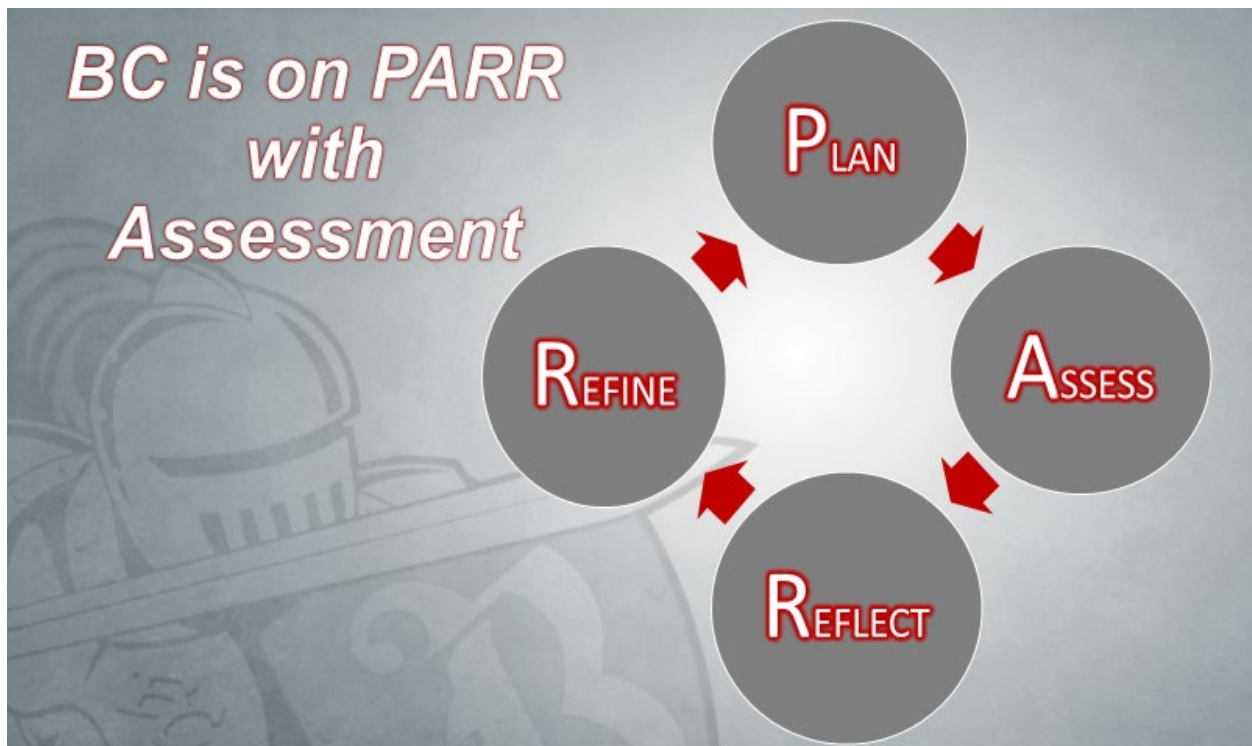


Program Review – Assessment Report Instructions



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:

Associate of Arts Degree for Transfer in Music

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

Individual instructors choose and deliver assessments for each course and section, posting the resulting data to eLumen.

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
MUSC B2	20.09	38.95	25.45	15.51	100.00
MUSC B4A	12.20	47.56	23.17	17.07	100.00
MUSC B4B	17.39	28.26	41.30	13.04	100.00
MUSC B4C	8.33	25.00	50.00	16.67	100.00
MUSC B15A	32.50	55.00	1.25	11.25	100.00
MUSC B15B	28.26	56.52	2.17	13.04	100.00
MUSC B15C	44.12	17.65	8.82	29.41	100.00
MUSC B7	69.15	20.21	2.13	8.51	100.00
MUSC B10A	16.00	56.00	20.00	8.00	100.00
MUSC B12A	15.00	70.00	15.00	0.00	100.00
MUSC B13A	94.29	5.71	0.00	0.00	100.00
MUSC B14A	61.49	20.95	8.78	8.78	100.00

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

Courses that have SLOs that measure musical performing ability (MUSC B15A, B15B, B15C, B7, B10A, B12A, B13A, and B14A) have markedly higher student achievement of CSLOs. Courses that have SLOs that measure student academic ability (right or wrong answers to objective questions about complex concepts requiring sophisticated reading, analytical, computational and musical skill) have considerably lower achievement.

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

The strength and weakness noted above are not surprising. Addressing the weakness may be a matter of leveraging the strength. In other words, use the performance courses (and the students' love of these courses) as venues to explore the content in the more academic (book learnin') courses.

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 program is just beginning to consider the implications of these findings. Department meetings are generally held once per month and the word "assessment" appears on the agenda at each meeting (assessment committee rep report; get your assessments done, etc). However, this form is the first time that all of that data is in a single place so that it can be easily discussed. Going forward, this will be a topic of discussion.