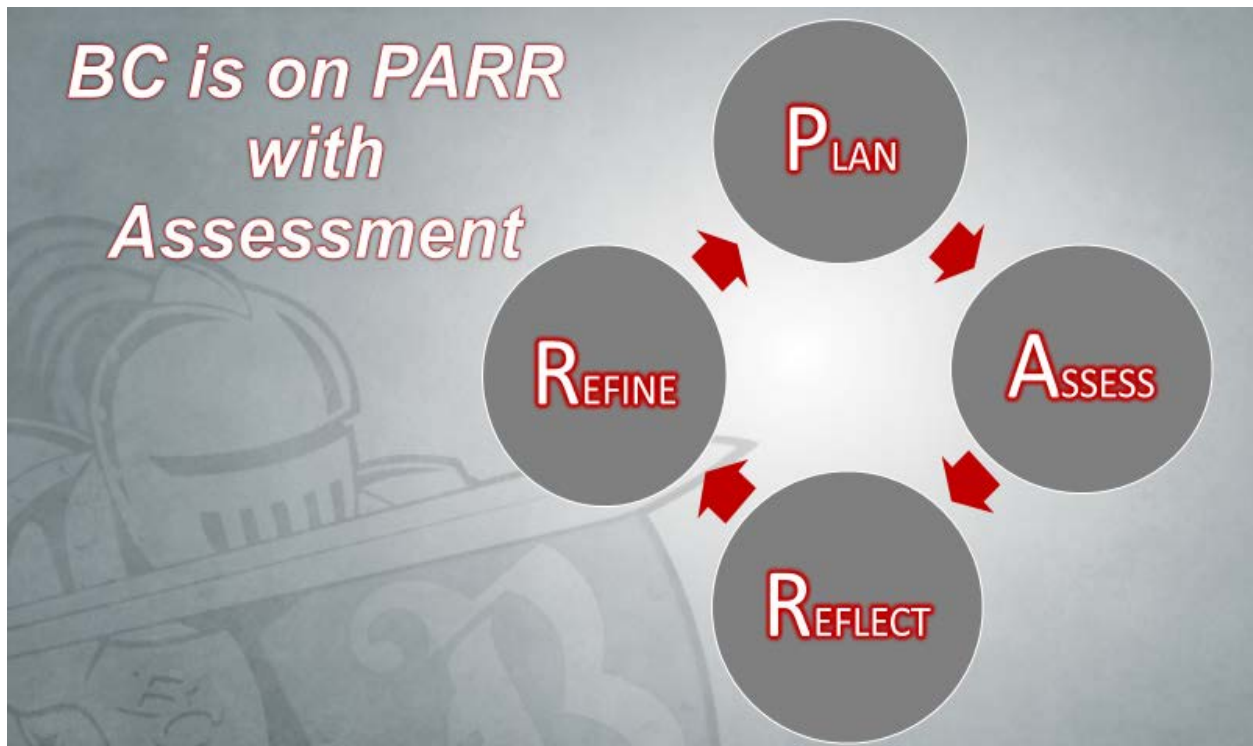# Program Review – Assessment Report Instructions



