

# 2020-21 Assessment Report in Program Review

Administration of Justice:

Date: 10-22-2020

- 2020-2021 Instructional Program Review Administration of Justice

Sorted by: Program

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

## Administration of Justice

### Assessment Report (Part 1 Assessment Table) 2020-21

#### 2020-2021 Instructional Program Review Administration of Justice

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
CRIM B1				
CRIM B2				

### Assessment Report (Part 2 Responses) 2020-21

#### 2020-2021 Instructional Program Review Administration of Justice

#### **PLAN:**

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

**(see examples)**

Assessment tools used were the following:

- multiple choice questions,
- short answers,
- in class essay exams
- out of class written projects

Faculty then review their class data and compare their data with other faculty within their discipline. These meetings are conducted in May after finals week has ended and in January before the start of the Spring semester.

#### **REFLECT:**

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

**(see examples)**

Assessment data from the two required core program courses (CRIM B1 and CRIM B2) demonstrates that the program is meeting or exceeding its SLO objectives. Student success and retention rates are commensurate with this class-level assessment data. Successful SLO results were somewhat higher in CRIM B1 than CRIM B2. This difference could result from a variety of factors.

Many students who are not majoring in the Criminal Justice area take CRIM B1 for Gen Ed purposes. CRIM B2 generally only has students who are majoring in the subject. Also, CRIM B2 students have often taken CRIM B1 first, which helps prepare them for CRIM B2.

**REFINE:**

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

Criminal Justice faculty now meet twice per year to discuss assessment techniques and results. Also, the faculty have reduced the number of SLO's from double to single digits so as to obtain clearer and more accurate data. (Rather than assessing 12 SLO's per class, or assessing one every semester, faculty now have a much smaller number of SLO's with which to compare results.)

**DIALOGUE:**

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

Criminal Justice faculty now meet twice per year to discuss assessment techniques and results. Also, the faculty have reduced the number of SLO's from double to single digits so as to obtain clearer and more accurate data. During these meetings, faculty compare assessment techniques and results. While instructors are free to create their own assessment methods, one of the goals of the meetings is to encourage norming these methods for purposes of more accurate data across different sections of the same subject.

# 2020-21 Assessment Report in Program Review

**Anthropology:**

**Date: 10-22-2020**

- 2020-2021 Instructional Program Review Anthropology

**Sorted by: Program**

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

## Anthropology

### Assessment Report (Part 1 Assessment Table) 2020-21

#### 2020-2021 Instructional Program Review Anthropology

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
ANTH B1	48.72%	25.64%	25.64%	0%
ANTH B2	36.14%	32.93%	19.28%	11.65%
ANTH B3				
ANTH B5				
PSYC B5	50.83%	18.04%	15.02%	16.11%
PSYC B6	57.25%	28.63%	6.49%	7.63%
GEOL B10	46.15%	43.01%	8.74%	2.1%
GEOL B10L	65.04%	13.16%	21.24%	0.56%
ERSC B10	100%	0%	0%	0%
ERSC B10L				
ART B1	53.25%	10.58%	15.77%	20.41%
GEOG B2	30.51%	52.54%	16.95%	0%
MUSC B24				
PHIL B37				
ANTH B1L				

### Assessment Report (Part 2 Responses) 2020-21

#### 2020-2021 Instructional Program Review Anthropology

##### **PLAN:**

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

CSLOs in the Anthropology program are evaluated via a variety of methods including: exams and quizzes, essays on critical concepts, group projects, and in-class activities, such as, for example the Garbage Archaeology Project where student participate using authentic archaeology methods and skills in a culminating project.

CSLOs in the Anthropology program are evaluated via a variety of methods including: exams and quizzes, essays on critical concepts, group projects, and in-class activities, such as, for example the Garbage Archaeology Project where student participate using authentic archaeology methods and skills in a culminating project.

