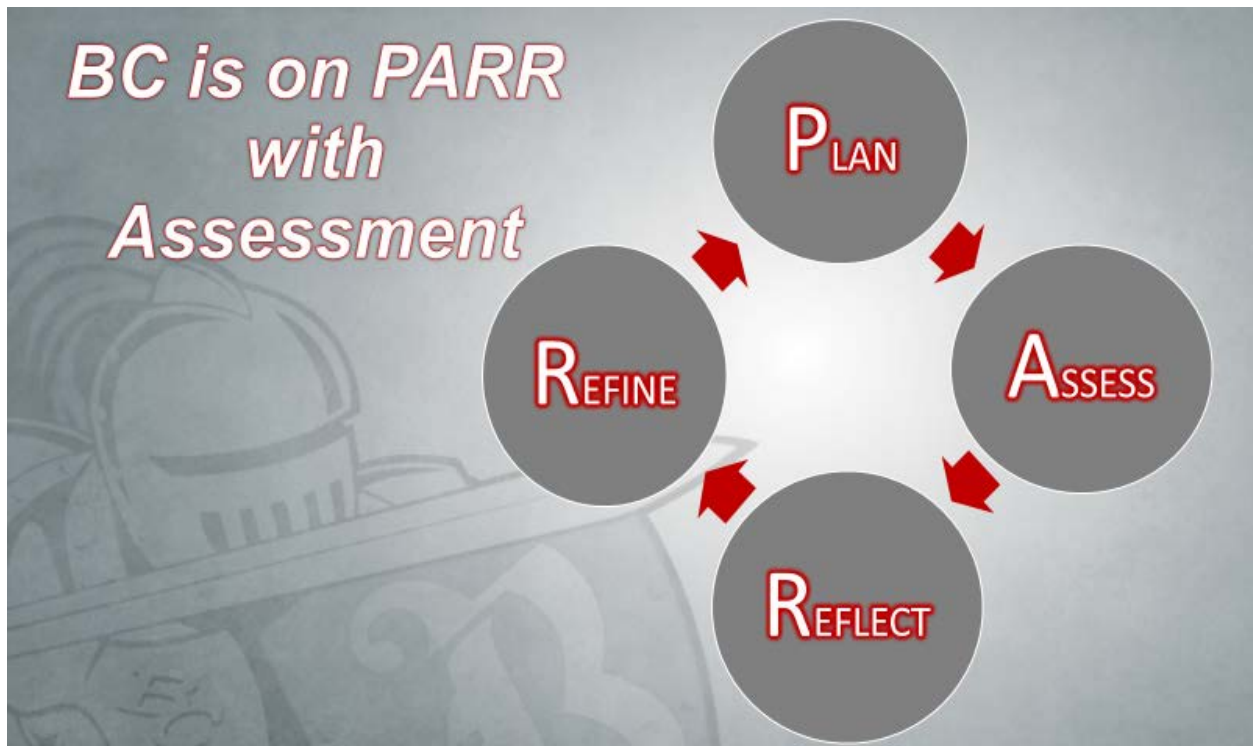
**Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g.,**

Discipline faculty meet informally all the time during any given week, discussing what they are doing, what problems they have, and what they are successfully accomplishing. Full time faculty work with adjuncts teaching the same classes to ensure assessment uniformity.

The subject is brought up formally at department meetings to reinforce the importance of good assessment practices, Faculty work together bringing the information in at the times reports are due, discussing what is to be said about the results found.

**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:**

Engineering

For ENGR courses, most courses are taught by a single instructor so assessment planning happens as part of course design. Instructors build exams or projects to directly measure the completion of SLOs. For ENGR B47, taught by several instructors, coordination of project design and grading allows SLO assessment to be consistent between sections. For non-ENGR courses in the program, such as MATH and PHYS, the expertise of instructors in those departments are relied upon without coordination.

**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
ENGR B20	30.95%	33.33%	7.14%	28.57%	100.00%
PHYS B4B	N/A	N/A	N/A	N/A	N/A
PHYS B4C	N/A	N/A	N/A	N/A	N/A
CHEM B1A	41.39%	21.25%	35.90%	1.47%	100.00%
CHEM B1B	43.75%	31.87%	16.88%	7.50%	100.00%
ENGR B17	84.62%	7.69%	7.69%	0.00%	100.00%
ENGR B17L	56.29%	41.61%	2.10%	0.00%	100.00%
GEOL B10	0.00%	62.39%	29.81%	7.80%	100.00%
ENGR B36	50.00%	20.59%	29.41%	0.00%	100.00%
MATH B6A	27.18%	32.04%	28.16%	12.62%	100.00%
COMP B12	31.25%	31.25%	18.75%	18.75%	100.00%
ENGR B37	N/A	N/A	N/A	N/A	N/A
MATH B6B	22.50%	38.33%	35.00%	4.17%	100.00%
MATH B6C	N/A	N/A	N/A	N/A	N/A
COMP B14	91.07%	3.57%	5.36%	0.00%	100.00%
ENGR B45	83.33%	6.67%	10.00%	0.00%	100.00%
MATH B6D	0.00%	77.14%	22.86%	0.00%	100.00%
ENGR B47	91.41%	0.00%	6.25%	2.34%	100.00%
MATH B6E	0.00%	90.62%	6.25%	3.12%	100.00%

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



**Strengths:**

Based on report totals, across all courses and all SLOs, only one out of four students fail to meet expectations. Considering the difficulty and diversity of the material, having nearly three out of four students meeting or exceeding expectations is more than adequate. While individual SLOs vary quite a bit (and will draw specific attention and lead to minor changes in how the content is delivered) there appears to be no need for program-wide changes at this point.

