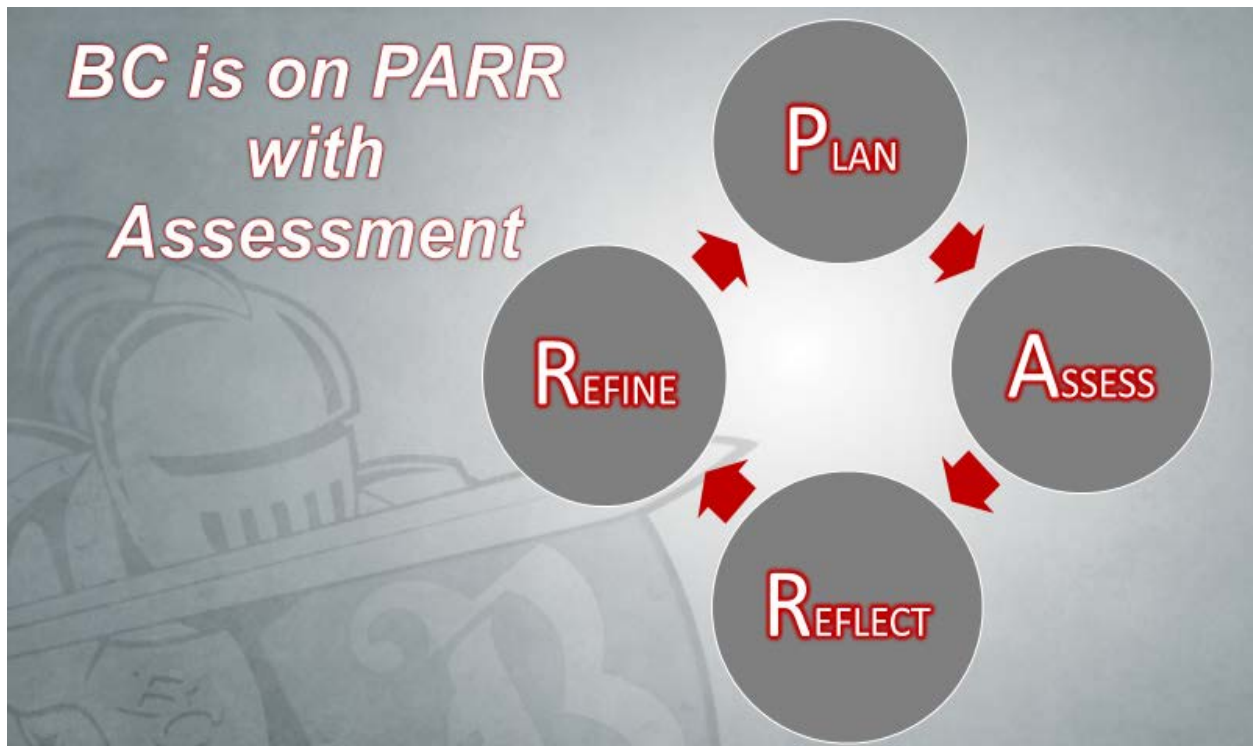


Program Review – Assessment Report Instructions



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:

American Sign Language

The ASL program faculty that teach each course within our program utilize the same text, assignments, exams, video exams, class materials, syllabus, Canvas shell, etc. We also discuss and decide as a group which assignment, test or test question will be utilized in assessing each specific SLO. When we have gathered the data from our assessment we meet to discuss our findings and see where improvements/adjustments need to be made. All faculty that teach a particular course are involved in the discussion, including adjunct faculty. It is through our discussion that we decide to adjust assignments, materials or even rewrite SLO's so that they are better defined and/or actually assessing what we think we are assessing.

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 1	0	0	0	0	0
ASL 2	31.71%	37.4%	17.07%	13.82%	100%
ASL 3	0	0	0	0	0
ASL 4	0	0	0	0	0
ASL 6	16.67%	43.33%	26.67%	13.33%	100%
ASL 7	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.

We have not yet had a discussion regarding the numbers in the table; we will do so in the coming months.

We believe that one of our strengths is the fact that ASL 1 & ASL 2 instructors all utilize the same course materials, assignments, tests, etc. Which makes assessing our SLO's easier and leads to great minds working together to analyze data and problem solve where needed. It is through these discussions over time that we decided to intentionally work in a more inform fashion. We did this because we were all teaching the same material but in vastly different pedagogical approaches. Our students were leaving ASL 1 & 2 with emphasis on different skills and some with only marginal skills. We needed to help our adjuncts be stronger teachers and give them the material we as FT faculty knew they needed to focus on in the classroom. We can see a definite improvement in our students' linguistic skills and we feel we are working with more purpose while saving time and energy.