**REFLECT:**

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

**(see examples)**

**Strengths:** Students in the program are successfully meeting or exceeding expectations based on the evaluation criteria utilized, suggesting that the materials presented and methodology are accessible to a large number of students include those in the ISP program and despite the challenges of the last year. Physical anthropology modules revolve around genetics, primates, forensic anthropology, and paleoanthropology, much of which is high-interest and/or provides opportunities for hands-on learning. With the inclusion of our new ANTH B1L course this year, we anticipate that students taking both ANTH B1 and ANTH B1L will have extensive use of tactile materials such as cranial and post-cranial fossil casts or DNA models, kinesthetic activities, once we return to campus. After the transition to the online environment, we've relied more heavily on 3D models, home experiments, group interaction using polling software, Google Docs and other interactive media. Our online classes utilize recorded lectures, short film clips tailored to specific student needs, and general films, and group projects. Cultural Anthropology courses rely more heavily on discussion, critical thinking activities, group projects, and interaction. Tutors were available all year for anthropology both in the Tutoring Center and online via NetTutor.

**Weaknesses:** Twenty-two percent of students are not meeting expectations for a variety of reasons including but not limited to the following: genetics can be difficult for many students, increased home demands due to Covid, work demands, concerns about the health of themselves and family members, difficulty transitioning to the online environment, disconnect between teaching and learning styles.

Given that anthropology is highly visual and tactile, the transition to fully online course is challenging. Although tutors were available all year for anthropology, relatively few students take advantage of these resources - we promote these and other resources which can potentially positively impact accomplishment of SLOs. Anthropology class sizes are set at 45 students, making individualization difficult, however, Canvas offers some tools to facilitate communication and check-in with students who need encouragement or information about available resources. Reducing class size can facilitate greater individualization, especially in an online environment where assessment is more frequent.

Delete Table

	<b>Average Exceeds</b>	<b>Average Meets</b>	<b>Average Does Not Meet</b>
Program Courses	42.43	29.28	22.46

**REFINE:**

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

**(see examples)**

Although our assessment data shows a high level of attainment overall, we plan to focus on reducing the the number of students who to not meet expectations. Assessment data is largely absent from our adjunct faculty despite regular email reminders. Here's are some of the remedies discussed:

1. Hold anthropology faculty meetings on ConferZoom to promote assessment, discuss pedagogy, and highlight discipline trends
2. Incentivize use of online tutoring resources like NetTutor and the Tutoring Center.
3. Insure students are aware of Covid related services as well as other campus services in an attempt to minimize stress
4. Extend opportunities for individualized learning using online technologies like Zoom, Flipgrid, polling software, interactive quizzes, and Canvas mastery paths
5. Check-In with students more frequently using the various tools Canvas offers.

### **DIALOGUE:**

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

The two full-time anthropology instructors share offices which prior to Covid facilitated regular, informal discussion of program goals, methods, and data collection. Adjunct faculty are distributed within and outside of Kern County making contact more challenging. We currently communicate with adjunct anthropology faculty via email primarily to discuss schedules, program updates, conference announcements, pedagogy and discipline resources, or textbook related information.

# 2020-21 Assessment Report in Program Review

**Geology:****Date: 10-22-2020**

- 2020-2021 3-Year Comprehensive Instructional Program Review Geology

**Sorted by: Program**

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

## Geology

### Assessment Report (Part 1 Assessment Table) 2020-21

#### 2020-2021 3-Year Comprehensive Instructional Program Review Geology

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
GEOLB10 - Introduction to Geology	46.15%	43.01%	8.74%	2.1%
GEOLB10L - Introduction to Geology Laboratory	65.04%	13.16%	21.24%	0.56%
GEOLB11 - Historical Geology		57.21%	24.76%	18.03%
GEOLB11L - Historical Geology Laboratory		62.94%	18.22%	18.84%
CHEMB1A - General Chemistry I	26.84%	43.38%	29.41%	0.37%
CHEMB1B - General Chemistry and Chemical Analysis				
MATHB6A - Analytic Geometry/Calculus I	20.83%	41.67%	30.56%	6.94%
MATHB6B - Analytic Geometry/Calculus II	23.53%	17.65%	17.65%	41.18%

### Assessment Report (Part 2 Responses) 2020-21

#### 2020-2021 3-Year Comprehensive Instructional Program Review Geology

##### **PLAN:**

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

**(see examples)**

The geology department uses various assessment tools that are dispersed in assignments throughout the semester. These assessment tools include writing assignments and short essays, short answer, multiple choice questions, and fill in responses. In addition, certain faculty utilize pre- and post-testing to assess student learning. Typically, our faculty will collaborate, discuss, and brainstorm how particular SLOs could be improved upon and presented more effectively.

