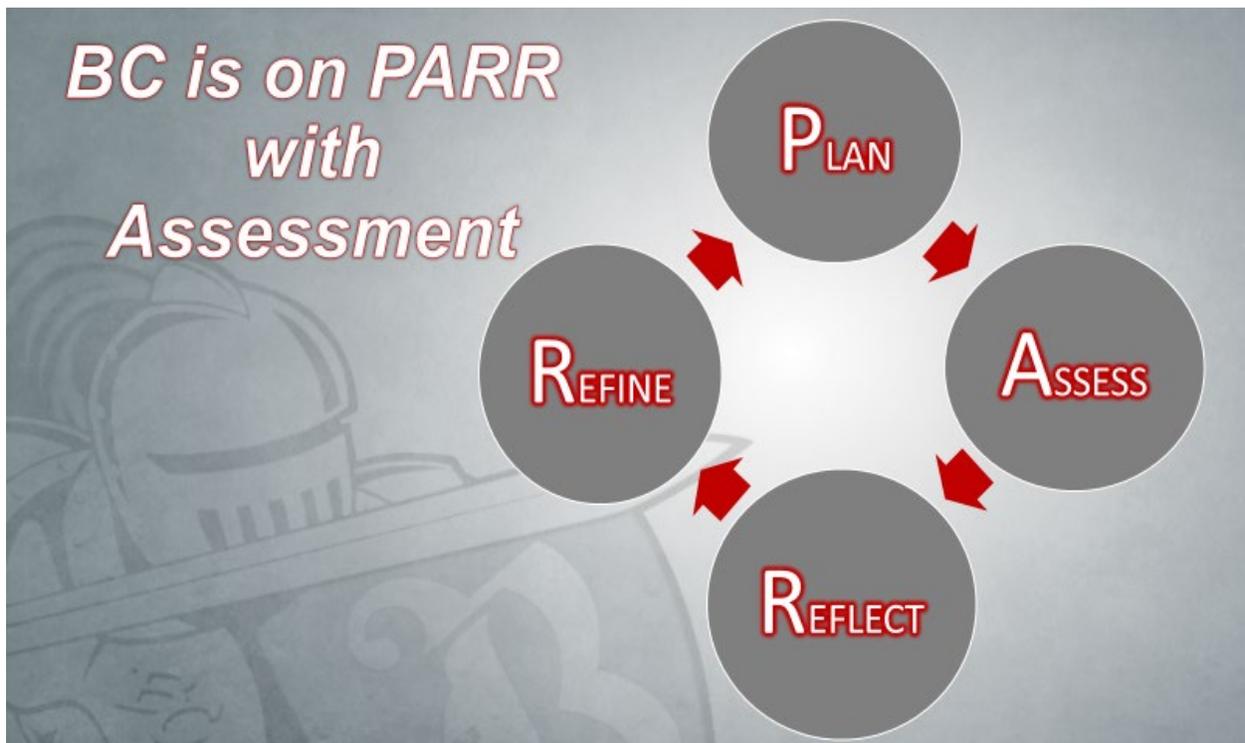


Program Review – Assessment Report Instructions



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:

Commercial Music

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

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

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

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.