We use the same assessment tool in all courses for ASL 1 & 2 and meet at semester's end to discuss what went well and where students are still struggling with course material or specific linguistic skills. We are collegial; we communicate and collaborate within our program. We also strongly encourage and invite adjunct faculty to participate when they are available.

A weakness we are just beginning to address is the issue of only one instructor teaching certain courses. ASL 3, 4, 6 & 7 are only offered either by a single instructor or only 1 or 2 sections each year or semester. Therefore, these courses usually only have one set of eyes on the course materials, curriculum and SLO's. Instructors of these courses have not previously worked together to ask for input or collaborate with their colleagues. The ASL 3 & 4 instructors see the benefit from synching ASL I & 2 and are ready to bring that cohesion to the rest of our courses. We are beginning those conversations now that we are satisfied with ASL 1 & 2 and the synergy we have from collaborating on those courses over the last couple of years.

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

We have not yet had a discussion regarding the numbers in the table; we will do so in the coming months. However, we have discussed at previous meetings that we would like to write SLO's that are not tied so specifically to the textbooks that we are currently using. In looking at SLO's for ASL 1-4, we think we can streamline the skills and knowledge we expect students to achieve at each level while increasing the complexity and depth as the courses progress.

The current ASL 4 instructor is now meeting and collaborating with the instructor who will take over in Spring 2019. Also the new ASL 4 instructor will be discussing how to make ASL 3 & 4 more seamless with the ASL 3 instructor.

We are also discussing the rewrite of all ASL course

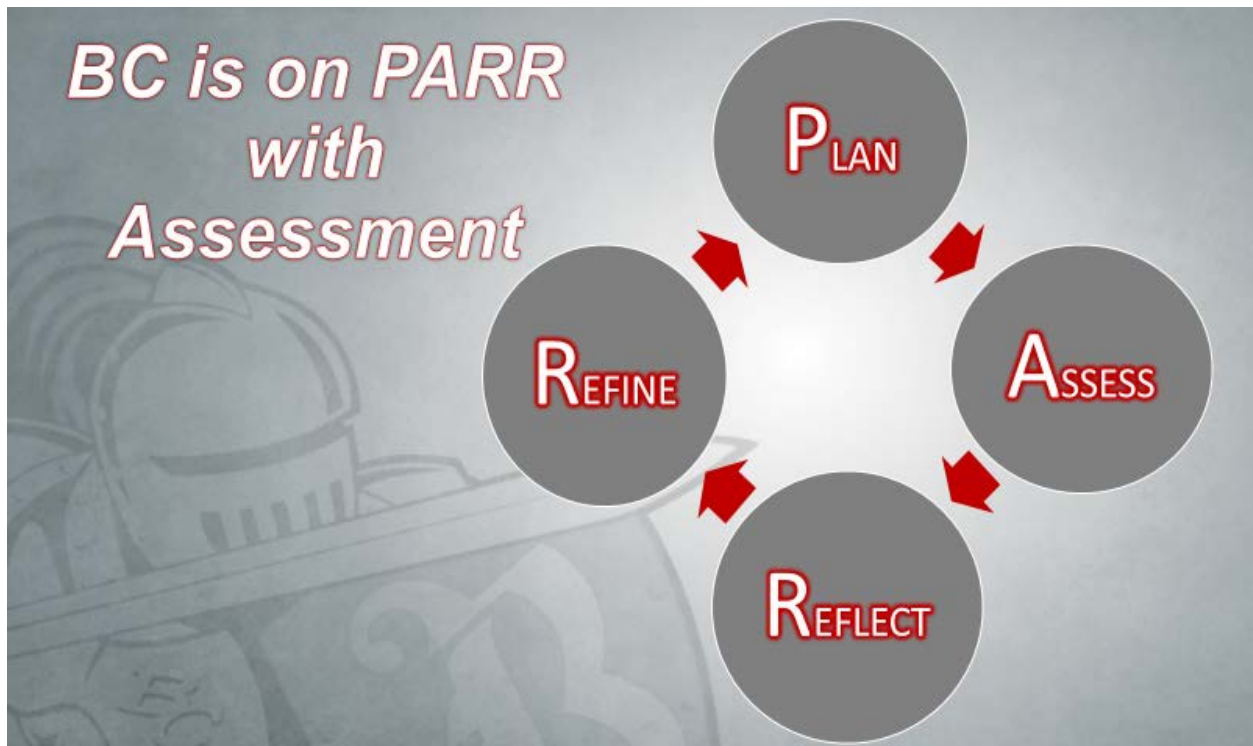
strengths and weaknesses listed above.