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:**

| Animal Science/ AS |
| --- |

| 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 | | 52.14% | 16.24% | 31.62 | 100.00% |
| ANCS B2 | | 80.65% | 19.35% | 0 | 100.00% |
| Agri B49 | 29.63% | 45.19% | 8.5% | 16.67% | 100.00% |
| AGBS B2 | 13.48 | 72.47 | 11.52 | 2.53 | 100 |
| AGRI B1 | 0 | 0 | 0 | 0 | 0 |
| WEXP B248 | 0 | 0 | 0 | 0 | 0 |
| ANSC B3 | 0 | 0 | 0 | 0 | 0 |
| 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 B11 | 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 strengths and weaknesses listed above.
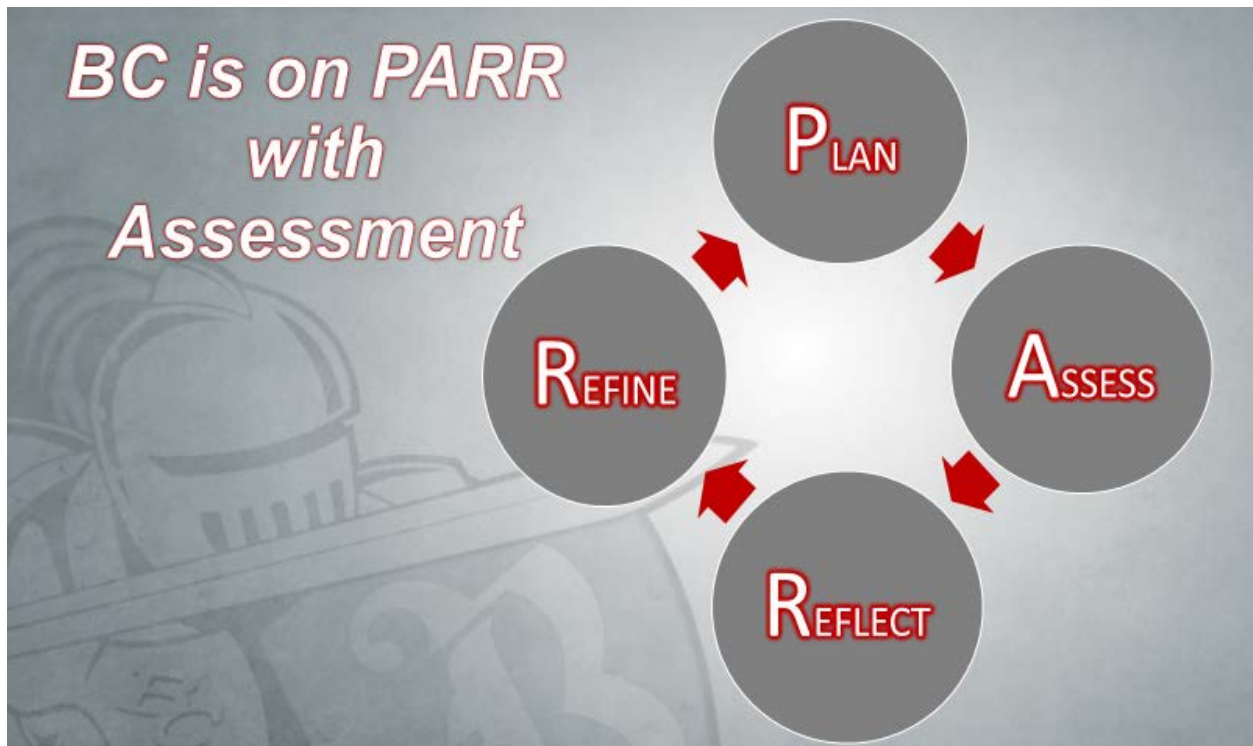
To strengthen the program we plan to adjust our lecture techniques and engage the students with more hands on strategies.

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

At least once a month.

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

# Program Review – Assessment Report 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:**

Commercial Music

Quizzes, oral reports, online portfolios, and hands-on performance assessments.

**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 |
|---------|-------------------|------------------|-------------------------|----------------|-------|
| B30 | 20% | 70% | 10% | | 100% |
| B31 | 15% | 80% | 5% | | |
| B32 | 15% | 75% | 10% | | |
| B33 | 15% | 70% | 15% | | |
| B34 | 25% | 60% | 15% | | |
| B36 | | 80% | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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

Students are gradually meeting and exceeding expected SLOs for commercial music program. The most difficult aspects of the program courses are the processes of building student competency with computer technologies. Most audio production involves computers and if students have no prior experience with computer, this can be quite a challenge. The strengths of the program shine in the hands-on nature of the assignments. Students run live sound for events on campus, produce sound for podcasts, soundtracks, and other forms of multimedia, and execute marketing campaigns for their various projects. The online portfolios also serve as useful tools to take with them after completion of the certificate.

