

BAKERSFIELD COLLEGE ASSESSMENT

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ASSESSMENT OF CRITICAL THINKING
AT BAKERSFIELD COLLEGE

by

Michele M. Bresso
Alexander Henderson
David Neville
Mindy Wilmot

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Four institutional learning outcomes (ILOs) form the foundation of education at Bakersfield College. They are: 1) think critically, 2) communicate effectively, 3) demonstrate competency, and 4) engage productively. Depicted as a stair-step diagram where one outcome gives access to the next, the first step in the ILO model calls for students to think critically and evaluate information for validity and usefulness (Bakersfield College, 2015a). The critical thinking skill set represents a key component in the core of learning at Bakersfield College.

Teaching students to think critically characterizes daily classroom and academic activity of the campus. Bakersfield College offers critical thinking components in key general education courses, including transfer-level English composition, philosophy, rhetoric and argumentation, and more. Couched as a higher order cognitive skill, critical thinking is defined as the ability to interpret, criticize and evaluate information (Feiner & Roberts, 1995) as students analyze conflicting theoretical paradigms and determine meaning. Bryan (2014) extends the realm of critical thinking to tie it to a student's information literacy. Clearly, not only does this practice of teaching critical thinking skills meet the needs of students, but it also answers the demands of the institution's regional accrediting body.

Critical thinking and other skill sets are mandated by the Accrediting Commission for Community and Junior Colleges (ACCJC) in its accreditation standards. Standard IIA11 specifies that an institution's programs should include analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives (Accrediting Commission for Community and Junior Colleges, 2014). The ability to document students' progress as critical thinkers comes through the college assessment activities.

This report details the processes for assessing critical thinking at Bakersfield College. The process begins with a college history of policy-driven assessment practices, and involves professional development activities in which staff members attend outcomes assessment training. Employees use

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their growing assessment knowledge to strategize a plan for campus assessment. Assessment-focused teams create campus-wide assessment activities to gather new data in myriad disciplines. Additionally, they organize data previously collected. Finally, data analysis provides a look at the strength of Bakersfield College's movement toward its institutional learning outcome to develop critical thinkers among its students. As a result, Bakersfield College works vigorously to build students' critical thinking skills through a well-orchestrated, mindful and systematic network of assessment.

Assessment at Bakersfield College

Bakersfield College assesses student learning outcomes (SLOs), program learning outcomes (PLOs) administrative unit outcomes (AUOs) and ILOs. This essential strategy represents an extension of the college's instruction function. Carrying out assessment strategies reveals how students are progressing toward achievement of identified SLOs. Understanding the attainment of SLOs, in turn, forwards comprehension of how PLOs, AUOs and ILOs are being accomplished. Every Course of Record (COR) in use at Bakersfield College contains SLOs, most of which are tied to PLOs and ILOs. Faculty members are expected to regularly assess in their classrooms how students are achieving learning outcomes. In fact, the documentation of classroom assessment is a mandatory part of the college's faculty evaluation process.

Besides in-class assessment of SLOs, Bakersfield College faculty and administrators schedule assessment opportunities to look at the progress of cohorts of students on campus. Additionally, a participatory governance committee devoted to understanding and carrying out assessment meets regularly during the academic year.

Bakersfield College Assessment Committee

The Bakersfield College Assessment Committee coordinates all student learning outcomes assessment processes. The committee functions under the Bakersfield College Assessment Philosophy

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Statement that policy directions for the college are based on providing, monitoring and improving student learning through appropriate assessment measures (Bakersfield College, 2015c). The committee recognizes three goals:

- 1) Provide professional development opportunities for classified, faculty and administrative staff that will further the effectiveness of assessment work
- 2) Move assessment into being positively connected to student success
- 3) Meet compliance requirements

The Assessment Committee works under the charge to coordinate student learning outcomes assessment and report and report to the Executive Vice Presidents of Academic Affairs and Student Services. Faculty members of the committee represent various disciplines of student across the college campus in both instructional and student services divisions. A college administrator and a faculty member co-lead the committee. Since 2010, Assessment Committee members have led the way in the way in encouraging the development of assessment plans.

Assessment Committee work product. Examples of more than 40 program-level assessment plans can be found on the Bakersfield College Assessment Committee website (Bakersfield College, 2015b). These plans represent instructional departments like Foreign Language, Communication, and Performing Arts as well as student services operations such as Admissions and Records, the College Bookstore and Financial Aid. Recently, a campus-wide, dual-phase assessment strategy under the direction of the Assessment Committee involved academic departments mapping SLOs, PLOs and ILOs to show the interconnection and interdependence of learning goals. In phase two of the project, academic departments provided assessment documentation of departmental strategies to assess some of the outcomes mapped earlier.