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

The ASL faculty meet at the beginning of each semester to discuss curriculum issues and make a plan for the upcoming year's assessment, and any course revisions such as updating SLO's. The FT faculty include adjunct in meetings when we discuss SLO's and our findings. We meet in groups to discuss SLO assessment for each course. For example, all ASL 1 instructors meet and discuss what worked and where students are achieving to the desired level. Then focus on areas where students skills are lacking. Likewise the ASL 2 instructors meet and discuss course issues and discuss necessary changes or modifications. Now, the instructors for ASL 3 & 4 will be working together as a team.

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-T

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					
Phys B4b					
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.

Chemistry students may experience MATH B6a (Calculus I) as a challenge. Most students seem to be meeting the SLO expectations in their chemistry courses.

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

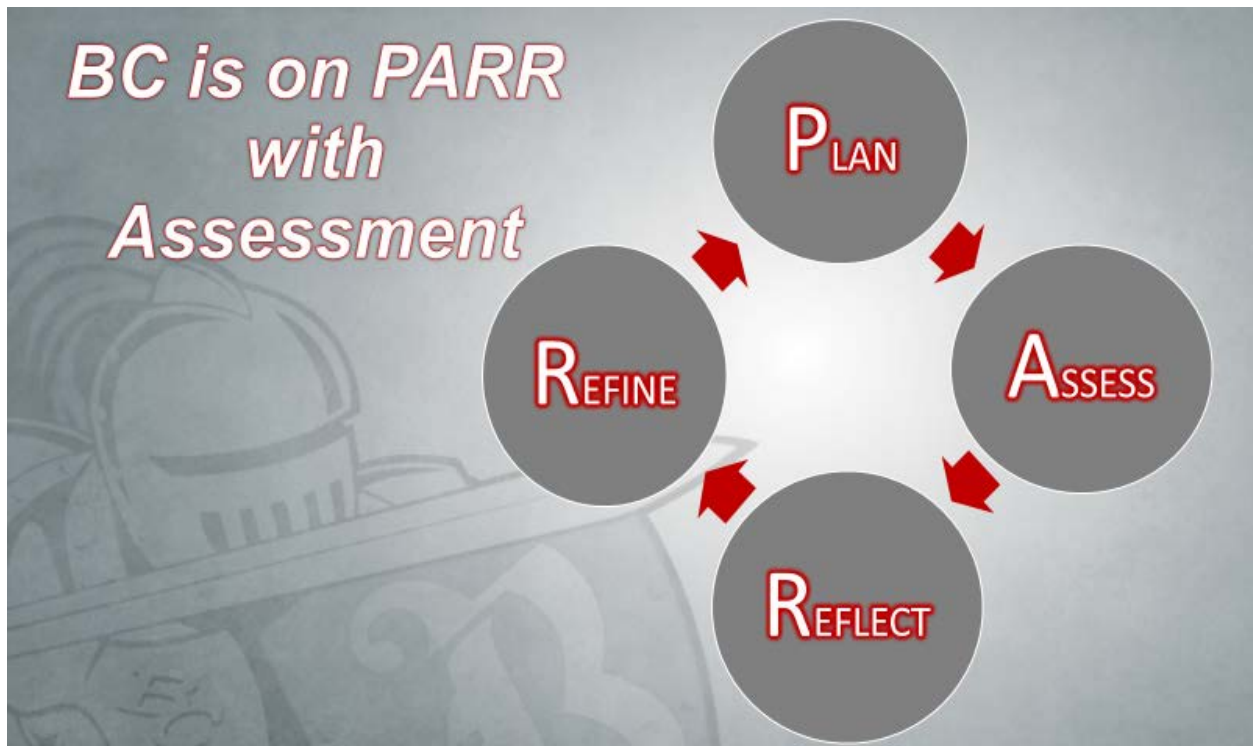
Work with the math faculty more to improve SLO performance.

strengths and weaknesses listed above.

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).

This is discussed at least at department meetings in general and specifically in one-on-one meetings.

