



## Annual Assessment Report 2022-2023

### Interdisciplinary General Education

### Liberal Studies

### College of Education & Integrative Studies

#### CONTACT

**Name of Program Assessment Lead** Hilary Haakenson

**Name of Person Completing Report** Hilary Haakenson

**DISCIPLINARY ACCREDITATION** No

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

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

- We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- 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-generaleducation/programinformation/learningoutcomes.shtml>
- Student Handbook - provide URL: [Posted in Canvas course sites](#)
- Course Syllabi
- Brochures or other printed material

#### ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. 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?

- 7

### How many SLOs did your program assess this past year in 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

### Please list the SLOs examined

- SLO #1: Oral Communication SLO 1: Students will speak effectively to various audiences in various contexts.
- SLO #2: Written Communication SLO 2: Students will write effectively to various audiences in various contexts.
- SLO #3: Critical Thinking: Students will apply critical thinking skills. SLO 1: Students will evaluate information and underlying premises, and provide arguments and draw conclusions based on sound and accurate evidence and reasoning.
- SLO #4: Historical, Social, and Multicultural Understanding: Students will describe the historical and social development of diverse cultures from cross-cultural and global perspectives. SLO 1: Students will evaluate diverse historical, social, and cultural expressions, and how they shape core institutions, practices, beliefs, and values.
- SLO #5: Articulation of Values: Students will define and articulate their own values as citizens and critically examine the implications of their own actions and speech. SLO 1: Students will articulate their own values and how they guide their behavior.
- SLO #6: Understanding and Appreciation of Aesthetic Experiences: Students will understand and appreciate the creative process and various works of art from different perspectives SLO 1: Students will interpret the significance of works of literary, visual, architectural, spatial, musical, and dramatic art from different perspectives (including sociological, historical, and philosophical approaches).
- SLO #7: Information Literacy: Students will conduct effective research ethically. SLO 1: Students will critically evaluate the information found, and use it ethically to pursue research and analysis effectively.

**Student Learning Outcome (SLO): Oral Communication SLO 1: Students will speak effectively to various audiences in various contexts.**

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> <li>Scored indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> <li>Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement</li> <li>Employer meetings/discussions/survey/interview of student SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
57	Percentage above significant improvement	Yes	

**Student Learning Outcome (SLO): Written Communication SLO 2: Students will write effectively to various audiences in various contexts.**

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> <li>• Scored indirect evidence of student learning</li> <li>• Interpreted and made meaning of findings for indirect evidence</li> <li>• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey/interview/focus group with self-reports of SLO achievement</li> <li>• Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
57	Percentage above significant improvement	Yes	

**Student Learning Outcome (SLO): Critical Thinking: Students will apply critical thinking skills. SLO 1: Students will evaluate information and underlying premises, and provide arguments and draw conclusions based on sound and accurate evidence and reasoning.**

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> <li>• Scored indirect evidence of student learning</li> <li>• Interpreted and made meaning of findings for indirect evidence</li> <li>• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

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**Student Learning Outcome (SLO): Historical, Social, and Multicultural Understanding: Students will describe the historical and social development of diverse cultures from cross-cultural and global perspectives. SLO 1: Students will evaluate diverse historical, social, and cultural expressions, and how they shape core institutions, practices, beliefs, and values.**

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## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2022-2023? Select all that apply.**

- Results indicated no action needed because students met expectations
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

**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.**

- Program/department faculty as whole
- A committee of program/department faculty
- Program/department assessment 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 2022-2023 so that others may learn from your experiences.**

Continuous changes in GE mean necessary changes to assessing our program.

**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, course evaluations, etc.**

We do not have access to program information from dashboard because we do not have a degree. This poses regular problems for us in terms of resource allocation, etc.

**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**