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Mapping and outcomes assessment training. In an ongoing effort to assess learning outcomes at Bakersfield College, the Assessment Committee chairpersons met with faculty chairs and directors at the March 13, 2015 Faculty Chairs/Directors Council (FCDC) regular meeting to discuss the importance of outcomes assessment. The chairpersons instructed the FCDC members on the completion of course mapping and course assessment worksheets. Mapping a course visually aligns the course SLOs to the PLOs and ILOs. The rationale behind the map is that, once completed, it reveals how a single assessment strategy or activity can measure outcomes at multiple levels. FCDC members were shown how to effectively map courses and were given instructions and an example.

Once faculty completed the course mapping training process with a sample course from their disciplines, next came an assessment strategy experience. Once again, chairs and directors were given instructions—this time about assessment—and an example assessment report to emulate. Faculty chose an SLO from one of their courses, assessed it, and reported the results to the group. Having provided this experience to department chairs and faculty directors, Assessment Committee chairs tasked the faculty leaders with enlisting the support of faculty in their respective departments to complete mapping and assessment processes for all courses. Initially, departments were given a deadline of April 24, 2015 to submit mapping documents, and a deadline of May 14, 2015 for assessment documents.

Department faculty submitted mapping and assessment documents to their department chairs and deans for review. Deans sent the vetted documents to the Assessment Committee for posting on the Assessment Committee's webpage located at this link:

<https://committees.kccd.edu/bc/committee/assessment>

To support the continued flow of mapping and assessment data collection, the Assessment Committee participated in Bakersfield College's inaugural Professional Development Institute held the week of May 18, 2015. Event organizers set aside a day for departmental teams who had not yet

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completed course mapping and/or course assessment. The hands-on training and work session, titled Assessment and Student Learning Outcomes, allowed faculty the time to complete the necessary mapping and assessment documents and to do so under the direction of trained helpers who could answer their questions and smooth the completion and submission process.

Assessment Activities

Bakersfield College Assessment Committee including the make-up of the committee and the committee's charge. Text about various topics and subtopics will be found in this space.

Assessing Critical Thinking in a Cohort

With the task of assessing students' success as critical thinkers, a Bakersfield College team of student success leaders and strategists reviewed several articles about mindset. A mindset is defined as a view a learner has of himself regarding his own intelligence and abilities (Doyle & Zakrajsek, 2013). This mindset, according to Doyle and Zakrajsek, affects a learner's predisposition to engage in the learning process and determines how much time the learner will invest in learning activities in comparison to a self-conceptualized return on that investment. Research on mindset served as a catalyst for the development of a critical thinking evaluation tool based on an article about mindsets.

Faculty designed the assessment tool to be, in itself, a learning activity carried out as part of the training for the Bakersfield College Habits of the Mind (HoM) Program. HoM is a success strategy that helps students structure their educational efforts into activities that build valuable study habits. These habits include persistence, organization, striving for excellence, staying involved, innovation, being focused, learning for life, and emphasizing integrity. Such habits are especially helpful to students who have few educational resources at home and whose family members may not have attended college.

A preponderance of first-time Bakersfield College students are first-generation students. As a view to serving this student population, the research offered a perspective on students' ability to carry out academic soft skills necessary for a foundation in critical thinking. Classroom interventionists

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delivered the assessment to a wide variety of courses over a one-week period. Employing a reading excerpt, student success team members provided students a worksheet and rubric as an in-class assignment in face-to-face and online courses. Students responded to prompts to complete a written homework assignment as a learning artifact.

The student artifacts were then read and normed by a small group of experienced faculty from the Habits of the Mind Program, the Assessment Committee and other student success programs. Writing samples representing each level of the rubric were identified, scored by multiple readers, and then labeled to use in norming classroom interventionists. This activity also provided for assessment of a sample of the total artifacts collected. In addition, raters assessed another packet of artifacts. These artifacts were rated but not labeled with scoring results.

This assessed student work was then given to pre-identified classroom interventionists—a group of faculty who would assess the artifacts without knowing the expert norming results of the unlabeled samples. Classroom interventionists then shared their individual assessment of the unmarked work and discussed reasons for their conclusions.

