



## Annual Assessment Report 2021-2022

### BA Liberal Studies

### Liberal Studies

### College of Education and Integrative Studies

#### CONTACT

**Name of Program Assessment Lead** Maya Stovall

**Name of Person Completing Report** Christina Chavez- Reyes

**DISCIPLINARY ACCREDITATION** No

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

**How were the program's SLOs developed? (select all that apply)**

- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

**Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.**

- Department Website - provide URL: <https://www.cpp.edu/ceis/liberal-studies/newimages/liberal-studiescurriculum-matrix-forsemester-programupdated-5-copy.png>

#### ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

**How many total SLOs does your program assess according to your assessment plan?**

- 6

**How many SLOs did your program assess this past year in 2021-2022?**

- My program assessed SLOs in AY 2021-2022

**Please list the SLOs examined**

- SLO #1: Retrieve foundational knowledge (concepts, theories, works) in the arts, social sciences, and natural sciences to be subject matter competency or to think, learn and problem-solve.
- SLO #2: Think critically about “wicked problems” or various human experiences and perspectives using disciplinary knowledge from the arts, humanities, social sciences, and natural sciences.
- SLO #3: Write effectively at a college- graduate level for academic and professional purposes.
- SLO #4: Speak effectively at a college- graduate level for academic and professional purposes.

**Student Learning Outcome (SLO):** Retrieve foundational knowledge (concepts, theories, works) in the arts, social sciences, and natural sciences to be subject matter competency or to think, learn and problem-solve.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

**Student Learning Outcome (SLO):** Think critically about “wicked problems” or various human experiences and perspectives using disciplinary knowledge from the arts, humanities, social sciences, and natural sciences.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> <li>Capstone product (e.g., project, senior thesis, etc)</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

**Student Learning Outcome (SLO): Write effectively at a college- graduate level for academic and professional purposes.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> <li>Capstone product (e.g., project, senior thesis, etc)</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

**Student Learning Outcome (SLO):** Speak effectively at a college- graduate level for academic and professional purposes.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> <li>Capstone product (e.g., project, senior thesis, etc)</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

## IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- No discussion occurred in AY 2019-2020

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.

As a small department, we only were able to work on the coherence of the curriculum, which is likely to impact future assessment activities.

[CPP's GI2025 goals](#) What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)

Use tableau data for this purpose.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

**Assessment Plan**

Yes

**Curriculum Matrix**

Yes