### BA Liberal Arts Degree Completion Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs)

(See attached Fresno State Student Learning Outcome Assessment Plan, or SOAP)

**PLO 1: Think Critically**

Students evaluate and synthesize a wide variety of information sources, perspectives, and methods to creatively address complex human problems.

**Student Learning Outcomes**: Graduates will be able to

* 1. Identify, evaluate, and synthesize varied source materials: primary, secondary, and tertiary.
  2. Apply relevant disciplinary knowledge and methods.

**PLO 2: Communicate Effectively**

Students demonstrate advanced skills in written, oral, and digital forms of communication.

**Student Learning Outcomes**: Graduates will be able to

2.1 Employ writing as a process to effectively organize and convey complex information and analysis with attention to rhetorical contexts.

2.2 Effectively organize and convey complex information and analysis orally and digitally with attention to rhetorical contexts.

**PLO 3: Interpret and Appreciate Creativity**

Students interpret creative works of art and literature from a diversity of cultures and explore the significance of aesthetic dimensions of human experience.

**Student Learning Outcomes**: Graduates will be able to

* 1. Interpret creative works (visual art, performance, or literature), forming reasonable hypotheses about symbolic or figurative meanings.
  2. Describe the value of creativity and aesthetics in human societies.

**PLO 4: Value Diversity**

Students demonstrate nuanced cross-cultural awareness, communication and collaboration skills, and appreciate the value of diversity in communities and work places.

**Student Learning Outcomes**: Graduates will be able to

* 1. Identify and incorporate diverse perspectives when working with others to negotiate shared understandings.

**PLO 5: Lead Ethically**

Students apply a sophisticated understanding of professional ethics, social responsibility, and civic leadership.

**Student Learning Outcomes**: Graduates will be able to

* 1. Describe and give examples of ethics and standards, including civil rights, in professional and civic contexts.
  2. Analyze and describe the relationship between individual and social responsibility using specific examples.

1. These program proposal elements are required:

* Comprehensive assessment plan addressing all assessment elements (also see attached APPENDIX: Fresno State Student Outcome Assessment Plan SOAP).

**Learning Outcomes Alignment Matrix: University, Program, Student Outcomes and Plan for Assessment**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **University Learning Outcomes** | **Program Learning Outcomes** | **Student Learning Outcomes** | **Courses where SLOs will be assessed** | **Assessment activity or assignment used to measure SLO** | **Assessment tool used to measure outcome success** | **How data findings will be reported** | **Designated personnel to collect, analyze and report data** | **Closing the loop strategies** | **Program Findings dissemination schedule** |
| **Students will**  **ILO 1: develop a foundational, broad and integrative knowledge** of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study.  **ILO2:** **acquire specialized knowledge** as identified by program learning outcomes in their major field and demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice.  **ILO3:** **improve intellectual skills** including critical thinking, effective oral and written communication, information literacy and quantitative reasoning and demonstrate fluency via application of these skills to everyday problems and complex challenges.  **ILO4:** **apply knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches; and apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives.  **ILO5:** **exemplify equity, ethics, and engagement;** form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural competencies to promote equity and social justice in theclassroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions. | **PLO 1: Think Critically**  Students evaluate and synthesize a wide variety of information sources, perspectives, and methods to creatively address complex human problems. | **SLO 1.1** Identify, evaluate, and synthesize varied source materials: primary, secondary, and tertiary. | ENGL 160W | Research Essay with annotated bibliography | Rubric designed to measure each SLO.  AND  Self-scored Knowledge Inventory on all SLOs will be administered to entering and exiting students | Report on percentage of students who meet or exceed a minimum level established for each SLO, for both direct measure (assignment and rubric) and indirect measure (knowledge Inventory on SLOs) | Instructor will administer direct assessment activities, score with SLO rubrics developed by steering committee, and report data to steering committee.  Program director will administer self-scored Knowledge Inventory on all SLOs to entering and exiting students as a comprehensive indirect assessment. Data will be reported to steering committee, program instructors to inform program revision and development.  Program steering committee will review data, analyze, determine areas for improvement, and report findings to all program instructors and deans of CAH and CGE. | Program faculty and steering committee use findings to inform appropriate revisions to courses taught and program as a whole, including revisions to assessment plan. Steering committee will use findings to identify areas for professional learning for instructors and set up relevant opportunities for faculty learning. To be repeated with each student cohort, on an approximately 15-month cycle.  Every five years, data from the previous five years on all SLOs will be analyzed for overall trends in student learning in order to plan for curricular change as needed to ensure student success on all PLOs. | Program assessment findings and instruction and assessment improvement plan will be disseminated to instructional faculty and CAH and CGE deans with each cohort of students, on an approximate 15-month cycle.  Every five years, data from the previous five years on all SLOs will be analyzed for overall trends in student learning in order to plan for curricular change as needed to ensure student success on all PLOs. |
| **SLO 1.2** Compare and apply relevant disciplinary knowledge and methods. | AH 116 | Final Project (addressing a key Central Valley challenge) with Annotated Bibliography |
| **PLO 2: Communicate Effectively**  Students demonstrate advanced skills in written, oral, and digital forms of communication. | **SLO 2.1** Employ writing as a process to effectively organize and convey complex information and analysis with attention to rhetorical contexts. | ENGL 160W | Research Essay with annotated bibliography |
| **SLO 2.2** Effectively organize and convey complex information and analysis orally and digitally with attention to rhetorical contexts. | AH 116 | Presentation of final project (digital/oral) |
| **PLO 3: Interpret and Appreciate Creativity**  Students interpret creative works of art and literature from a diversity of cultures and explore the significance of aesthetic dimensions of human experience. | **SLO 3.1** Interpret creative works (visual art, performance, or literature), forming reasonable hypotheses about symbolic or figurative meanings. | AH 116 | Discussion Board Forum Posts |
| **SLO 3.2** Describe the value of creativity and aesthetics in human societies. | AH 116 | Discussion Board Forum Posts |
| **PLO 4: Value Diversity**  Students demonstrate nuanced cross-cultural awareness, communication and collaboration skills, and appreciate the value of diversity in communities and work places. | **SLO 4.1** Identify and incorporate diverse perspectives when working with others to negotiate shared understandings. | AH 116 | Presentation of final project (digital/oral) |
| **PLO 5: Lead Ethically**  Students apply a sophisticated understanding of professional ethics, social responsibility, and civic leadership. | **SLO 5.1** Describe and give examples of ethics and standards, including civil rights, in professional and civic contexts. | WS 120 | Assessment/Recommendation Report and Presentation |
| **SLO 5.2** Analyze and describe the relationship between individual and social responsibility using specific examples. | AH 116 | Presentation of final project (digital/oral) |