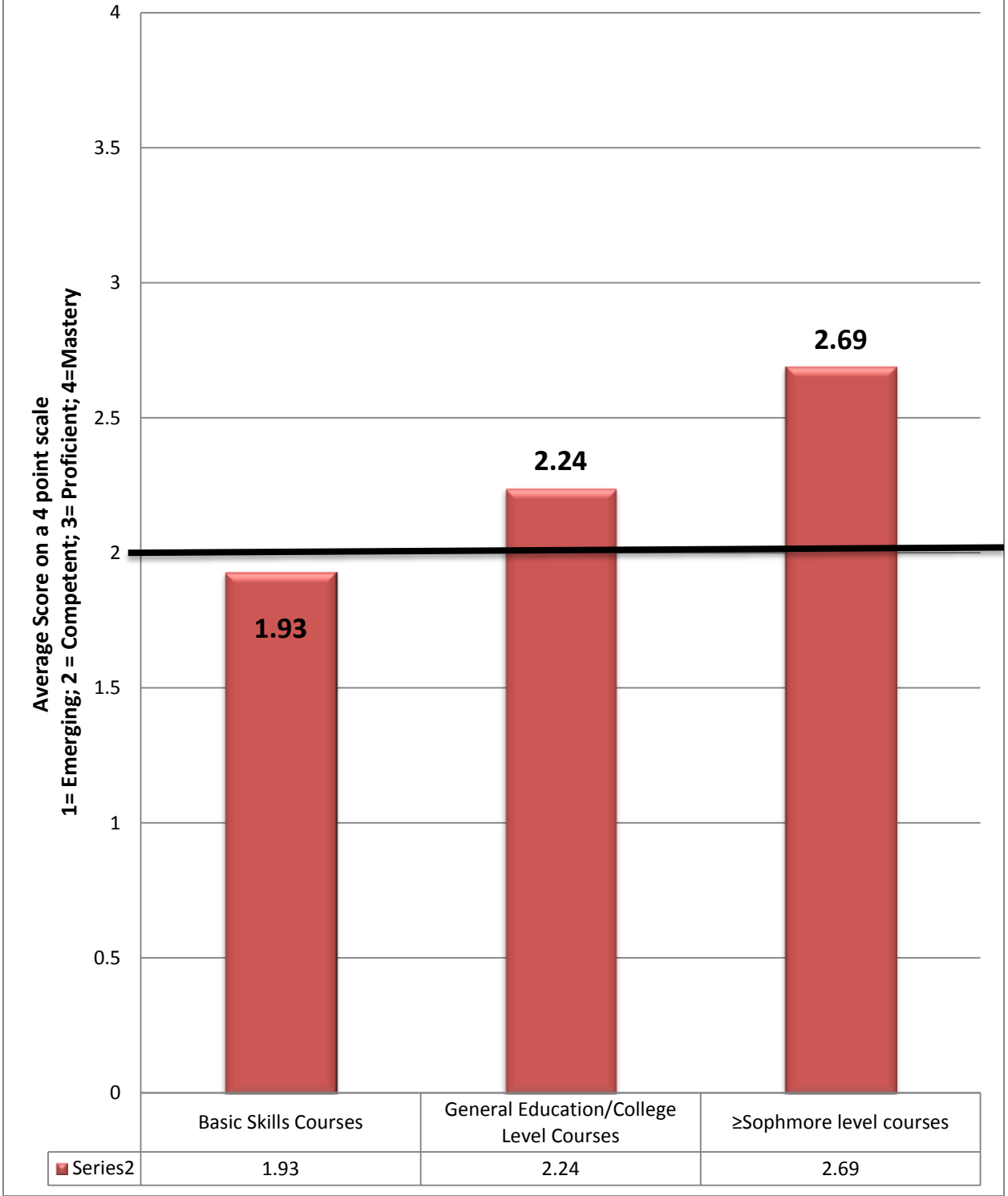
The expert group assessments were then shared with the group, thus completing the norming process. Sample artifacts were randomly chosen. Each artifact was scored regarding student critical thinking skills by two classroom interventionists. When scores did not match, an arbitrator effected a final scoring on the following four-point scale: 1= Emerging; 2 = Competent; 3= Proficient; 4=Mastery. Results of the assessment activity are shown below.

| ILO Assessment | Number | A | Types of Courses |
|---------------------------|------------------------|-------------------------------|-------------------------|
| Information Oct 29 | students Scored | verage Score | |

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| | | | |
|--|---|----------|--|
| Number of Sections Assessed 33 sections total | 420 papers scored of over 800 handed in | | Academic Development, English, Math, History, Communication, Spanish, Human Resources, Biology and Chemistry |
| Number of Basic Skills Sections | 11 sections/173 students scored | 1.9 3 | Reading, Math, English (including accelerated and compressed courses) |
| Number of General Education Sections | 15 sections/ 156 students scored | 2.2 2 | Spanish, Communications, History, English 1A, Sociology |
| Number of \geq Sophomore level courses based on prerequisites required | 7 sections/ 91 students scored | 2.6 5 | Chemistry, Microbiology, Math |

Critical Thinking Institutional Learning Outcome Preliminary Data Oct 29 Draft



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Results of the assessment reveal that as students move through education levels in carrying out their personal education plans, their critical thinking skills increase. While basic skills/developmental students' scores averaged 1.93 on a 4.0 scale, e.g. approaching competence, students enrolled in courses equal to or greater than college sophomore level approached mastery of critical thinking with an average score of 2.69. For detailed results disaggregated by faculty assessor, see Appendix X.