**Refine** – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.
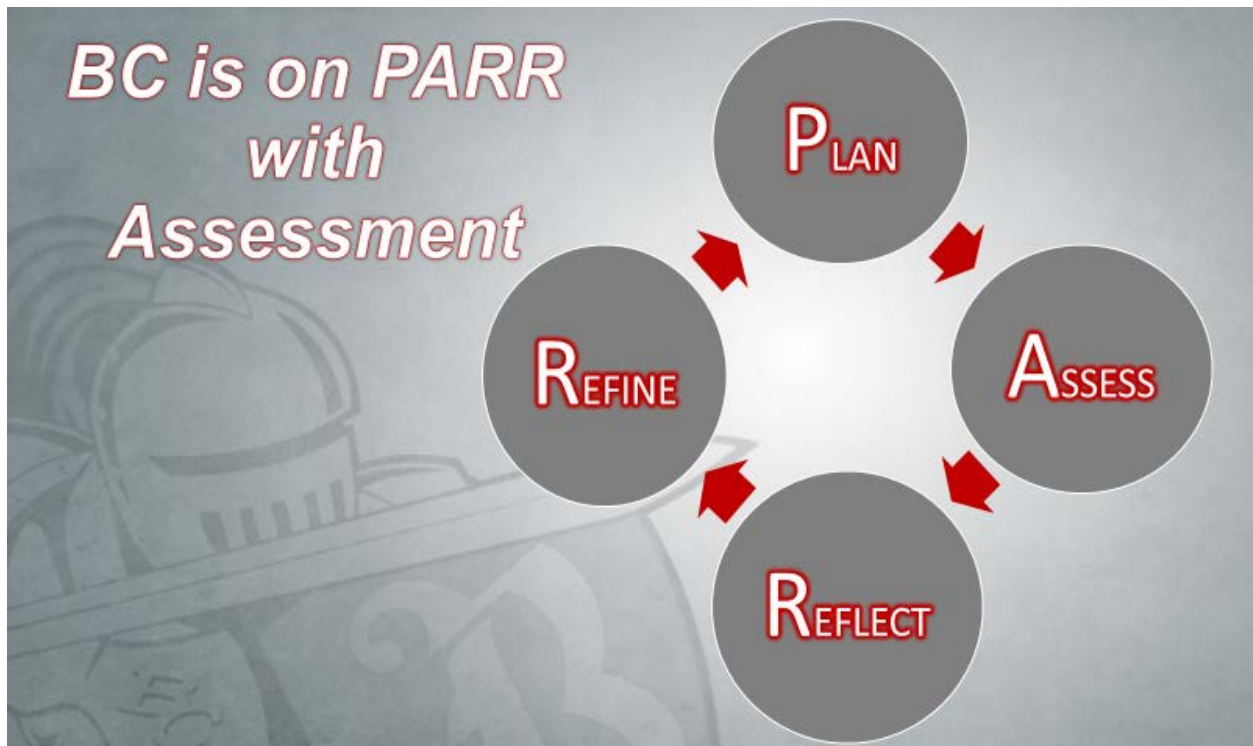
Faculty will continue to hone pedagogical approaches to meet students where they are at in their technological proficiency. This involves using online tools for accessible learning environments that require minimal computer skills. These resources then ramp up to help students build these tools. Faculty will also continue to bring artists and clinicians to campus to provide models for students to learn from to increase possibility of success in commercial music.

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

I am the only full-time instructor. Myself and Professor Tiner discuss pedagogical approaches to B30 on a regular basis. We consistently shape the content to best serve our students.

**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:**

A.S. Engineering Technology

Assignments were given to assess the SLO's

**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 B2A | No Data | | | | |
| MATH B6A | No Data | | | | |
| MATH B6B | 28% | 33% | 29% | 13% | |
| ENGR B45 | 83.33% | 6.67% | 10% | 0% | |
| PHYS B2A | No Data | | | | |
| PHYS B2B | 91.41% | 0% | 6.25% | 2.34 | |
| | | | | | |
| | | | | | |
| | | | | | |

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

The lack of assessment data presents a challenge, however, it can be interpreted by the high percentages in ENGR B45 and PHYS B2B that the students are engaged with these challenging courses.

