2020-21 Assessment Report in Program Review

Communication:

- 2020-2021 Instructional Program Review Communication

SI Section Templates: Assessment Report (Part 1 Assessment Table) 2020-21, Assessment Report (Part 2 Responses) 2020-21

Date: 10-22-2020

Sorted by: Program

Communication

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Communication

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
COMM B1 Public Speaking				
COMM B2 Interpersonal Communication				
COMM B4 Persuasion				
COMM B5 Argumentation and Debate				
COMM B6 Intercultural Communication				
COMM B7 Organizational Communication				
COMM B8 Small Group Communication				
COMM B9 Health Communication				
COMM B10 Leadership Communication				
COMM B21 Oral Interpretation of Literature				
SOCI B1: Introduction to Sociology				
JRNL B1: Media and Society				
PSYCH B1A: General Psychology				
JRNL B2: Beginning Reporting				
ENGL B2: Advanced Composition				

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Communication

PLAN:
Describe the process, timing, and tools used to assess the courses for the program.
(see examples)

The Communication Department assigns course leads who create and monitor the assessment cycle for their course. This work is largely accomplished in the Spring semester where the course leads reviews the assessment plan and tools for the year, and then coordinates with all of the other instructors teaching that course. Given the wide range of Communication courses, each course lead utilizes different tools to assess their SLO's. In the past, quizzes, tests, and presentations have been the most often used tools. Course leads coordinate with the departmental assessment committee member and instructors to report the assessment data. Due to the COVID-19 outbreak causing an extreme shift in teaching modality and online department-communication, the Communication Department was unable to carry out its typical assessment cycle, resulting in less assessment reporting. This was compounded in May when the departmental assessment committee member announced his acceptance of a position closer to family.

REFLECT:
Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program.
(see examples)

The Spring semester became a time of educational triage. During this time, all instructors were required to convert their courses to a Distance Ed modality. Workshops and supportive department meetings for were offered. Many of the campus-wide workshops to assist in this transition were led by a Communication instructor. These workshops and department meetings were mainly focused on creating a meaningful learning environment where the rigor and attainment of SLO's were not only possible, but highly fostered. Beginning March 2nd, the Communication Department held drop in sessions every Monday afternoon where instructors participated in pedagogical discussions on how they were meeting students' needs and meeting SLO's in the new environment. These discussions had a direct effect on our students where they expressed appreciation for the approach of Communication Department for still meeting through Zoom and giving them a sense of routine. The Communication Department assessment committee seat is still vacant, requiring the Department Chair to fulfill the assessment committee member's responsibilities. It is unlikely the seat will be filled during the pandemic, as faculty are already feeling overwhelmed with the online environment.

REFINE:
Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.
(see examples)

Given that the COVID-19 outbreak is preventing a physical return to campus, the Communication Department is in discussions about the 2020-2021 assessment cycle. This discussion will continue to take place into the Spring semester as the situation continues to evolve. The regular assessment procedures will likely resume, but with adjustments to account for the new

environmental constraints.

DIALOGUE:
Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.).
(see examples)

Assessment is discussed in Communication Department meetings and through department-wide email discussions. Starting in March, the Communication Department Chair began sending out weekly and biweekly emails with timely updates and concerns. This allows for faculty to make swift changes to support student-learning and administrative requests, including assessment discussions.

2020-21 Assessment Report in Program Review

English: **Date: 10-22-2020**

  • 2020-2021 Instructional Program Review English   **Sorted by:** Program

SI Section Templates: Assessment Report (Part 1 Assessment
Table) 2020-21, Assessment Report (Part 2 Responses) 2020-
21