Assessing Critical Thinking in English Courses

In Spring 2015, English instructors instituted a method of assessing multiple outcomes of English B1A: Expository Composition. The first step in assessing these outcomes simultaneously was to establish a base level of students' ability to read and think critically upon entering English B1A. This was accomplished by reading randomly selected essays written by students in English B1A near the beginning of the semester. The instructional outcomes assessed included the first student learning outcome (SLO) of English B1A, the first program learning outcome (PLO), and the first institutional learning outcome (ILO).

| | | |
|---|-----|--|
| 1 | SLO | Read and think critically, including a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose. |
| 1 | PLO | Read and think critically: recognize thesis statements and supporting arguments and/or examples in reading materials; determine organization of reading materials; note points of view, logical fallacies, and biases in reading materials; anticipate opposing views. |
| 1 | ILO | Think critically and evaluate sources and information for validity and usefulness. |

The second step of this assessment was to apply the same method and rubric to scoring randomly selected student essays written near the end of the semester. The instructors answered the same

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questions as before and determined aggregate scores that indicated the level to which the student had progressed in achieving the first outcome of English B1A: introductory, developing, mastery. However, the expectation for this second stage was that the student essays would show higher levels of mastery because the essays were written near the end of the semester. In addition, a higher standard of mastery was set for the aggregate scores. An aggregate score of 21-24 indicated that the student had met expectations for the end of a semester of English B1A, and an aggregate score of 25-27 indicated that the student had exceeded expectations for the end of semester. (See Appendices C through D for rubrics.)

Instructors read the essays looking for evidence of the critical thinking skills, which were assessed at three levels. Essays assessed as introductory level were those that did not meet this aspect of the outcome; essays assessed at the developing level were those that met this aspect of the outcome. Essays assessed at the mastery level were those that exceeded this aspect of the outcome.

The essay's score was determined according to the following system: achieving the category of introductory level was assigned 1 point. The developing level category was assigned 2 points, while a score of 3 points was achieved when reaching the mastery level. Raters also allocated each essay an overall score based on the aggregate of points assigned. Instructors determined aggregate scores that indicated the level to which the student had progressed in achieving the whole of the first outcome of English B1A. An overall raw score of 3 indicated introductory level; an overall raw score of 4-6 indicated developing level; an overall raw score of 7-9 indicated mastery. An aggregate score of 15-20 indicated that a student had achieved the level expected early in a semester of English B1A. An aggregate score of 21-27 indicated a level of mastery and was taken to show that the student had achieved the outcome necessary to satisfy the English 1A course standards.

The program level was scored in the same way as the course level, and an aggregate score was

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determined for the student's level of proficiency; an overall raw score of 3 indicated introductory level; an overall raw score of 4-6 indicated developing level; an overall raw score of 7-9 indicated mastery. An aggregate score of 15-20 indicated that the student had reached the expected level for early in a semester of English B1A. An aggregate score of 21-27 indicated mastery and was taken to show that the student had achieved the outcome necessary to satisfy the English program's standards.

Instructors selected to participate in the assessment determined aggregate scores to indicate the level to which the student had progressed in achieving the first institutional outcome. An overall raw score total of 3 indicated introductory level; an overall raw score of 4-6 indicated developing level; an overall raw score of 7-9 indicated mastery.

An aggregate score of 15-20 indicated that the student had reached the expected level for the beginning of English B1A. An aggregate score of 21-27 indicated mastery and was taken to show that the student had achieved the outcome necessary to satisfy the college's institutional standard.

RESULTS

First phase: Students assessed beginning of semester

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| | S | P | I |
|--|------------------------|-----------------------|------------------------|
| | LO 1 | LO 1 | LO 1 |
| Number of students exceeding expectation (%) | 1 5 (46.88%) | 1 3 (40.63) | 1 4 (43.75%) |
| Number of students meeting expectation (%) | 1 5 (46.88%) | 1 7 (53.13%) | 1 6 (50%) |
| Number of students not meeting expectation (%) | 2 (6.25%) | 2 (6.25%) | 2 (6.25%) |
| TOTAL | | | |
| Number of students meeting or exceeding expectation (%) | 3 0 (93.75%) | 3 0 (93.75%) | 3 0 (93.75%) |

94% of the students in first phase of the assessment either met or exceeded expectations for critical reading and thinking skills at all outcome levels: that is to say, the vast majority of students gave evidence of critical reading and thinking skills at or above the expected level for students of English B1A early in the semester. This data suggests that students have been properly placed in English B1A if

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they are beginning at the top of the composition sequence and that those who have come to English B1A from English B50 have been given the skills necessary to succeed in English B1A.