Suggested strategies adopted in the past include incorporation of “key question” review slides inserted throughout presentations and use of clicker systems to promote student engagement and understanding.

### **REFLECT:**

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

Strengths:

- Introduction to geology and associated labs display strong rates of students meeting and exceeding SLOs (89% and 78%, respectively)
- Extreme effectiveness in obtaining student data for Introduction to Geology lab courses across multiple sections and numerous faculty (only 0.21% N/A)
- Based on statistical analysis students are mastering basic fundamental concepts of geological sciences and creating a foundation for future geology majors

Weaknesses:

- For the core geology courses (Introduction & Historical and accompanying labs) data suggest around 20% of students are not meeting SLOs.
- Introduction to Geology (a core course for the geology major) and labs should be offered more during traditional day time (8-4) schedule and should be instructed by an additional full time faculty member as this popular course is currently being instructed late nights by a majority of adjunct faculty [Pierce is committed to Earth Science (and was initially hired as an Earth Science instructor) courses imperative for teaching majors; Benker is committed to Historical Geology (core follow up course for majors)]
  - Historical geology lectures & labs demonstrate a significant amount of students (18% N/A) whose SLO data cannot be assessed
  - Historical geology lectures & labs fall below the 70% target rate for students meeting SLOs (57% and 63%, respectively)
  - Lack of field trips (due to insufficient permanent transportation [Enterprise Rental limited weekend hours and off site equates to difficult pick up/drop off] & liability potential) leaves students disadvantaged in the learning process relating textbook concepts to actuality. [Keep in mind athletics has a long term contract with Enterprise to leave vans on campus for ease of pickup and constant use.]

Associated Courses:

- Nearly 30% students not meeting SLOs in CHEM B1A and MATH B6A
- 18% (?) of students not meeting SLOs in MATH B6B but there is a large amount of NA students (41%)
- No data for CHEM B1B

### **REFINE:**

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

GEOL B10 & B10L (Introduction to Geology):

- Limited changes for Introduction to Geology course teaching practices.
- Faculty teaching these courses need to organize and develop/select a new laboratory manual that more reflects geology and feologic features in and around Bakersfield area.

GEOL B10 & B10L (Historical Geology):

- For B10L a portion of the 18% of students failing to meet the SLO could be due to a lower quality lab manual that has been used since 2017. The instructions are confusing even to instructors for the majority of activities. Currently the department is working on updating some of these labs and for others creating brand new labs (which include a modern online component).
- For B10 efforts are being made to increase experiential and active learning components (with hopes to get tired students out of their seats and more involved as it is traditionally an 8 am class start time)

### **DIALOGUE:**

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

Sharing the same office, geology department full time faculty ongoingly discuss various assessment issues and approaches toward improving the number of students that meet SLOs. Throughout the semester we also openly communicate with numerous adjunct faculty members to get their input on SLO and assessment related issues amongst other things. Full departmental meetings are typically held at the beginning of the semester for detailed discussion on SLOs and best assessment practices. E-mail exchanges are also used throughout the semester to discuss departmental business such as this.



# 2020-21 Assessment Report in Program Review

**Music:****Date: 10-22-2020**

- 2020-2021 Instructional Program Review Music

**Sorted by: Program**

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

## Music

### Assessment Report (Part 1 Assessment Table) 2020-21

#### 2020-2021 Instructional Program Review Music

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
MUSC B41A	61%	32%	6.5%	9%
MUSC B42	0%	0%	0%	0%
MUSC B4C	0%	0%	0%	0%
MUSC B28	0%	0%	0%	0%
MUSC B5A	96%	1.5%	2.3%	0%
MUSC B5B	100%	0%	0%	0%
MUSC B6A	100%	0%	0%	0%
MUSC B6B	100%	0%	0%	0%
MUSC B6C	100%	0%	0%	0%
MUSC B9A	37.5%	50%	12.5%	0%
MUSC B9B	0%	0%	0%	0%
MUSC B10A	12%	66%	22%	0%
MUSC B12A	92%	6.7%	1.7%	0%
MUSC B15C	0%	0%	0%	0%
MUSC B24	0%	0%	0%	0%
MUSC B40	0%	0%	0%	0%
MUSC B15	0%	0%	0%	0%
MUSC B8	56%	11%	0%	0%
MUSC B13A	0%	0%	0%	0%
MUSC B15A	0%	0%	0%	0%
MUSC B4B	0%	0%	0%	0%
MUSC B15B	0%	0%	0%	0%
MUSC B54A	0%	0%	0%	0%
MUSC B14A	75%	21%	3.75%	0%
MUSC B17A	83%	17%	0%	