Program Review – Assessment Report Instructions



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Program Review – Assessment Report

Name of Program:

Elementary Teacher Education

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

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

The majority of the courses for this program are assessed by their department since they are general education classes. The one course that is assessed by this department is the EDUCB24. To assess this course the two professors that teach the course, collaborated by sharing data and having an email discussion on results.

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
EDUCB24	82.61	4.35	13.04	0	100

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

Strength: We were very pleased with the results. The professors discussed streamlining the assessment tool as each professor had a different assessment assignment for the outcomes. Weakness: Since of the two professors one was adjunct it is difficult to get together and collaborate for the assessment. Also because the teacher is adjunct she is not required to participate.

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

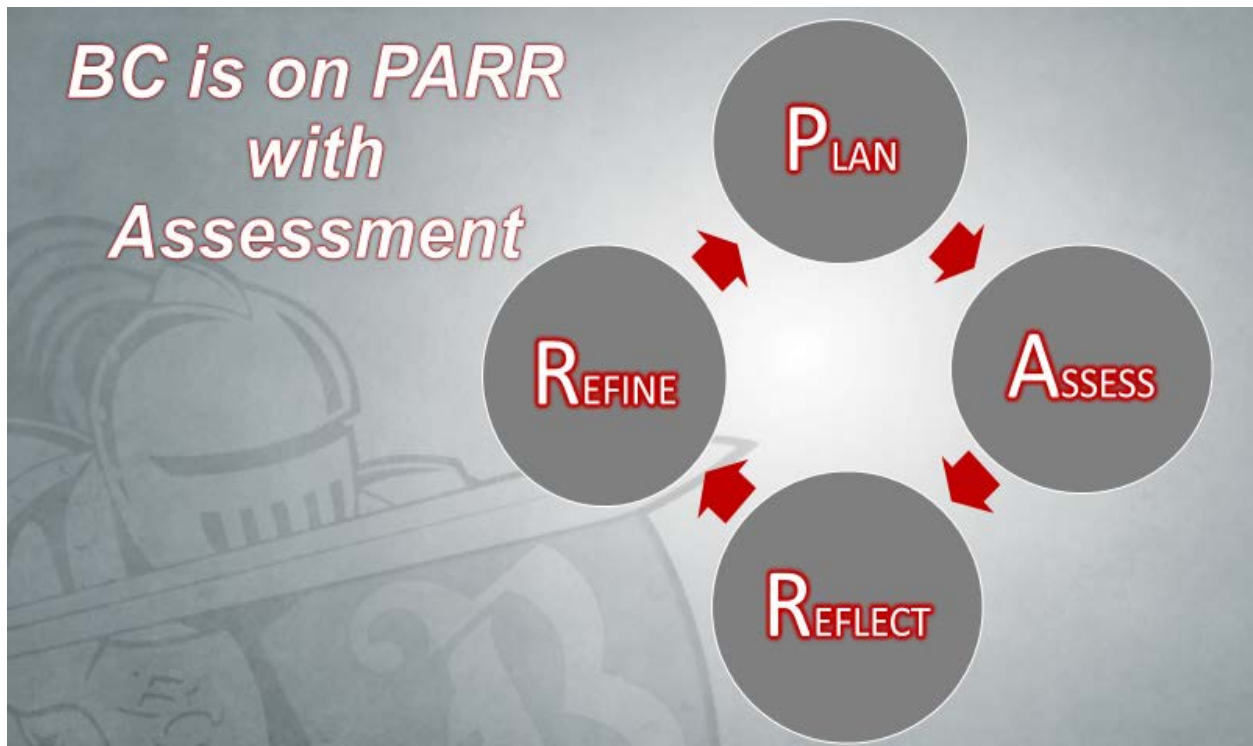
This program is growing and there are many changes. We have added more sections this year and have another full time faculty teaching the course. This change should make assessing this course more collaborative and informative. We anticipate even better results this year.

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

Bernadette Towns and Karen Porfiri meet once off campus to collaborate on the assessment usually in April.

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: Manufacturing

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

Assessment was completed using a combination of observation of student activities and formal assessments. Observations included observing students as they completed the set-up and operation of various machines and their ability to calculate speeds and feed rates as well as cutting threads.

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
MFGT B1AB (SLO#1)	1	23	4	0	28
MFGT B1AB (SLO#2)	0	24	4	0	28
MFGT B1AB (SLO#3)	0	24	4	0	28
MFGT B1AB (SLO#4)	2	22	4	0	28

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

Students complete all course work related to assessment in an efficient manner. The course content related to the lathe project outlined for this assessment is challenging for all, since it requires students to use all they have learned to that point in the class. The assessment could benefit from additional lab time.