Second phase: Students assessed end of semester

| | S | P | I |
|--|--------------------|--------------------|--------------------|
| | LO 1 | LO 1 | LO 1 |
| Number of students exceeding expectation (%) | 1 2 (37.50%) | 1 9 (59.38%) | 2 3 (71.88%) |
| Number of students meeting expectation (%) | 1 3 (40.63%) | 7 (21.88%) | 7 (21.88%) |
| Number of students not meeting expectation (%) | 7 (21.88%) | 6 (18.75%) | 2 (6.25%) |
| TOTAL | | | |
| Number of students meeting or exceeding expectation (%) | 2 5 (78.13%) | 2 6 (81.25%) | 3 0 (93.75%) |

78% of the students in the assessment either met or exceeded the Course Student Level Outcome expectations for students late in a semester of English B1A, compared to 81% who met or exceeded the Program Level Outcome expectations and 95% who met or exceeded the Institutional Level Outcome expectations. The difference between success percentages in the first phase and the second phase of the

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assessment suggests that the higher expectations for students at the end of a semester of English B1A led to somewhat lower success rates at the course and program levels. While success rates of 78% and 81% for critical reading and thinking skills are laudable, some departmental discussion of the first SLO and the first PLO, both of which focus on critical reading and thinking skills, may be necessary to account for the discrepancies between these and the first ILO.

In addition, during a norming session before phase two of the assessment, several of the faculty noted that, although evidence of critical reading and thinking skills was strong, many of the essays still suffered from major problems with grammar, punctuation, spelling, diction, syntax, and coherence. An assessment of SLOs that concern these issues is, therefore, necessary

Review of Discipline Assessments Collected

Beginning in March of 2015, all academic programs, student service areas and administrative units were asked to complete an approved mapping form where student learning outcomes (SLOs) for each course were linked to program learning outcomes (PLOs), institutional learning outcomes (ILOs), and, where applicable, general education requirements in an effort to align Bakersfield College's curricular, program, and institutional goals. . Figure 1 shows an example of this mapping:

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Sociology Course Example:

SOCI B2: Problems of Modern Society

| Student Learning Outcomes | Measure | PLO | ILO | GE |
|--|---------------|-------|-----|-------|
| 1. Define the objective and subjective components of social problems and demonstrate the ability to examine those problems from the perspective of the three major sociological theories. | Pre Post Test | PLO 1 | I | D.2.2 |
| | Essay | | II | |
| | | | | III |
| 2. Evaluate and apply sociological concepts to the analysis of social problems including health care, substance abuse, deviance, social institutions, race/ethnicity, gender, youth/aging, demography, environment, technology, war/conflict, and social change. | Post Test | PLO 1 | I | D.2.2 |
| | Essay | PLO 2 | II | D.2.3 |
| | | PLO 3 | III | |
| 3. Relate the knowledge of the basic elements of the scientific method including the various research methodologies used to collect, analyze, and interpret the data/observations appropriate to the examination of social problems. | Pre Post Test | PLO 1 | I | D.2.1 |
| | Essay | PLO 2 | II | |
| | | PLO 3 | III | |

PLOs:

1. Demonstrate an understanding of the perspectives, theories, methods and core concepts of the sociology.
2. Explain the complex interplay between individual, culture, and social structure contributing to the historical development of the discipline of sociology.
3. Demonstrate the ability to utilize the sociological perspective to critically analyze and describe the diverse intersections of social categories, including race, ethnicity, class, gender, sexuality, age, religion, and nationality.

ILOs:

- I. Think critically and evaluate sources and information for validity and usefulness.
- II. Communicate effectively in both written and oral forms.
- III. Demonstrate competency in a field of knowledge or with job-related skills.
- IV. Engage productively in all levels of society – interpersonal, community, the state and nation, and the world.

At Bakersfield College, course SLOs and PLOs are on a six-year assessment cycle where every SLO and PLO is assessed at least one time. Each department is required to have a schedule indicating when learning outcomes will be assessed. As a means of further assessing how Bakersfield College students are building critical thinking skills, two Assessment Committee members reviewed assessment reports from several departments. The reports were collected by the Assessment Committee as a result of the hands-on Assessment and Student Learning Outcomes work session. During that time, departments were asked to complete an Outcome Assessment Report for the learning outcome of their

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choice. This report includes the learning outcome being assessed in a given course in conjunction with the Assessment Plan, results, and analysis for improvement for that learning outcome. An Outcome Assessment Report is pictured below:

| | A | B | C | D | E | F | G |
|----|---|---|--|---------|---|---|---|
| 1 | Outcome Assessment Report | | | | | | |
| 2 | | | | | | | |
| 3 | Department: | EMLS | | | | | |
| 4 | Course Title and Number: | ENSL B50: Introduction to College Composition (EMLS B50) | | | | | |
| 5 | Date of Assessment: | 5/5/2015 | | | | | |
| 6 | Date of Previous Assessment for this OutCome: | This is the first assessment | | | | | |
| 7 | Learning Outcome Assessed: Specify SLO#/PLO#/AUO# | | | | | | |
| 8 | SLO # 3 Integrate the ideas of others through paraphrase, summary, and quotation into a paper that expresses the writer's own opinion, position, or analysis. | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | | | | | | | |
| 14 | Results: | | | | | | |
| 15 | Number of Students Exceeding Expectations | Number of Students Meeting Expectations | Number of Students that Do Not Fully Meet Expectations | Totals | | | |
| 16 | 13 | 14 | 8 | 35 | | | |
| 17 | 37.14% | 40.00% | 22.86% | 100.00% | | | |
| 18 | | | | | | | |
| 19 | | | | | | | |
| 20 | Total meeting or exceeding outcome expectations | | | 27 | | | |
| 21 | Percent meeting or exceeding expectations | | | 77.14% | | | |
| 22 | | | | | | | |
| 23 | The Outcome Narrative: | | | | | | |
| 24 | | | | | | | |
| 25 | Assessment Plan: | A pre-test diagnostic essay was given the second day of the semester. It was scored on a holistic rubric from 1-5, with 1 being the lowest, and 3, 4, and 5 being passing grades. The same topic and directions were given in the 15th week of the semester, the students' original essays were handed back, so they could revise the essay in any way they wished. The essays were then scored with the same holistic rubric. | | | | | |
| 26 | | 49 students took the pre-test (in two sections), and 37 students took the post-test. | | | | | |
| 27 | | | | | | | |
| 28 | | | | | | | |
| 29 | | | | | | | |
| 30 | | | | | | | |
| 31 | | | | | | | |
| 32 | Analysis and Plan for Improvement: | This appeared to be an effective measure of improvement on this particular SLO. Whereas only 32% achieved passing scores on the pre-test, over 77% achieved passing scores of 70% or better on the post-test. Only one student did worse due to plagiarism, and 11 students scored the same on the rubric. 23 students (66%) improved their scores. Therefore, as this is an effective measure, it will be used again and its use will be expanded into more sections. of ENSL B50. | | | | | |
| 33 | | | | | | | |
| 34 | | | | | | | |
| 35 | | | | | | | |
| 36 | | | | | | | |
| 37 | | | | | | | |
| 38 | | | | | | | |
| 39 | | | | | | | |
| 40 | | | | | | | |

Through the mapping of the SLOs to the PLOs and ILOs, the committee was able to make a determination as to whether courses and programs were assessing the first ILO: *Think critically and evaluate sources and information for validity and usefulness*. To carry out this task, committee members

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performed a two-part analysis of the data. First, the team gathered the assessment data from the Outcome Assessment Report. Next, team members determined whether or not the SLO in question was aligned to the Critical Thinking ILO by referring to the mapping document that each department produced for their classes. Finally, committee members looked at how many reports indicated that students were successful in meeting expectations at the 70% level or higher. Of the 66 SLO reports reviewed, the team found that 57 met or exceeded the 70% level, resulting in an overall success rate of 86.36%.

Next, committee members looked at the total number of students assessed in the reports collected and compared this number to the number of students who met or exceeded the outcome expectation as determined by the faculty involved in that assessment. Of a total of 2,970 students, some 2,330 met or exceeded the SLO expected level. The percentage of those meeting or exceeding expectations was 78.45%.

Analysis, Recommendations and Conclusions

The assessments results outlined in this report suggest evidence that Bakersfield College is strengthening students' critical thinking skills in a variety of college courses and that the majority of Bakersfield College students who participated in these studies succeeded in developing critical thinking abilities. The data show that students move through a progression of increasingly rigorous coursework to develop skills at introductory, developing and mastery levels. The information suggests that ancillary activities, like Habits of Mind, learning communities and cohort models may enhance students' ability to focus on learning and reflect improvement.

The studies also indicate the value of Bakersfield College's policy and practice to engage in regular, ongoing assessment of SLOs, PLOs and ILOs. More of this kind of activity is needed and is

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essential to the work of Bakersfield College. The following findings indicate the need for increased focus by the college on assessment:

More Data

Assessment committee members received 66 Outcome Assessment Reports and many more are needed to add strength and clarity to the analysis. Because deadlines to collect this assessment data fell at the end of the academic year, a time fraught with tasks related to bringing a semester and a year to a close, assessment reports available for analysis were not as plentiful as hoped. In the future, timing of this data collection should be adjusted to a point that would provide more faculty members time to engage in the process.

Assessment Technology Needed

Assessment tool. With ever more attention being placed on the assessment of learning outcomes at all levels including course, program, institutional, general education and administrative units, Bakersfield College and the Kern Community College District have been in need of an assessment tracking evaluation tool that responds to evaluation criteria established by ACCJC and that meets the needs specified in an evaluation rubric (Appendix X) agreed upon by a district committee in February of 2015. Kern Community College District needs a program that can assist in assessing student learning, as well as in entering, reporting and using the data upon which strategic decisions are based upon at the college and district levels.

At this time Kern Community College District does not have an effective computer or web-based program for collecting data at Bakersfield College or its sister institutions. Bakersfield College has been using CurricUNET but found this program to be inadequate to meet assessment plans and policies due to difficulties in entering and retrieving data, performing simple updates to SLOs as required by ACCJC, and an overall lack of responsiveness by the CurricUNET tech support team to requests for help with

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these problems. In many instances, CurricUNET was unreliable in generating reports or finding information previously submitted. As a stop-gap measure, the Assessment Committee created assessment forms to accomplish the task of gathering and collating data.