**Weaknesses:**

Courses like CHEM B1A and MATH B6B are prerequisites for courses such as ENGR B45 and ENGR B36. Seeing relatively high percentages of students failing to meet expectations (36% and 35%, respectively) can be an issue as it might either lead to students failing to pass the course and falling out of the ENGR “pipeline” or perhaps passing and moving onto courses with gaps in their knowledge.

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

Because the two courses mentioned (CHEM B1A and MATH B6B) are challenging and have high enrollment, it is not surprising that assessment would yield this information and because they are taught by other departments (CHEM and MATH, not ENGR) there is little that our department’s faculty can do directly. However, it is worth keeping an eye on and perhaps using as justification for more funding for tutors or supplemental instruction for these courses in future semesters.

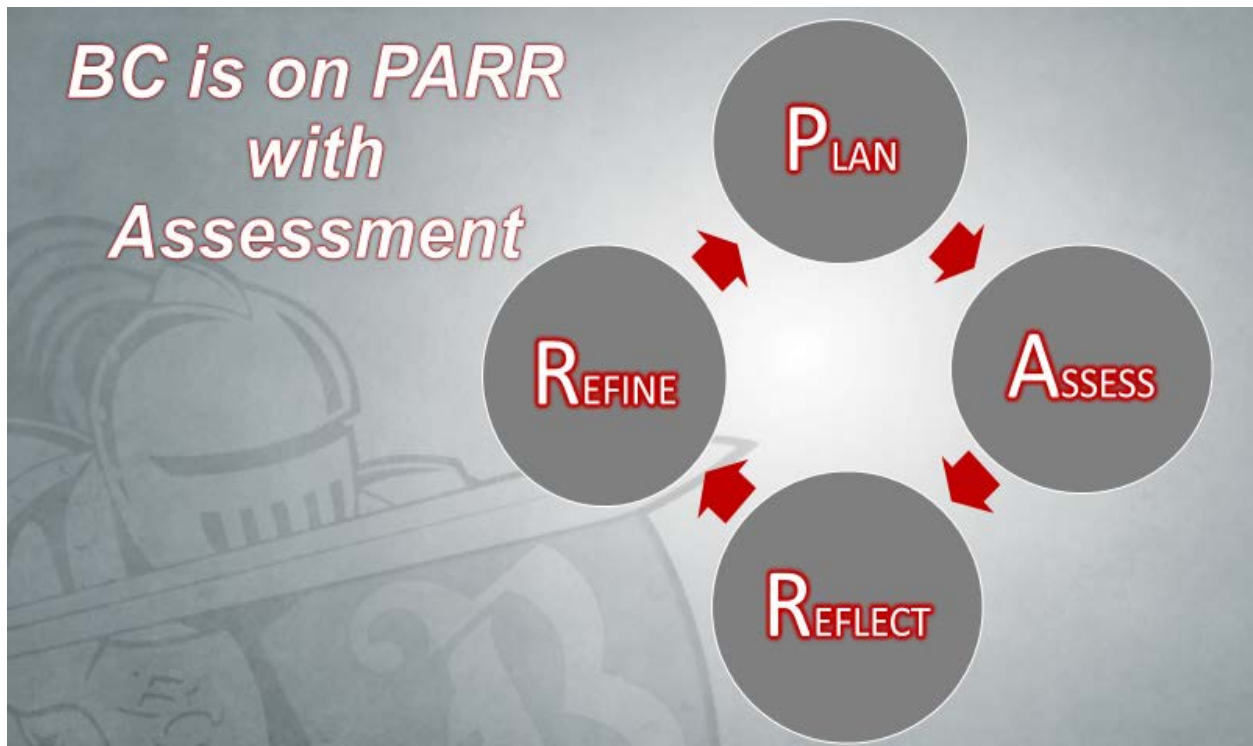
**strengths and weaknesses listed above.**

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

There have been significant changes in the ENGR faculty composition in recent years. Since 2013, four, new, full-time hires have been made (one of which was a replacement) in addition to turnover among adjuncts. Because of these rapid changes, faculty meetings happen weekly to cover course content, lab schedules, supplies orders, etc. While meetings intended to *directly* discuss assessment happen only 1-2 times per semester, indirect discussion of assessment methods and schedules happen during many of the weekly meetings.