Courses	% Students Exceeds	% Students Meets	% Students Doesn't Meet	% Students N/A
MUSC B28	0%	0%	0%	0%
MUSC B22	0%	100%	0%	0%
MUSC B4A	0%	0%	0%	0%
MUSC B2	63%	14%	14%	
MUSC B21A	0%	0%	0%	0%
MUSC B21B	0%	0%	0%	0%
MUSC B22	13%	51%	36%	0%
MUSC B23	58%	21%	21%	0%
MUSC B230A	0%	40%	40%	20%
MUSC B230B	0%	0%	0%	0%
MUSC B230C	0%	59%	0%	41%
MUSC B27	30%	51%	7%	13%
MUSC B30	0%	0%	0%	0%
MUSC B31	0%	0%	0%	0%
MUSC B32	0%	0%	0%	0%
MUSC B30	24%	66%	10%	
MUSC B33	22%	56%	0%	0%
MUSC B34	17%	83%	0%	0%
MUSC B36	20%	72%	8%	0%
MUSC B35	0%	0%	0%	0%
MUSC B37	40%	0%	0%	60%
MUSC B6D	0%	0%	0%	0%
MUSC B7	56%	14%	3%	28%
MUSC B40	0%	0%	0%	0%
MUSC B15C	0%	0%	0%	0%

## Assessment Report (Part 2 Responses) 2020-21

### 2020-2021 Instructional Program Review Music

#### **PLAN:**

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

**(see examples)**

Example 1: In the ensemble courses the assessments often rely on final performances. The students successful performance in a concert or other type of performance are assessed through memorization of repertoire displayed on stage along with correct execution of rhythms and texts.

Example 2: In the Applied Music classes the the students are accessed at final juries where each students performs for the music faculty, their repertoire from the entire semester. The repertoire needs to be performed at a high skill level showing improvent throughout the semester and over

the course of the 4 semesters. The juries are assessed by at least 3 faculty members.

Example 3: In the group voice theory courses the students are assessed through a final exam which tests their overall knowledge of the material covered throughout the semester.

Example 4: All faculty are reminded in department meetings and sent reminders to complete an assessment in eLumen for every class each semester. Course leads send assessment ideas throughout each semester 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)**

The Music Program features many strengths. There is a high level of personal interest and contact between students and faculty. The music program classes are designed to be highly interactive and therefore students get to know other students and faculty quite well. The family atmosphere in the Music Program draws students in and allows them to ask important questions and receive the help they need to succeed. I believe that high level of students that exceed expectations comes in part from how well the music students and faculty know each other. Music creates a camaraderie that helps people move forward together and desire to help people along the way. Our strength also relies in the incredible faculty in the music program. They not only put students first, but are talented themselves and serve as excellent examples to students. The faculty's enthusiasm and passion for their craft drives the whole program causing students to feel the same and persevere through hard times.

The weaknesses lie in not everyone reporting their SLO data. Faculty were reminded numerous times and given instructions on how to complete the SLO assessment. Covid shut down did not help the music faculty in turning in their data. It is something that we need to work on so we have better all around data.

### **REFINE:**

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

**(see examples)**

Faculty will continue to build strong relationships with individual students. They will create an atmosphere of excitement, high expectations, and acceptance of all people wherever they are now. This atmosphere will aid students in continuing on their path even when challenging times make them unsure of their career choices. They will continue to bring in guest artists and clinicians and provide students with "out of the box" opportunities. More emphasis will be placed on completing SLO assessments so that we can have a full gamut of data for our future. Faculty will also write a welcome letter for the students of all of the Performing Arts Department so that all students have a better understanding of what is expected and the many people involved.

### **DIALOGUE:**

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

**(see examples)**

We will have a department meeting at least once a month for planning and disseminating information where assessment will be discussed. We communicate a lot through email and hold

smaller meetings as needed to plan for various activities, needs, and expectations.