A new assessment tracking tool will produce data that is actionable, sustainable, and meaningful at all levels of the institution and to all stakeholders in the community. With actionable data, decisions affecting disproportionately impacted students would be improved as well as assist us in focusing on the needs of our students. A good tool will help to relieve the amount of work and redundancy currently experienced by faculty and administration as well as provide more time and place more emphasis on student learning.

Adopting a program that helps in the reporting, collating and analysis of the student learning outcomes is especially valuable in light of the new ACCJC standard 1B6 which requires disaggregation of student data for disproportionately impacted students. With this in mind, a committee consisting of the vice presidents of Bakersfield College, Porterville College and Cerro Coso Community College, the Kern Community College District Vice Chancellor of Educational Services and others is tasked with recommending a new system. Review of vendors will take place in fall 2015. Following demonstration, testing and evaluation, the committee will recommend an assessment product for purchase and use.

Assessment Continual Quality Improvement

The assessment processes carried out by the Assessment Committee proved that inconsistencies exist in some of the mapping documents that were submitted. Committee members should review the documents and request feedback or clarification from departments. The committee should establish a system of review of assessments so that the information arrives in a more timely fashion and is valid and reliable. Additionally, ILO language should be revisited to focus on making our institutional learning outcomes more defined and measurable and less aspirational.

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Improving assessment means strengthening the Assessment Committee. This can be carried out through better defined duties and resources for Assessment Committee chairs. Also, member training and expression of expectations for a scope of work to be accomplished by the committee in the coming year will serve to improve the committee's output. Part of this scope of work should include establishing clearly defined dates and benchmarks for when data should be assessed, collected, evaluated, and shared. All discipline areas need to be represented on the committee with the potential of having larger departments contributing additional members to assist in the assessment process. With Bakersfield College's commitment to ongoing, continual, campus-wide assessment, more help will be needed to meet expectations and achieve our goals of student centered learning.

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Appendix A

| ILO Critical Thinking 10/18 additional | | | | | | |
|--|-----------------|----------|------------|-----|---------|-----|
| Basic Skills Classes | Course | Faculty | number | av | total | |
| | | | 11 | | | |
| | Algebra | Rush | 71441 | 25 | 2.08 | 52 |
| | Algebra | Rush | 71444 | 18 | 2.05556 | 37 |
| | Eng50 | Marquez | 71108 | 2 | 2.5 | 5 |
| | Eng50 | Marquez | 71105 | 3 | 3 | 9 |
| | Math 50 | Tarjan | 72422 | 16 | 1.8125 | 29 |
| | ACDV B72 | Bligh | TTH | 10 | 1.6 | 16 |
| | ACDV B72 | Bligh | MW | 10 | 1.4 | 14 |
| | ACDV B62 | Bligh | MW8 | 7 | 2.14286 | 15 |
| | Unknown | | | 23 | 1.78261 | 41 |
| | ACDV B61 | Johnson | | 28 | 2.10714 | 59 |
| | ENGB60 | Boyles | | 12 | 2.08333 | 25 |
| | ENG B53 | Boyles | | 19 | 1.68421 | 32 |
| | | | | 173 | 1.93064 | 334 |
| GE Courses | 16 | | | | | |
| | SpanB1 | Neville | 71811 | 2 | 2.5 | 5 |
| | SpanB1 | Neville | 71805 | 3 | 3 | 9 |
| | SpanB1 | Neville | 71807 | 8 | 2.75 | 22 |
| | Com B1 | Norris | TTh2 | 23 | 1.65217 | 38 |
| | ComB1 | Norris | TTH4 | 20 | 1.65 | 33 |
| | CommB1 | Norris | Th6 | 17 | 1.41176 | 24 |
| | His 17B | Miller | MW | 19 | 2.21053 | 42 |
| | His17A | Miller | MW | 2 | 4 | 8 |
| | His 17A | Miller | MW | 5 | 2.6 | 13 |
| | EngB1A | Davies | | 20 | 2.5 | 50 |
| | EngB1A | Dumler | | 12 | 3.5 | 42 |
| | EngB1A | Dumler | | 8 | 3.375 | 27 |
| | unknown | | | 3 | 1.66667 | 5 |
| | History 25 | Miller | | 5 | 1.8 | 9 |
| | Hr People Skill | Robinson | 70745 | 9 | 2.44444 | 22 |
| | | | | 156 | 2.23718 | 349 |
| Advanced | 8 | | | | | |
| | Math B4A | Tarjan | 71426 | 17 | 2.94118 | 50 |
| | Math B6B | Tarjan | 71475 | 22 | 2.40909 | 53 |
| | Bio 16 | Peat | 70683 | 25 | 2.36 | 59 |
| | Chem 30 | Vaughn | 1 section | 12 | 3.25 | 39 |
| | Chem 11 | Lowe | 3 sections | 11 | 3.09091 | 34 |