The combined 39% of MATH B6B students not meeting the SLO presents point for further analysis.

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

A revision to the program has been submitted to the Curriculum Committee.  A plan will be implemented to ensure that assessment data for engineering courses will be entered.  The Engineering & Systems department chair will work with the department chairs of Math and Physical Science to ensure that that data is entered.
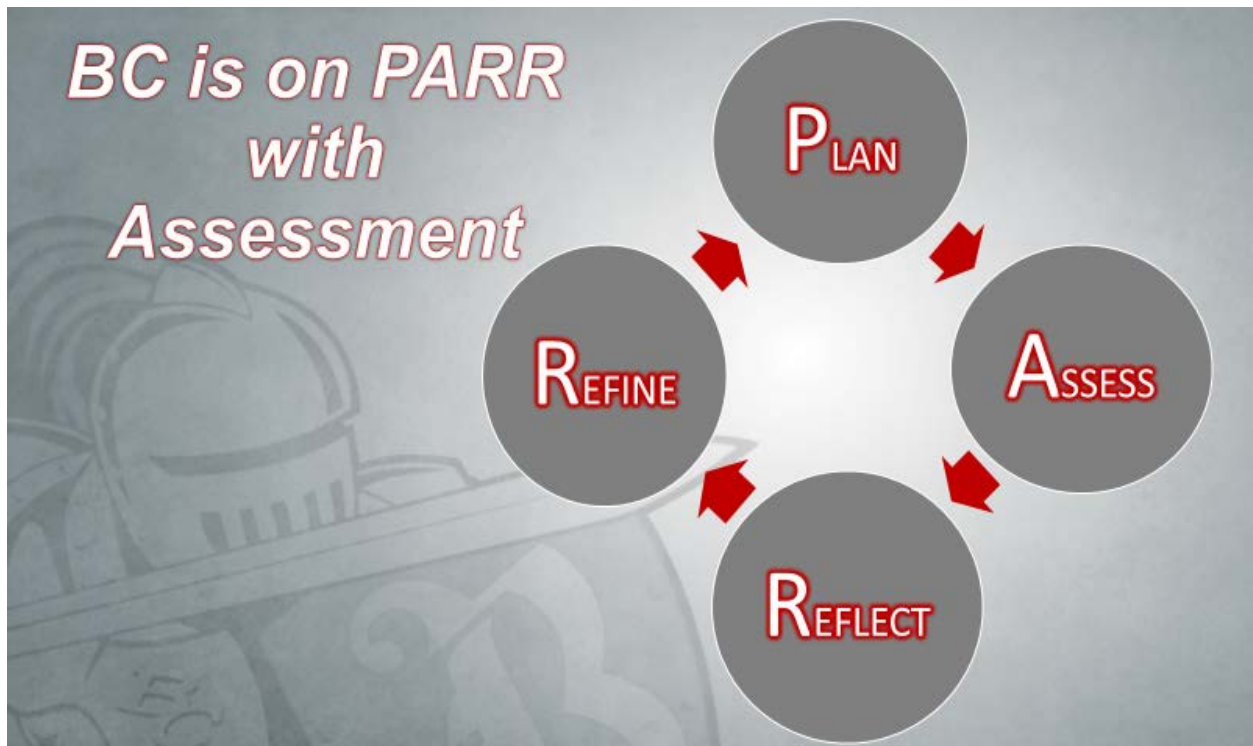
**strengths and weaknesses listed above.**

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

The engineering faculty will meet at least twice per semester to discuss assessment.

**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:**

Industrial Drawing – Drafting / CAD

Courses in the program are assessed using various means, including summative assessments and major projects. Assessments and projects are created to assess the student learning outcomes and are completed at various times during the semester.