English

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review English

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
English B5A	0%	0%	0%	0%
English B5B	0%	0%	0%	0%
English B30B	0%	0%	0%	0%
English B30A	0%	0%	0%	0%
English B20A	0%	0%	0%	0%
English B25B	0%	0%	0%	0%
English B10	0%	0%	0%	0%
English B41A	0%	0%	0%	0%
English B21	0%	0%	0%	0%
English B24	0%	0%	0%	0%
English B27	0%	0%	0%	0%
English B28	0%	0%	0%	0%
English B1B	0%	0%	0%	0%
English B2	0%	0%	0%	0%
English B3	0%	0%	0%	0%
English B1A	29.63%	29.11%	20.27%	21%
English B1AL	0%	0%	0%	0%
English B1AC	0%	0%	0%	0%
English B50	0%	0%	0%	0%
English B60	0%	0%	0%	0%
English B33	0%	0%	0%	0%
English B53	0%	0%	0%	0%
B22	0%	0%	0%	0%
English B100	0%	0%	0%	0%

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review English

PLAN:
Describe the process, timing, and tools used to assess the courses for the program.
(see examples)

The previous practice was to encourage individual faculty members to enter the SLO assessments for each of their courses; however, that has not happened. Data has been included for those few courses that completed CSLO assessment.

REFLECT:
Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program.
(see examples)

The obvious weakness is that the assessments were not completed. In the future, we will hold meetings and workshops that will encourage participation at the beginning of the semester. In addition to this, the current department chair will create an English Assessment sub-committee that will oversee and ensure that all assessments are complete by the end of each semester. Furthermore, the current department chair will invite a member from the assessment committee to attend a department meeting and provide training concerning how to enter assessment into eLumen.

REFINE:
Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.
(see examples)

The assessment rep has spoken about the need for assessments to be completed at every department meeting.

DIALOGUE:
Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.).
(see examples)

This question has not been answered yet

Bakersfield College

2020-21 Assessment Report in Program Review

Journalism:

- 2020-2021 Instructional Program Review Journalism

SI Section Templates: Assessment Report (Part 1 Assessment Table) 2020-21, Assessment Report (Part 2 Responses) 2020-21

Date: 10-22-2020

Sorted by: Program

Journalism

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Journalism

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
JRNLB48WE	80%	0%	0%	20%
JRNLB1	61.36%	25%	9.09%	4.55%
JRNLB2	64.41%	16.95%	10.17%	8.47%
JRNLB15	0%	0%	0%	0%
JRNLB16	0%	0%	0%	0%
JRNLB25	60.71%	26.53%	7.65%	5.1%
JRNLB26	50%	50%	0%	0%
ARTB17	82.35%	14.71%	2.94%	0%
COMMB5	41.47%	43.58%	10.53%	4.42%
ECONB1	36.08%	43.3%	20.1%	0.52%
ECONB2	37.91%	41.21%	17.58%	3.3%
MATHB22	20.1%	35.11%	36.39%	8.4%
POLSB1	36.24%	36.86%	22.79%	4.11%
POLSB2	46.3%	27.78%	14.81%	11.11%
JRNLB5	0%	0%	0%	0%

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Journalism

PLAN:

Describe the process, timing, and tools used to assess the courses for the program.

(see examples)

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 challenge in implementation may be that the full time instructor does not teach every course in the program. As several of the course offerings in the program are taught by adjunct

faculty and the union has made it abundantly clear that adjuncts are not required to complete assessment activities in eLumen, the full-time faculty member meets with the adjunct faculty at least once annually to discuss their classroom assessments.
(For example, JRNL B5 is just being offered for the first time in Fall 2020 so there wasn't an opportunity yet to write an assessment for a course that hasn't happened.)

REFLECT:
Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program.
(see examples)

Strengths: Courses taught by full-time faculty are assessed every semester and students tend to meet expectations.

Weaknesses: Too many of the courses in the program are taught by adjunct faculty who are not required to engage in assessment on Elumen.

REFINE:
Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.
(see examples)

Faculty members usually meet several times per semester to discuss what is working and what needs improvement. In this virtual environment necessitated by the COVID-19 global pandemic, full time professor Erin Auerbach has reached out to adunct professors John Harte and David Kanosamoa, and will continue to check in with them. These communications are both informal and scheduled. Additionally journalism faculty are on the CTE advisory board for journalism, which meets each semester.
The one full-time faculty member will reach out to adjunct faculty and try to set up a zoom conference call toward the end of each semester to stress the importance of completing SLO assessment and provide a brief tutorial on how to do it.. The aim is to assess every SLO in every journalism class this year.

