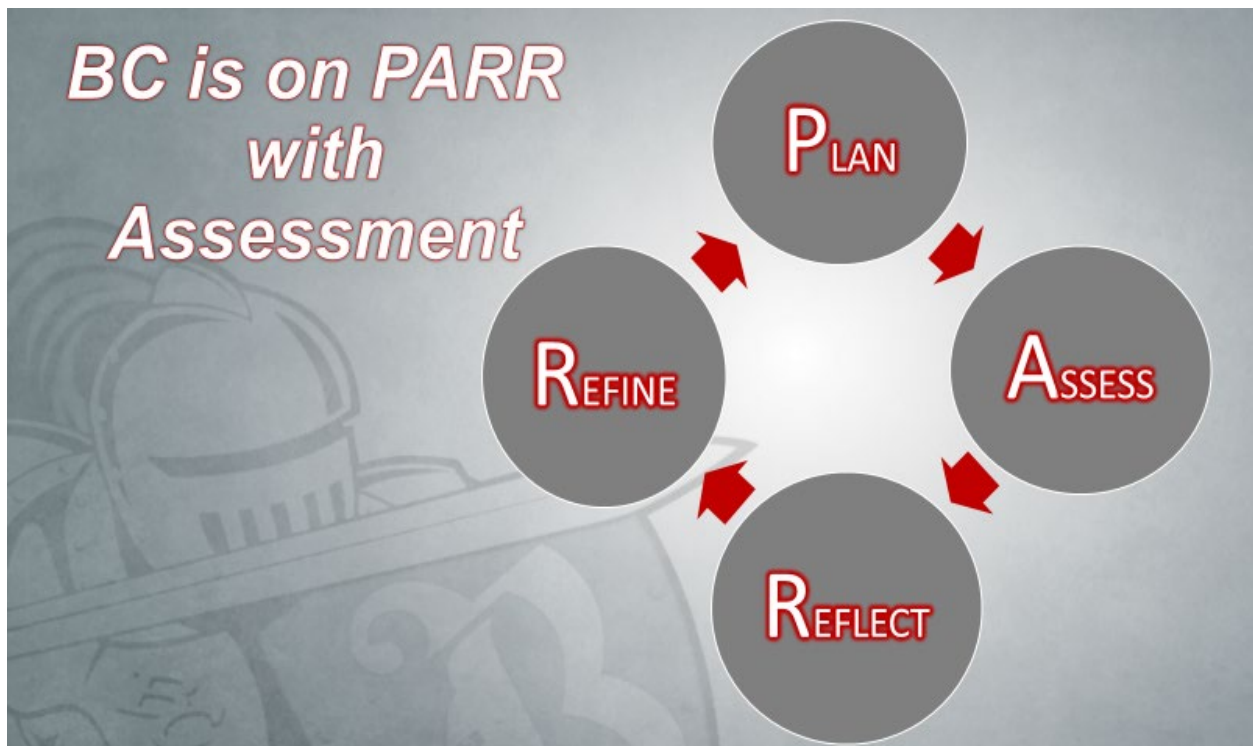# Program Review – Assessment Report Instructions

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:

Journalism ADT

Plan – Describe the process used to assess the courses within your discipline that are part of your program.

Because each journalism course is often relegated to specific faculty members, instructors typically work independently to create appropriate assessment methods for each course. However faculty members will collaborate for courses taught by more than one professor, such as JRNL B1 (Media & Society). Journalism faculty members meet at least once a semester to discuss student progress in their courses. Depending on the course within the program, assessment is determined by providing tangible proof—including production of student newspaper in print and online-- of students' ability to fulfill the student learning outcomes.

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
JRNL B1	22.29	63.73	7.59	6.39	100%
JRNL B2	0	0	0	0	0
JRNL B15	0	0	0	0	0
JRNL B16	0	0	0	0	0
JRNL B26	58.18	20	3.64	18.18	100
JRNL B27a	61.76	23.53	8.82	5.88	99.99
ART B17	74	8	6	12	100%
COMM B5	0	0	0	0	0
ECON B1	24.56	30.70	21.93	22.81	100%
ECON B2	28.12	42.97	24.22	4.69	100%
MATH B22	10.22	51.72	30.01	8.05	100%
POLS B1	0	0	0	0	0
POLS B2	42.42	28.79	28.79	0	100%

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

Strength: Because the journalism program has courses, including B26 and B27A, that produce a product (the student newspaper in print and online), it makes the process of assessment student success clear. Several additional courses, including B2, B15 and B16 are all skills courses, which contribute to students' ability to write for the student paper, contribute photography and create multimedia packages online.

Weakness: With so many disciplines from which students can take courses, it is a challenge to track all student learning outcomes because several of these courses fall under the purview of different departments.

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

In the next year, journalism faculty will discuss, develop and implement a plan to streamline the assessment process so that assessment of student learning outcomes will occur on a regular basis. The aim is to assess every SLO in every journalism class this year.

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 members meet several times per semester to discuss what is working and what needs improvement. These meetings are both informal and scheduled.