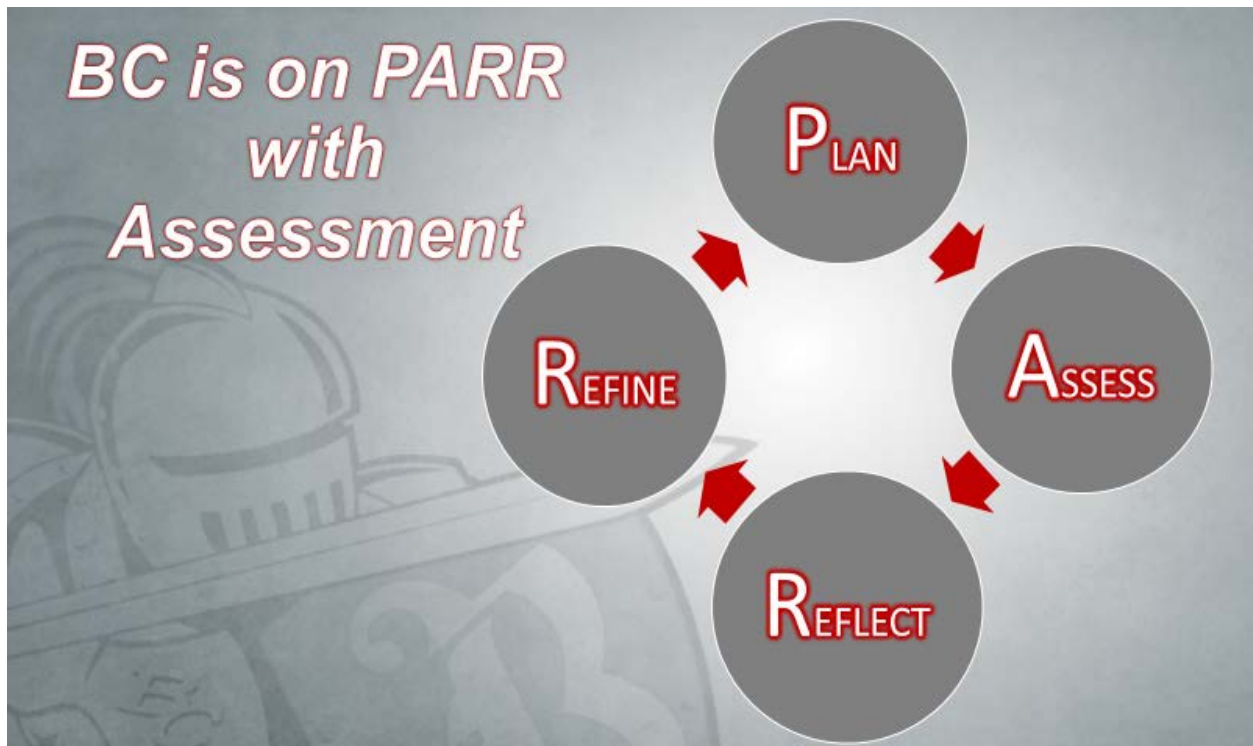
Refine – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.

The program and class would benefit from elevating the program to meet the National Institute for Metal Working Skills (NIMS) standards. This starts by getting better equipment to administer the program, which will allow for student success.

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).

Faculty meet in an ongoing manner to discuss issues with the classes and program. Often meetings are informal, as the faculty meet in an ad-hoc manner. Formal department meetings are regularly held and faculty meet in a one-on-one fashion in the laboratory environment.

Program Review – Assessment Report Instructions



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Program Review – Assessment Report

Name of Program:

Plant Science CA

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

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.

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
SOIL B1	0	0	0	0	0
NRES B1	0	0	0	0	0
CRPS B5	0	0	0	0	0
ORNH B4	59.74	14.94	9.74	15.58	100
AGRI B1	29.63	41.19	8.52	16.67	100
CRPS B1	0	64.88	25.30	9.82	100
CRPS B2	0	56.1	21.95	21.95	100
CRPS B3	0	0	0	0	0
CRPS B4	0	73.81	20.24	5.95	100

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

The lowest success rate was in CRPS B1 which is a hybrid course taught mostly on-line. The ~25% “failure to meet expectations” rate was the highest for any course in the program, but too high for an on-line course. The failure rate for CRPS B2 was not much lower at ~22%. This is another hybrid class taught in almost the same format at CRPS B1.

