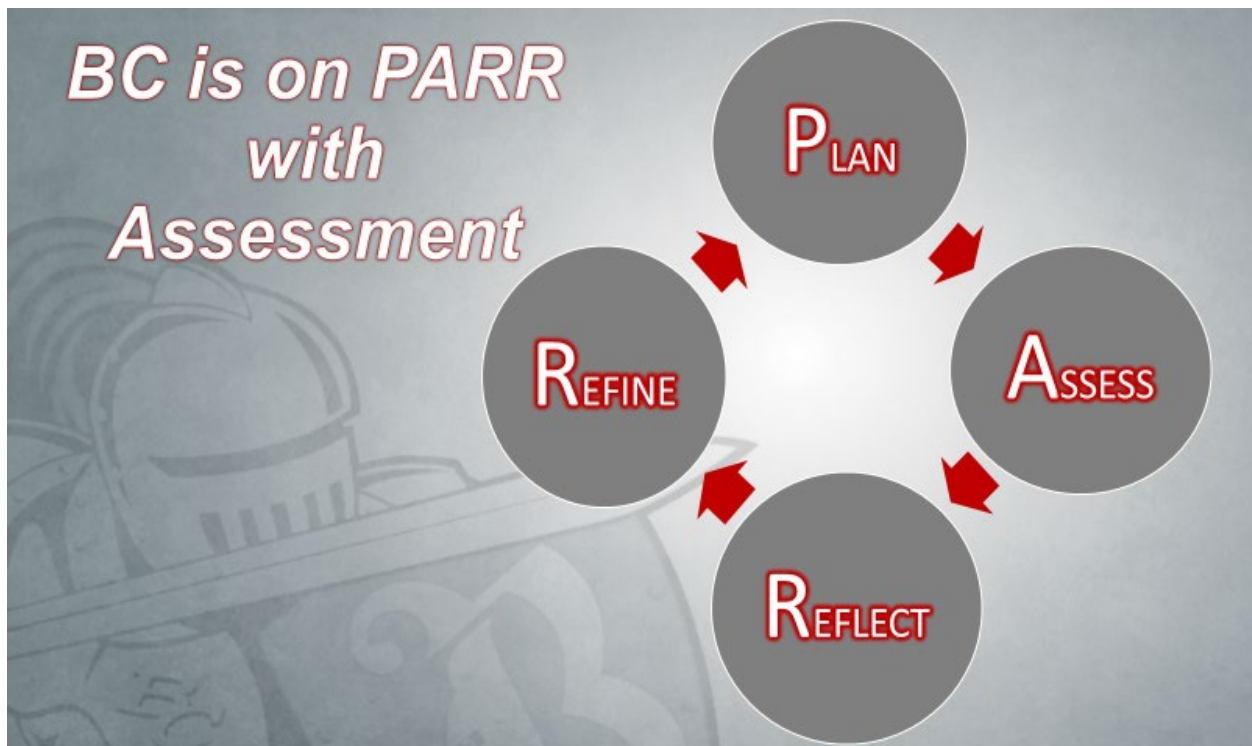


## Program Review – Assessment Report Instructions



### 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](http://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:**

Theatre Arts

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

We utilize a number of different assessments for the different courses and learning objectives. Due to the nature of the performance courses, most of the objectives are measured through monologue and scene presentations. The film classes are assessed utilizing quizzes and written responses to prompts. The design classes mix exams with production elements, where we use a rubric to determine whether the students have met the learning objectives. Finally, for more informationally-based classes, we use mostly final exams along with written papers and/or projects to assess the students' progress towards the learning objectives.

**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
THEA B1	58.33%	22.42%	7.34%	11.90%	100.00%
THEA B2A	21.43%	64.29%	8.93%	5.36%	100.00%
THEA B2B	55.77%	42.31%	1.92%	0.00%	100.00%
THEA B12A	27.63%	43.42%	18.42%	10.53%	100.00%
THEA B14	44.75%	36.32%	10.24%	8.69%	100.00%
THEA B16	50.72%	28.99%	4.35%	15.94%	100.00%
THEA B20	37.78%	34.44%	6.67%	21.11%	100.00%
THEA B27	48.62%	52.38%	0.00%	0.00%	100.00%
THEA B28	27.27%	45.45%	15.91%	11.36%	100.00%
THEA B31	18.73%	46.07%	16.85%	18.35%	100.00%
THEA B32	33.20%	46.05%	10.08%	10.67%	100.00%

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

Our greatest strengths tend to be in the success of our students in our acting classes. Some of that might be due to the fact that those classes focus less on writing and research than the other course offerings. The large number of students in the Film classes doesn't allow for as much individual attention during class time, so we might want to utilize Canvas to better communicate with those students. Another weakness we might need to address is the number of students who we aren't able to assess on some of the learning objectives. Usually, this is due to students who stop attending after the drop date and end up failing the class. But if there were a way to measure more of the SLOs earlier in the semester, we might at least have some data on these students that could be useful.

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

We are definitely going to work to better utilize Canvas to communicate with students, especially the announcement and messaging functions. We will also discuss ways to gather data on the students who end up failing the class due to non-attendance at the end of the semester. Finally, although it isn’t explicitly represented here in the data, we will discuss ways, as a department, to better align our assessments to the SLOs so that we have more consistent and timely data to utilize when discussing our courses and the student outcomes.

**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).

Last year, the Theatre Department met quarterly. We are making an effort to meet on a monthly basis for the 2018-19 school year. Most of our conversations about the assessment process and results are done in one-on-one conversations, since our department is so small. We have had email communication as a group to discuss the B1 courses and the outcomes, since this is our course with the largest enrollment. We don’t have any other courses that have more than two instructors, so large meetings aren’t as productive. Our data discussions tend to happen before the beginning of each semester as we prepare our syllabuses for the classes. Generally, we talk at least a couple times each month unofficially and compare notes about classes, lessons, outcomes, and ways to better serve the students.