*Comprehensive Assessment Plan*:

Data on Student Learning:

Data for comprehensive evaluation of student learning will be **collected** through direct (course learning activities) and indirect (entering –ENGL 160W – and exiting AH 116 – student ~~self-scored Knowledge Inventory~~ Learning Evaluations) assessment activities. Direct activities will be **scored** with a rubric designed to measure student learning for each SLO. Data will be **reported** indicating the percentage of students meeting and exceeding each learning outcome.

Schedule for Assessment:

Data will be collected, reported, and analyzed for ~~each~~ 2 SLOs, on an ~~approximately~~ **~~30-month schedule (for 2 cohorts~~) annual basis, moving through all SLOs on a rotating basis**. Data will be reported to all program instructors, to help inform future planning and teaching of courses. Steering committee will use data to inform program revision and development to better promote student learning on each LO in future cohorts.

**Every ~~eight~~ five years,** data on all SLOs assessed from the previous 5 cohorts will be analyzed for overall trends in student learning in order to plan for curricular change as needed to ensure student success on all PLOs.

Most students will finish the program within one-two years and all SLO’s will be evaluated on a five ~~four~~-year cycle ~~and thus outcomes will be measured by evaluating students from no more than two cohorts~~. Every five ~~eight~~ years, the results from ~~three sets of~~ cohorts will be compared and analyzed.

**First cycle ~~(two cohorts):~~**

Faculty will use common rubric based on the program SOAP SLOs to assess student learning on the direct measures specified. Data will be reported to the program faculty and College for analysis and recommendations for instructor professional learning, course revisions, or curricular changes.

**~~2018 -2019~~ 2020-2021 AY**

PLO 1/SLO 1.2, 1.2

ENGL 160W Research Essay

~~Knowledge Inventory~~ Learning Evaluation Reflective Essay (Entering and exiting the program in ENGL 160W, AH 116)

**~~2019-2020~~ 2021-2022 AY**

PLO 2/SLO 2.1, 2.2

AH 116 Interpretive Response

~~Knowledge Inventory~~ Learning Evaluation Reflective Essay (Entering and exiting the program ENGL 160W, AH 116)

**~~2020-2021~~ 2022-2023 AY**

PLO 3/SLO 3.1, 3.2

AH 116 Multi-Media Presentation

~~Knowledge Inventory~~ Learning Evaluation Reflective Essay (Entering and exiting the program ENGL 160W, AH 116)

**~~2021-2022~~ 2023-2024 AY**

PLO 4/ SLO 4.1

ENGL 160W Group Critical Discussion/ Forum Posts

AH 116 Group Critical Discussion// Forum Posts

~~Knowledge Inventory~~ Learning Evaluation Reflective Essay (Entering and exiting the program ENGL 160W, AH 116)

**FIVE YEAR Assessment in September 2025**

**~~2022 -2023~~ 2024-2025 AY**

PLO 5/SLO 5.1, 5.2

ENGL 160W Research Essay

Knowledge Inventory Learning Evaluation Reflective Essay (Entering and exiting the program ENGL 160W, AH 116)

Summary of first five years’ assessment and comprehensive analysis of program strengths and areas for growth/change. Every 5 years the program will compare the above assessments of the previous cohorts for trends in relation to student learning. With a common rubric used to assess direct measures and a consistent version of student learning evaluation essays in ENGL 160W (required first course) and AH 116 (capstone) ~~Knowledge Inventory~~, the program will be able to analyze longer-term trends in student learning and success for consideration in long-term program revision and development.