**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 |
|---------|-------------------|------------------|-------------------------|----------------|-------|
| INDR B51 | 39.68 | 38.10 | 7.94 | 14.29 | 100 |
| INDR B52 | 80 | 10 | 10 | 0 | 100 |
| INDR B12 | 46.67 | 26.67 | 10 | 16.67 | 100 |
| INDR B20A | 25 | 48.33 | 10 | 16.67 | 100 |
| INDR B20B | 52.17 | 36.23 | 7.97 | 3.62 | 100 |
| INDR B40 | 41.41 | 48.44 | 7.81 | 2.34 | 100 |
| INDR B42 | 50 | 25 | 9.38 | 15.62 | 100 |
| INDR B50 | 44.75 | 38.59 | 9.06 | 7.61 | 100 |
| | | | | | |

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

An overwhelming number of the students in our program either meet or exceed the SLO requirements. Our faculty have industry and technical experience as well as industry certification where available. Approximately 9% of our students fail to meet expectations on one or more SLO, which needs to be improved.

**Refine – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.**
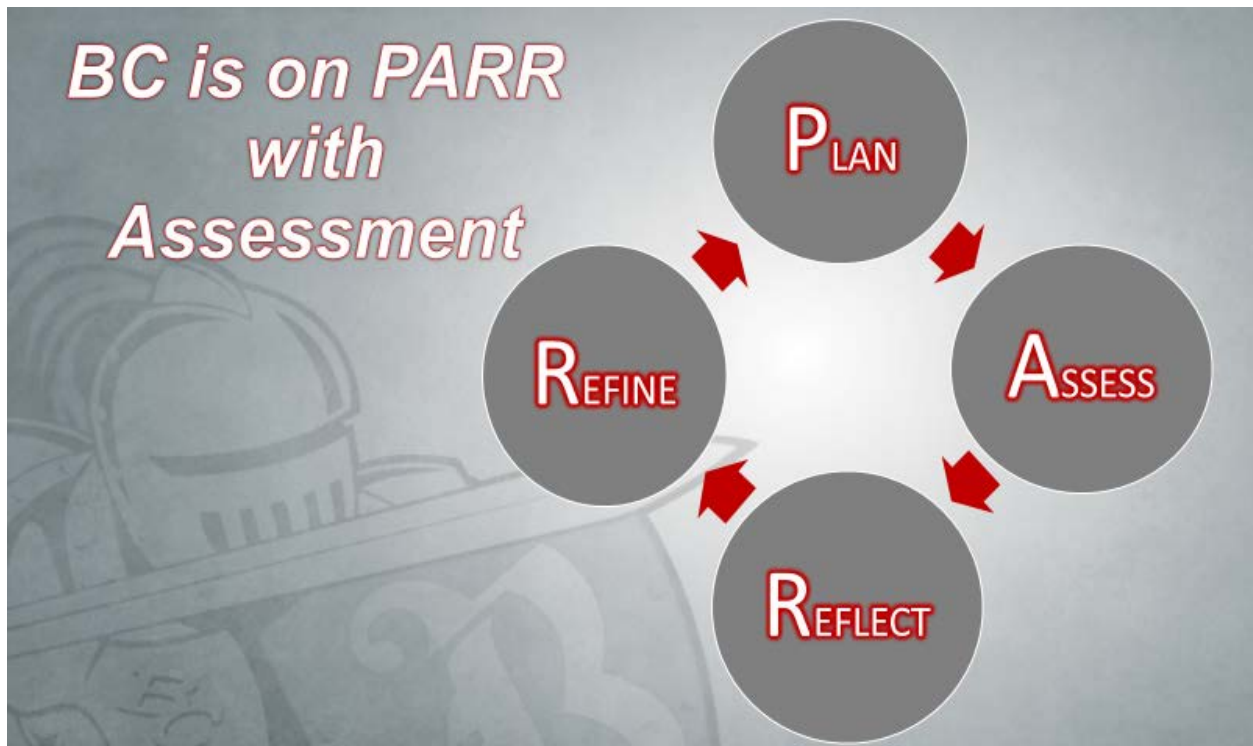
Our faculty have recognized the value of communicating with our students in digital and online environments and we have all begun placing assignments, assessments, and resources in Canvas. Students will have increasing access to information, including up-to-date grades and communication, as well as online message boards where they may work together to solve problems.