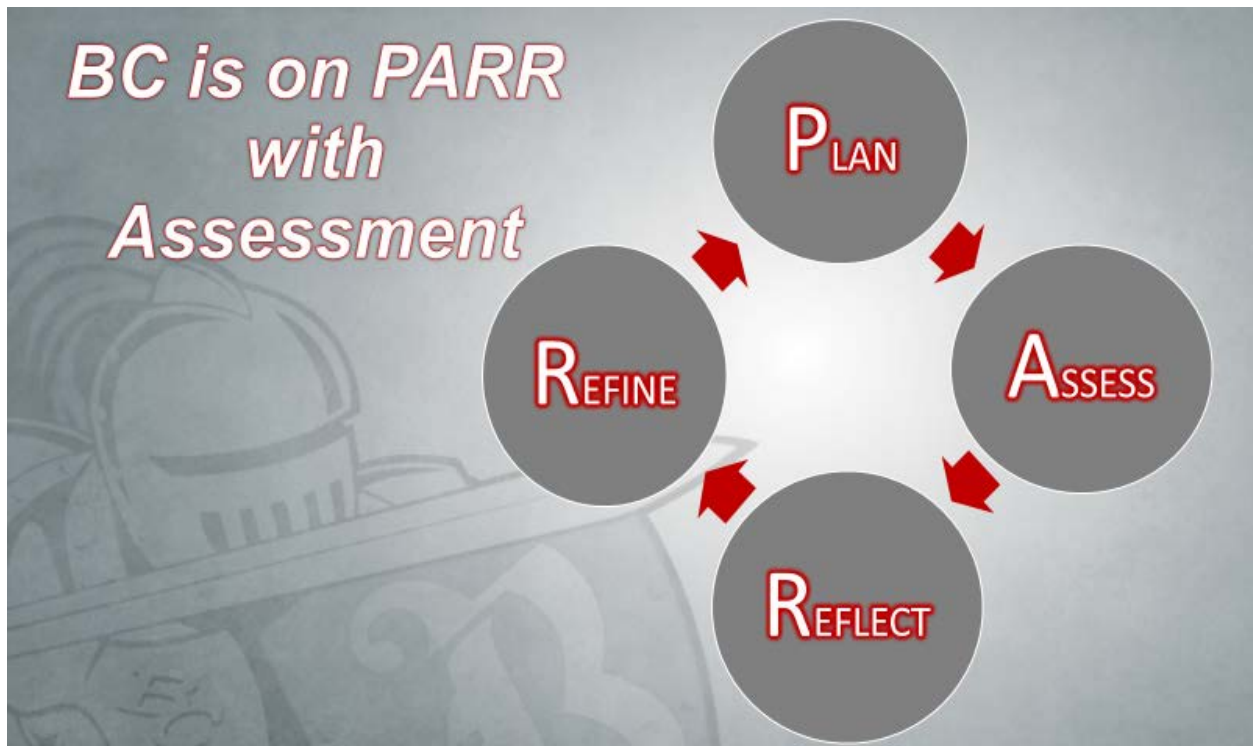
Refine – Summarize the changes that discipline faculty plan to implement based on the program’s strengths and weaknesses listed above.

We have long thought that any agriculture course with a lab should not be taught on-line. The students do not get the hands-on experience they really need to meet the expectations of the SLOs. The issue is that many students need the asynchronous type of education in order to be able to take the courses around their busy work schedules. Almost 70% of agriculture students are employed and many work full-time. This is especially true in plant science. Our department is planning on polling our students to see if and when the majority of them could take face-to-face classes instead of on-line classes. If the demand for a particular face-to-face class is high enough, we will teach it that way at least once per semester in lieu of the on-line version.

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

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.

Program Review – Assessment Report Instructions



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Program Review – Assessment Report

Name of Program:

Woodworking / Cabinetmaking

The course is assessed based on student comprehension and performance.

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
WOOD B2 SLO#1	100	0	0	0	100
WOOD B2 SLO#4	100	0	0	0	100

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

The program recognizes the importance of job-skills mathematics (SLO #1) and safety (SLO #4) and strongly emphasizes these aspects, resulting in the high number of students exceeding expectations in these areas.

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

Discipline faculty plan to continue to emphasize the importance of workplace safety and communication.

strengths and weaknesses listed above.

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

We meet formally once each month, but (as we share classroom space) we discuss these topics on a weekly (even daily) basis. We all assist each other in the areas of SLO assessment, Canvas application, and formative assessments with our students.

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