**Closing the Loop:**

Program faculty and ad hoc steering committee will use findings to inform appropriate **revisions to courses taught and development of program as a whole,** including revisions to assessment plan. Steering committee will use findings to identify key areas for **professional learning** and set up opportunities for instructor learning in these areas. To be repeated with each student cohort, on an approximately 12-month cycle.

Instructors in the program will assess student learning using the common rubric and report their data on the measures above to the program steering committee, which will meet a minimum of six times/year. Instructors will also be encouraged to make curricular and programmatic recommendations based on their own assessment analysis.

Because the number of students in this program will be small, with administrative oversight handled by CGE the steering committee will govern all aspects of the program, including curriculum and instructional assessment. The committee will analyze the data and use findings to inform appropriate recommendations to instructors for areas to strengthen instruction and learning on particular SLOs. For example, if students aren’t demonstrating satisfactory achievement on SLO 2.1 (writing), the program can offer instructors a workshop on best practices in writing instruction. This data will also be used for more comprehensive program oversight and development, including revisions to course offerings and this assessment plan.

While no longer novel, online learning remains an area of significant instructional development; new “best practices” continue to emerge and be revised based on research. The steering committee will particularly use our local findings to identify areas for instructional support for instructors and set up relevant opportunities for professional learning. Ongoing assessment of SLOs will be completed and every SLO will be measured by evaluating students in no more than two cohorts.

Every eight years, data from all previous years, which will cover all SLOs, will be analyzed for overall trends in student learning in order to plan for curricular change and professional learning as needed to ensure student success on all PLOs.

Finally, students themselves are a significant part of closing the loop in this program. Some of the best forms of assessment directly benefit students’ own learning, *while* they are learning. Students will begin the program with a Learning Evaluation Reflective Essay ~~Knowledge Inventory~~ based on the program SLOs. In ENGL 160W they will be~~gin a learning portfolio,~~ asked to save their work throughout the program with the awareness that they will be asked to reflect on their learning throughout the program – their successes and their challenges. Research has shown that students who complete knowledge inventories *prior* to learning activities increase their learning. Likewise, structured student reflection on learning *after* a learning activity been shown to increase student engagement and success on specific learning outcomes. Students’ own perceptions of areas of strength and weakness will be evaluated through these reflective essays ~~inventories~~ (quantitative scale), ~~through their culminating portfolios (rubric evaluating specific assignments included in the portfolio),~~ and through qualitative assessment by faculty of student learning on specific assignments in core major courses. ~~narrative that will be part of the portfolios.~~

APPENDIX: SOAP (Student Outcomes Assessment Plan)

|  |
| --- |
| **California State University, Fresno**  **College of Arts and Humanities**  **Liberal Arts, BA**  **Department/Program Assessment Coordinator [i]: Alison Mandaville** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The B.A. in Liberal Arts creates a pathway to degree completion for former Fresno State students who left the university in good academic standing without having earned an undergraduate degree in any discipline.  Interdisciplinary studies in this program foster connections among disciplines and draw upon multiple areas of knowledge to develop student competence in analysis, communication, creativity, human diversity, ethics, and leadership to engage challenges in a variety of career and community contexts.  Coursework supports an interdisciplinary, liberal arts approach to issues of particular significance to residents of the Central Valley region. Critical thinking, communication, creativity and problem-solving based courses place regional questions in a global context and bridge liberal arts learning with career development and civic engagement. This fully on-line program will enable students who are unable to attend courses on campus to complete their degrees. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Developing a foundational, integrative, and broad knowledge

2. Acquiring Specialized Knowledge

3. Improving Intellectual Skills

4. Applying Knowledge

5. Exemplifying Equity, Ethics, and Engagement

* 1. **Program Learning Outcomes and SLO’s**
     1. PLO 1: Think Critically: Students evaluate and synthesize a wide variety of information, sources, perspectives, and methods to creatively address complex human problems.
  2. Identify, Synthesize and evaluate varied source materials: primary, secondary and tertiary
  3. Apply relevant disciplinary knowledge and methods
     1. PLO 2: Communicate Effectively: Students demonstrate advanced skills in written, oral, and digital forms of communication.