BAKERSFIELD COLLEGE ASSESSMENT

| | | | | | | |
|-----------------------------|----------|---------|-------|--------|---------|-------|
| | unknown | | | 4 | 2.5 | 10 |
| ILO Critical Thinking 10/18 | | | | 91 | 2.69231 | 245 |
| additional | | | | | | |
| Basic Skills | Course | Faculty | | | | |
| Classes | 11 | | | number | av | total |
| | Algebra | Rush | 71441 | 25 | 2.08 | 52 |
| | Algebra | Rush | 71444 | 18 | 2.05556 | 37 |
| | Eng50 | Marquez | 71108 | 2 | 2.5 | 5 |
| | Eng50 | Marquez | 71105 | 3 | 3 | 9 |
| | Math 50 | Tarjan | 72422 | 16 | 1.8125 | 29 |
| | ACDV B72 | Bligh | TTH | 10 | 1.6 | 16 |
| | ACDV B72 | Bligh | MW | 10 | 1.4 | 14 |
| | ACDV B62 | Bligh | MW8 | 7 | 2.14286 | 15 |
| | Unknown | | | 23 | 1.78261 | 41 |
| | ACDV B61 | Johnson | | 28 | 2.10714 | 59 |
| | ENGB60 | Boyles | | 12 | 2.08333 | 25 |
| | ENG B53 | Boyles | | 19 | 1.68421 | 32 |
| | | | | 173 | 1.93064 | 334 |
| GE Courses | 16 | | | | | |
| | SpanB1 | Neville | 71811 | 2 | 2.5 | 5 |
| | SpanB1 | Neville | 71805 | 3 | 3 | 9 |
| | SpanB1 | Neville | 71807 | 8 | 2.75 | 22 |
| | Com B1 | Norris | TTh2 | 23 | 1.65217 | 38 |

BAKERSFIELD COLLEGE ASSESSMENT

| | | | | | |
|-----------------|----------|-------|-----|---------|-----|
| ComB1 | Norris | TTH4 | 20 | 1.65 | 33 |
| CommB1 | Norris | Th6 | 17 | 1.41176 | 24 |
| His 17B | Miller | MW | 19 | 2.21053 | 42 |
| His17A | Miller | MW | 2 | 4 | 8 |
| His 17A | Miller | MW | 5 | 2.6 | 13 |
| EngB1A | Davies | | 20 | 2.5 | 50 |
| EngB1A | Dumler | | 12 | 3.5 | 42 |
| EngB1A | Dumler | | 8 | 3.375 | 27 |
| unknown | | | 3 | 1.66667 | 5 |
| History 25 | Miller | | 5 | 1.8 | 9 |
| Hr People Skill | Robinson | 70745 | 9 | 2.44444 | 22 |
| | | | 156 | 2.23718 | 349 |

Advanced 8

| | | | | | |
|----------|--------|------------|----|---------|-----|
| Math B4A | Tarjan | 71426 | 17 | 2.94118 | 50 |
| Math B6B | Tarjan | 71475 | 22 | 2.40909 | 53 |
| Bio 16 | Peat | 70683 | 25 | 2.36 | 59 |
| Chem 30 | Vaughn | 1 section | 12 | 3.25 | 39 |
| Chem 11 | Lowe | 3 sections | 11 | 3.09091 | 34 |
| unknown | | | 4 | 2.5 | 10 |
| | | | 91 | 2.69231 | 245 |

Appendix B

Rubric for Assessing Student Learning Outcome #1 of English B1A

Does the student's essay show evidence of reading and thinking critically for content?

1. Introductory level 2. Developing 3. Mastery

Does the student's essay show evidence of reading and thinking critically for context?

1. Introductory level 2. Developing 3. Mastery

Does the student's essay show evidence of reading and thinking critically for rhetorical merit?

1. Introductory level 2. Developing 3. Mastery

Appendix C

Assessing Program Level Outcome #1 for English B1A

Does the essay show evidence that the student has recognized thesis statements and supporting arguments or examples of the reading materials on which the essay is based?

1. Introductory level 2. Developing 3. Mastery

Does the essay show evidence that the student has determined the organization of the reading material on which the essay is based?

1. Introductory level 2. Developing 3. Mastery

Does the essay show evidence that the student has noted points of view, logical fallacies, and biases in the reading material on which the essay is based?

1. Introductory level 2. Developing 3. Mastery

Appendix D

Rubric for Assessing Institutional Level Outcome #1 for English B1A

Does the essay show evidence that the student has used critical thinking while reading the material on which the essay is based?

1. Introductory level 2. Developing 3. Mastery

Does the essay show evidence that the student has integrated information to formulate principles?

1. Introductory level 2. Developing 3. Mastery

Does the essay show evidence that the student has shared the acquisition of knowledge?

1. Introductory level 2. Developing 3. Mastery