**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).**

# Program Review – Assessment Report Instructions



Instructions:

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# Program Review – Assessment Report

**Name of Program:**

Social Sciences: Political Science

At scheduled intervals throughout the course [commencing after appropriate unit lessons], assignments are provided to the students. These are normally in the form of exams, but may be conducted in other forms- such as short essays or papers.

The assignments have questions that specifically address individual SLOs for the course, but also include elements that address broader understanding of appropriate elements of the structure and operations of governments.

Assignments are collected and graded, and then the SLO assessment is notated for inclusion in the Assessment Report [now, in eLumen].

**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 |
|---|---|---|---|---|---|
| POLS B1 | | | | | |
| SLO # 3 | 26.3% | 45.2% | 28.5% | 0 | 100% |
| SLO # | | | | | |
| | | | | | |
| POLS B2 | | | | | |
| SLO # 2 | 42.4% | 28.8% | 28.8% | 0 | 100 |
| | | | | | |
| | | | | | |
| POLS B3 | | | | | |
| SLO #3 | 52% | 48% | 0 | 0 | 100 |
| | | | | | |
| POLS B12 | | | | | |
| SLO # 2 | 28.6% | 42.8% | 28.6% | 0 | 100 |
| POLS B16 | | | | | |
| SLO # 2 | 88% | 9% | 3% | 0 | 100 |

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

The average success rate for SLO achievement in Political Science has consistently remained above our target for the past 3 years.

This demonstrates that the process of explaining the concepts, the focus on engaging the students [through participation in government meetings off campus], the use of writing projects, and the critical rigor has consistently resulted in high success rates for this program, overall.

This success is aided by the reality that over 1000 students a year take Political Science classes, and most of them are taking the POLS B1 course.

It is notable that POLS 3 and 16 have noticeably higher success rates. This is seen as a result of a few different factors. More motivated students engaged in the course work. Different tools for measurement of SLO attainment used in each of them. 'luck of the draw' in terms of student abilities this term.

As for a weakness- it is in getting students to complete all of assignments and turn them in. This is frequently beyond the realm of powers professors have- as it involves intrinsic motivation from the students, and we can only foster that. They have to actually carry it out.

The largest area for improvement in success is actually from Online instruction, but that is *true across the campus, in all disciplines.*

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

As one person famously stated: "If it ain't broke, don't fix it!"

That is not quite the program's attitude, but elements of that are present in the attitude.

The existing success rates are clear indications of the quality of the work and clarity of the process that is already unfolding. There is a strong desire not to modify anything that is working so well.

At the same time, there is recognition that there may be value in slight shifts in the classroom. This could be in the examples provided, or the images used for demonstration in the PowerPoint presentations.

The program members collaborated recently and phased-in a new textbook last spring. The Assessment Results will be anxiously watched for this year as well, to determine if there is any diminution of SLO achievement that may be attributed to the new resources used.

There is a constant impetus to modify/correct/tweak the presentation of material to keep in line with new data and new student populations. Yet it is the contention of the program that the bedrock pedagogical principles that have resulted in these success rates have been validated.

**Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g.,**
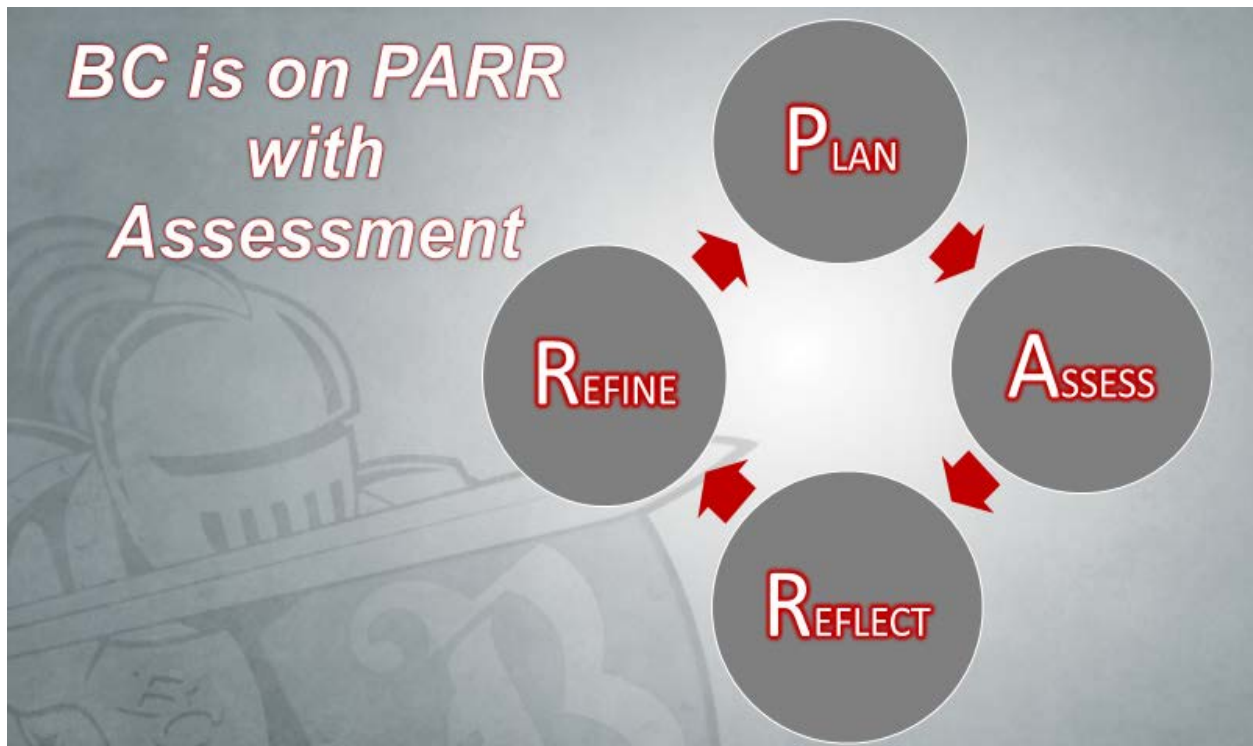
There are four tenured or tenure-track discipline faculty within this program. They meet 1-2 times a semester to discuss pedagogy, course process, assessment, and future changes that may result in improvement of student attainment of SLOs. Usually this is done in each other's offices, or via email- in a 'virtual' meeting. Occasionally they schedule a live sit-down meeting- such as last year, when they evaluated and selected a new textbook for their POLS B1 classes.

[they respect the professors' right to choose any book that the professor wants to, but they have volunteered to use the same book. I have heard them explain to new hires, and to adjuncts, that the department 'tends' to use book x, but that the faculty member can choose whichever book they wish.]

This approach is used as it enables the least interruption in their teaching, grading and student hours.

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

# Program Review – Assessment Report 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:** Welding

**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 |
|---|---|---|---|---|---|
| WELD B1A | 92 | 11 | 14 | 11 | 128 |
| WELD B1B | 34 | 54 | 23 | 0 | 111 |
| WELD B53A | 103 | 8 | 3 | 18 | 132 |
| WELD B53B | 8 | 9 | 2 | 1 | 20 |
| WELD B55A | 9 | 7 | 1 | 1 | 18 |
| WELD B55B | 6 | 118 | 20 | 0 | 144 |
| WELD B65AB | 7 | 4 | 0 | 1 | 12 |
| WELD B74A | 17 | 79 | 9 | 21 | 126 |
| WELD B74B | 10 | 7 | 0 | 2 | 19 |

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

The strengths of the welding program lie in the hands-on nature of the subject matter and the skill of the instructors. Students come to the program highly motivated to succeed and the professors have abundant experience in the field. Each of these factors show the relatively high numbers of students who meet or exceed the SLOs. The most common weakness exhibited is the low level of preparation (especially in math skills) of students entering the program.

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

Based on the information above the faculty plan to continue working to the strengths: using hands-on activities as well as the use of manipulatives and visual aids. The professors are keenly aware of students who have basic skills deficiencies and are actively referring students to the tutoring center. We also plan on instituting Starfish into the class.

**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 as needed. Formal department meetings are regularly held and faculty meet in a one-on-one fashion in the laboratory environment.