



Bakersfield
COLLEGE

Institutional Level Learning Outcomes

The students will be able to:

- I. Pursue knowledge and evaluate its consequences
 - A. Think critically, abstractly, logically, and algorithmically to evaluate and solve problems
 - B. Integrate new information to formulate principles and theories and display openness to different opinions
 - C. Share the desire for intellectual creativity and acquisition of knowledge
- II. Communicate clearly and effectively in both written and oral forms
- III. Demonstrate knowledge and abilities in a chosen area of study
 - A. Demonstrate an understanding of resources and procedures of a field and the ability to use them
 - B. Demonstrate ability to use current technology to acquire, organize, and analyze information appropriately
 - C. Possess a core of knowledge and skills in a chosen field
- IV. Appreciate their civic responsibilities
 - A. Reflect upon the cultural and ethical dimensions of life
 - B. Contribute to society as an actively engaged citizen

BC Institutional Level Assessment

Year:2011

Department: *English*

GE SLO:

SLO: A.2 Written Communication

1. Identify the controlling idea and the main points of college-level expository & argumentative essays.
2. Evaluate expository & argumentative essays through the application of critical thinking techniques. Write logical & coherent expository & argumentative essays, summaries & paraphrases using correctly the standard conventions of written

Criteria: A.2 Written Communication

1. Analysis of written communication focuses on the rhetorical perspective, including reasoning and advocacy, organization and accuracy, style and structure of written expression.
2. Students receive evaluation and instruction in effective reading techniques as well as the discovery and selection, critical evaluation, and written report of specific content.
3. Offers instruction in the composition of expository essays, including:
 - a) the fundamentals of usage;
 - b) sentence structure, and
 - c) essay structure.
4. Develops by suitable exercises and essay assignments, a general skill, applicable to any subject matter.
5. Includes evidence of critical thinking.

Assessment Tool/Process

- Developed Rubric to assess student work
 - Instructors may add to the rubric, but must keep the “core “ requirements
 - Rubrics meet University requirements as well
- Randomly selected student papers (student #9)
- Made photocopies of student work—made anonymous for both student and instructor
- 25 papers, 24 instructors participated
- Read one paper together and normed
- Divided into pairs and read all papers, 2 readers filled out the rubric for each paper
- Department chair provides results to instructors

Results/ Department Decisions

- Started some “difficult” conversations
- Most could determine if the paper was an “A”, “B”, etc by reading it.
- Found most grade holistically

Assessment Committee Responses/Concerns:

Committee questions:

- How do you deal with disparities between the grades of the two raters?
 - Info goes to department chair, then to 1A instructor
- Has the info on instructor results affected change?
 - Faculty are talking to each other more consistently about pedagogy
 - The department plans to use the process for making improvements. At this point it is opening the doors for those difficult conversations that have not been approached to date.

Final decision of the committee:

Unanimous: The English department fully meets the GE SLOs through English B1A.