Outcomes Institutional Plan for the Assessment of Student Learning
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Copied with adaptation from:
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measure</th>
<th>Program Learning Outcome</th>
<th>General Education</th>
<th>Institutional Learning Outcome</th>
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<tr>
<td>SOCI B1:1. Compare and contrast the basic elements of the three major theoretical perspectives in sociology.</td>
<td>Pre Post Test</td>
<td>PLO:1</td>
<td>GE: D.2.1</td>
<td>ILO: 3. A, C</td>
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<td>SOCI B2 SLO 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.</td>
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<td>SOCI B 20 SLO 1: Differentiate and apply the basic theoretical perspective and concepts related to social psychology.</td>
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<td>SOCI B28 SLO 1: Effectively demonstrate an understanding of the diverse sociological perspectives used to understand the construction and interpretation of gender, including the impact of multiple agents of socialization.</td>
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<td>SOCI B36 SLO 1: Identify and describe the sociological theories and concepts related to Chicano acculturation, assimilation and cultural change, by generations in the United States.</td>
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ILO Report – Critical thinking project and future assessment plans: David Neville

The Current Critical Thinking Project:

The above comes from the Institutional Scorecard. Credit needs to go to Janet Fulks and Gloria Dumler for putting the majority of this together. We also had several volunteers who were normed on the rubric and assisted in the scoring of the critical thinking essays.

We will complete additional scoring on Thursday evening - 10/16

Critical Thinking ILO Preliminary Data (DRAFT)

<table>
<thead>
<tr>
<th>Score Rubric Results</th>
<th>Basic Skills</th>
<th>General Education</th>
<th>Courses with Prerequisites</th>
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<tr>
<td>Series1</td>
<td>1.94</td>
<td>2.34</td>
<td>2.39</td>
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The Future for Bakersfield College Institutional Learning Outcomes

I. We will be linking SLOs, PLOs, GE SLOs and ILOs in a graphical manner so that each department and program can visually see how their SLOs link to their program and ultimately to the Bakersfield College Institutional Learning Outcomes. (See attachment)

II. Suggested Creation of a publication: Outcomes Institutional Plan for the Assessment of Student Learning. (Copied with adaptation from: http://www.umuc.edu/outcomes/upload/Inst_Plan_2010.pdf) (See attachment)

III. Begin the training of assessment committee members in what should be included in the assessments including methods, tying to PLOs and ILOs and frequency and facilitating the move from a culture of compliance to a culture of student learning.

IV. We should also consider an assessment coupled with an essay portion of those students coming into BC and also make it a requirement of graduation for those who are graduating or transferring to take the same test so that we have data from students at the both ends of the Bakersfield College educational process.

We are already using such a program for assessment purposes and with an essay automatically scored we would be assessing the first two ILOs and then we would be assessing the third ILO of content knowledge through the SLO/PLO/ILO mapping. I believe that this process would be effective, sustainable and give us valuable data from which to assess future goals.

V. Include in the CCSSE – A section specifically targeting the last ILO about students appreciating their civic responsibilities.

VI. Adoption of a program that will facilitate the reporting of Assessment data for the SLOs, PLOs and ILOs like Tracdat currently being used by College of the Sequoias (http://www.nuventive.com/products/tracdat/) or eLumen (http://elumen.info/about/elumen-collaborative/).