DIALOGUE:
Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.).
(see examples)

As the full-time faculty in the Journalism program, Erin Auerbach attends monthly Communication department meetings where a few minutes are carved out specifically so she can update the department on the journalism program. . She also has additional regular meetings with her department chair, Helen Acosta, to discuss the Journalism program's needs and strategize ways to implement them. Erin has been working with Helen to revamp SLOs for Journalism courses that were created prior to Erin's arrival at BC in 2017. The plan is to create SLOs that are less objective oriented and better align with the program's overall goals and needs through periods of prosperity and uncertainty alike.

2020-21 Assessment Report in Program Review

Radiologic Technology:

Date: 10-22-2020

- 2020-2021 Instructional Program Review Radiologic Technology

 Sorted by: Program

SI Section Templates: Assessment Report (Part 1 Assessment Table) 2020-21, Assessment Report (Part 2 Responses) 2020-21

Radiologic Technology

Assessment Report (Part 1 Assessment Table) 2020-21

2020-2021 Instructional Program Review Radiologic Technology

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
RADT B12	18.1%	63.8%	18.1%	0%
RADT B1B	0%	100%	0%	0%
RADT B2C	50%	50%	0%	0%
RADT B5	0%	100%	0%	0%
RADT B10	100%	0%	0%	0%
RADT B11	0%	100%	0%	0%
RADT B13	0%	100%	0%	0%
RADT B2A	0%	90.91%	9.09%	0%
RADT B2B	0%	92.5%	7.5%	0%
RADT B1A	0%	100%	0%	0%
RADT B30	0%	100%	0%	0%
RADT B3A	0%	68.18%	31.82%	0%
RADT B4B	0%	96.36%	3.64%	0%
RADT B3B	0%	100%	0%	0%
RADT B4A	0%	100%	0%	0%
RADT B6	0%	95%	5%	0%
RADT B7	75.83%	24.17%	0%	0%
RADT B9A	0%	100%	0%	0%
ENGL 1A	29.63%	29.11%	20.27%	0%
MATH B70	0%	0%	0%	0%
MATH B72	18.18%	48.86%	28.41%	4.55%
A.S. Radiologic Technology Completion	0%		0%	0%
Job Skills Certificates	0%		0%	0%

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A

Assessment Report (Part 2 Responses) 2020-21

2020-2021 Instructional Program Review Radiologic Technology

PLAN:
Describe the process, timing, and tools used to assess the courses for the program.
(see examples)

All faculty are reminded in department meetings and sent reminders to complete an assessment i n eLumen for every class each semester. Course leads send assessment ideas throughout each se mester to faculty who teach their courses.

REFLECT:
Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program.
(see examples)

Program completion is excellent, 96% of students enrolled in the program completed to earn degrees. SLO data for the program meets expectations and trends with board exam pass-rates.

REFINE:
Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.
(see examples)

Although SLO and program degree data are high, the Radiologic Technology program continues to identify students with limited english proficientcy as greater risk to not meet course SLOs. To address the need, the faculty agree to further integrate written and oral communications within the program to identify students early and refer to support services.

DIALOGUE:
Explain the frequency and content of assessment planning for the program (e.g., department meetings, advisory boards, etc.).
(see examples)

The faculty discuss assessment during department faculty meetings. The Radiologic Program extends assessment into additional outcomes for programmatic success in accreditation standards beyond that of the college. Evaluation of assessment tool validity, outcomes and data collection are ongoing. To ensure best practices, 1 faculty member serves on the College Assessment Committee and reports on assessment standards for PLOs, SLOs and ILOs. Faculty also discuss assessment in Advisory Board Meetings that include clinical community partners. Assessments for Advisory Board discussion include

course outcomes, program outcomes, surveys by students and employers, employment rates, and other data. Advisory Board Meetings are held twice each semester, 4 times per academic year.