**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:** Human Biology

**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
CHEM-B1A	8.10	54.14	26.84	10.92	100
CHEM-B1B	43.75	31.87	16.88	7.5	100
CHEM-2A	0	0	0	0	0
CHEM-B11	6.14	47.73	32.95	13.18	100
BIOL-B16	59.94	26.81	13.25	0	100
BIOL-B32	0	57.03	26.96	16.01	100
BIOL-B33	0	72.67	27.21	0.21	100
MEDS-B60	0	0	0	0	0
NUTR-B10	25.00	41.67	33.33	0	100

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

- Strengths
  - Most courses have assessment data entered into eLumen
  - The majority of students assessed meet SLO standards
- Weaknesses
  - Several courses do not have assessment data entered into eLumen

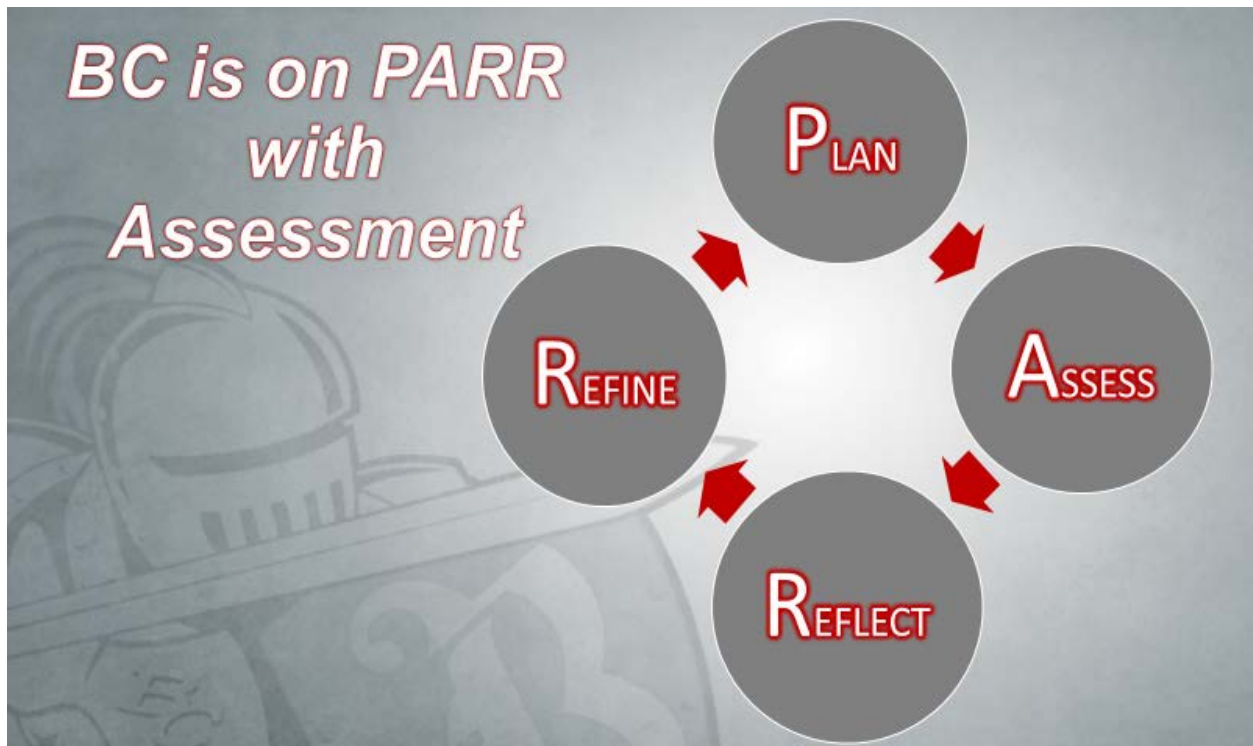
**Refine** – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.

- There should be dialog within disciplines (Biology – Chemistry) to discuss SLO's and pre-requisites to ensure students are obtaining content required for subsequent courses

**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).

- Biology faculty meet 2-3 times per semester to discuss assessment plans and the results of the assessment

## 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:

Physics AS-T

**Plan** – Describe the process used to assess the courses for this program.

Physics faculty utilize the assessment plan to schedule their SLO assessments. Physics faculty use exams (unit and/or final) as the assessment tool for lecture-based SLOs and lab reports are used for lab-based SLOs.

**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
PHYS B4A	0%	0%	0%	0%	0%
PHYS B4B	0%	0%	0%	0%	0%
PHYS B4C	0%	0%	0%	0%	0%
MATH B6A	27.18%	32.04%	28.16%	12.62%	100.00%
MATH B6B	22.50%	38.33%	35.00%	4.17%	100.00%
MATH B6C	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.

Approximately 60% of student assessments of mathematics student learning outcomes resulted in a satisfactory meeting of math SLOs needed for success in PHYS B4A. This can lead to below average student performance on calculus-based problems in our physics courses. No data was submitted for physics courses so no conclusions can be made yet.

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

Physics faculty will adjust the assessment cycle towards evaluating 1-2 SLOs per semester so that data tracking of outcomes is more current and reliable. This will also allow us to more clearly observe trends over time. Physics faculty will adjust their class content to directly demonstrate how concepts from the mathematics B6 series apply to the physics content.

**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).

Discipline faculty informally discuss course assessment processes during office hours and between classes. Discipline faculty formally discuss course and program assessment processes during the physics faculty meeting for Program Review.