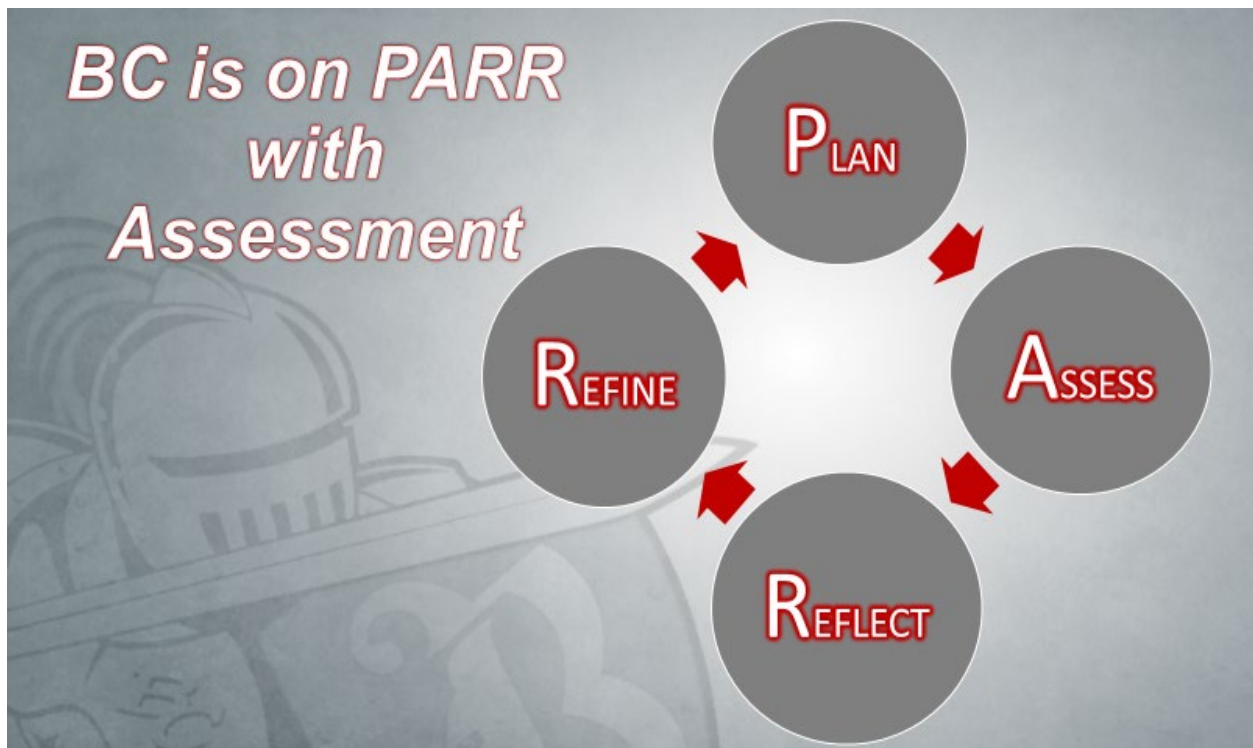


Program Review – Assessment Report Instructions



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:

Art

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

In the Spring 2018 semester we began using eLumen to enter data. All fulltime and adjunct instructors were encouraged to submit data for the SLO that were due to be assessed. Buy in was high and every course had some data entered. We had a few department sessions to assist with eLumen and data gathering, and many faculty members participated and were able to enter data during the sessions.

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
Art B 1	53.32	13.21	18.26	15.21	100
Art B 2	59.26	23.46	9.88	7.41	100
Art B 3	100	0	0	0	100
Art B 4	81.03	12.07	6.9	0	100
Art B 5	55.17	44.83	0	0	100
Art B 6	92.86	5.95	1.19	0	100
Art B 7	100	0	0	0	100
Art B 8	80.65	19.35	0	0	100
Art B 9	100	0	0	0	100
Art B 10	52.27	28.41	7.95	11.36	100
Art B 11	36.67	56.67	6.67	0	100
Art B12	0	100	0	0	100
Art B 13	83.33	16.67	0	0	100
Art B 14	N/A	N/A	N/A	N/A	N/A
Art B 16	70.25	10.76	4.43	14.56	100
Art B 17	74	8	6	12	100
Art B 20	11.11	88.89	0	0	100
Art B 24	75	25	0	0	100
Art B 25	83.33	11.11	5.56	0	100
Art B 26	50.38	24.81	10.53	14.29	100
Art B 29	25	75	0	0	100
Art B 35	30.88	11.76	54.41	2.94	100
Art B 36	72.97	8.11	5.41	13.51	100

Art B 37	12.96	20.37	62.96	3.7	100
Art B 38	New Course				
Art B 40	68.42	31.58	0	0	100
Art B 41	87.5	12.5	0	0	100
Art B 42	85	15	0	0	100
Art B 43	87.5	12.5	0	0	100
Art B 44	62.5	37.5	0	0	100
Art B 45	62.5	25	12.5	0	100
Art B 46	70.59	5.88	23.53	0	100
Art B 47	0	100	0	0	100
Art B 48	60	0	0	40	100

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

Overall the program is strong and SLO's are being met in the studio art courses. The art history courses and Art Appreciation show the highest percentages of students not meeting the outcomes. This is not surprising in that they are lecture heavy and involve heavy reading and writing components. The studio courses are much more hands on and class sizes are generally much lower allowing for more one on one interaction.

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

Based on trends in SLO assessment and comparing it to data on completion and retention the department needs to focus in on specific SLO's in courses and find ways to improve them. Overall success in classes is good now we need to target the SLO's where students are under performing. Since we are still on the first major cycle of SLO assessment it is too early to draw long term conclusions.

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).

Assessment is a standing agenda item for department meeting and is discussed at a minimum of four meetings each year. Additionally, in the spring we typically have work sessions to help each other with gathering and entering data and reflecting on what we see.