



Annual Assessment Report 2023-2024

Interdisciplinary General Education

Department of Liberal Studies

College of Education & Integrative Studies

CONTACT

Name of Program Assessment Lead Dennis Quinn

Name of Person Completing Report Dennis Quinn

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/interdisciplinary-general-education/index.shtml>
- ☐ Course Syllabi
- ☐ Brochures or other printed material

ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024**. 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?

- ☐ 2

How many SLOs did your program assess this past year in 2023-2024?

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

Please list the SLOs examined

- SLO #1: Articulation of Values
- SLO #2: Integrative Learning

Student Learning Outcome (SLO): Articulation of Values

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">Collected/Analyzed/Developed/Modified/Discussed assessment tools	<ul style="list-style-type: none">Oral performance (e.g., presentation, defense, conference presentation, etc.) (Direct)Student survey/interview/focus group with self-reports of SLO achievement (Indirect)Student reflective writing assignment (e.g., essay, journal entry, self-assessment) on their SLO achievement	<ul style="list-style-type: none">Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
29	Average	Yes	How well the students were able to articulate values by the end of the course.

Student Learning Outcome (SLO): Integrative Learning

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">Collected/Analyzed/Developed/Modified/Discussed assessment tools	<ul style="list-style-type: none">Oral performance (e.g., presentation, defense, conference presentation, etc.) (Direct)Student survey/interview/focus group with self-reports of SLO achievement (Indirect)Student reflective writing assignment (e.g., essay, journal entry, self-assessment) on their SLO achievement	<ul style="list-style-type: none">Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
29	Average	Yes	Students were beginning to grasp the complexities of interdisciplinary and integrative approaches to real world problems.

IMPROVING THROUGH ASSESSMENT

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.

- Program/department faculty as whole
- A committee of program/department faculty
- College curriculum committee

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 2023-2024 so that others may learn from your experiences.

Challenges are primarily with so few faculty in the program it is difficult to keep up with assessment. Also, getting data was an issue because we are not a major. That was until Dr. Haakenson was able to acquire the information through collaboration.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), CPP's [Student Success Dashboard](#) on Tableau, [CPP's Graduating Senior Survey](#) on Tableau, course evaluations, etc.

Although IGE is not a major, so graduation rates do not pertain to us directly, but we do have strong first year retention rates which benefit all majors who participate in IGE. We enhance our assessment by combining and comparing data DFW, retention, and equity gap data from the Tableau, course evaluations that ask about student sense of community and evaluation of professors' success in achieving LOs, and First Year student survey on which students reflect on their own improvement. In all these data points, IGE performs either on par or better than our department compatriots. We make this data available to all the programs and majors we serve helping to bring their students into similar success in terms of retention, DFW, equity gaps, and others.

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