2.1 Employ writing as a process to effectively organize and convey complex information and analysis with attention to rhetorical contexts

2.2 Effectively Organize and convey complex information and analysis orally and digitally with attention to rhetorical contexts

* + 1. PLO 3: Interpret and Appreciate Creativity: Students interpret creative works of art and literature from a diversity of cultures and explore the significance of aesthetic dimensions of human experience.

3.1 Interpret creative works (visual, art, performance, or literature), forming reasonable hypotheses about symbolic or figurative meanings

3.2 Describe the value of creativity and aesthetics in human societies

4. PLO 4: Value Diversity: Students demonstrate nuanced cross-cultural awareness, communication and collaborative skills, and appreciate the value of diversity in communities and work places

4.1 Identify and Incorporate diverse perspectives when working with others to negotiate shared understandings

5. PLO 5: Lead Ethically: Students apply a sophisticated understanding of professional ethics, social responsibility, and civic leadership.

5.1 Describe and give examples of ethics and standards, including civil rights, in professional and civic contexts

5.2 Analyze and describe the relationship between the individual and social responsibility using specific examples.

## Curriculum Map [d]: Courses in which ILO’s, PLO’s and SLO’s are addressed and evaluated

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

| **I = Introduced** | **D = Developed** | **M=Mastered** |
| --- | --- | --- |

I –Institutional Learning Outcome/P-Program Learning Outcome/S-Student Learning Outcome

| Course: | I1 | I2 | I3 | I4 | I5 | P1 | P2 | P3 | P4 | P5 | S 1.1 | S 1.2 | S  2.1 | S  2.2 | S  3.1 | S  3.2 | S  4.1 | S  5.1 | S  5.2 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ENGL 160W | I | I | I | I | I | I | I | I | I | I | I | I | I/D | I | I | I | I |  | I |
| PHIL 150 | D | D | D | D | D | D | D |  | A | D | D | D | D | D |  |  | D | I | D |
| HUM 110 | D | D | D | D | D | D | D | D | D | D | D | D | D |  | D | D | D |  | D |
| ENGL 177 | D | D | D | D |  | D | D | D | D |  | D | D | D | D | D | D | D |  |  |
| LING 115 | D | D |  | D | D | D | D |  | D | D | D | D | D |  |  |  | D |  | D |
| ANTH 105 | D | D |  | D |  | D | D |  | D |  | D | D | D |  |  |  | D | D |  |
| PLSI 103 | D | D |  | D | D | D | D |  | D | D | D | D | D |  |  |  | D | D | D |
| EES 168 | D | D | D | D | D | D | D |  | D | D | D | D | D | D |  |  | D | D | D |
| PH 152T | D | D |  | D | D | D | D |  | D | D | D | D | D |  |  |  | D | D | D |
| ENGL 174 | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D/M | D | D | D | D |
| PH 104 | D | D |  | D | D | D | D |  | D | D | D | D | D |  |  |  | D | D | D |
| WS 120 | D | D |  | D | D/M | D | D |  | D | D | D | D | D |  |  |  | D | D/M | D/M |
| CLAS 114 | D | D |  | D | D | D | D |  | D | D | D | D | D |  |  |  | D | D | D |
| NCSI 115 | D | D |  | D | D/M | D | D |  | D | M | D | D | D |  |  |  | D | D | D/M |
| MUSIC 187 | D | D |  | D |  | D |  | D | D |  | D | D |  |  | D/M | D | D |  |  |
| SOC 150T | D | D |  | D |  | D |  |  | D |  | D | D | D |  |  |  | D |  |  |
| COMM 170 | D | D | D | D |  | D | D | M | D |  | D | D | D | D/M |  | D | D | D |  |
| AH 116 | D/M | M | M | M | D/M | M | M | M | M | M | M | M | M | M | M | M | D/M | D/M | D/M |

## ILO”s , PLO”s, and SLO’s Mapped to Assessment Measures and Methods [e]

| Assessment  Measures | Eval  Method | I1 | I2 | I3 | I4 | I5 | P1 | P2 | P3 | P4 | P5 | S 1.1 | S 1.2 | S  2.1 | S  2.2 | S  3.1 | S  3.2 | S  4.1 | S  5.1 | S  5.2 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | Rubric |  | X |  |  |  | X |  |  |  |  | X | X |  |  |  |  |  |  |  |
| Present  -ation | Rubric | X | X | X | X | X | X | X | X | X | X |  | X |  | X |  |  | X |  | X |
| Group Act. | Rubric |  |  |  |  | X |  |  |  |  | X |  |  |  |  |  |  |  | X | X |
| Group | Rubric |  |  | X |  |  |  | X | X |  |  |  |  |  |  | X | X |  |  |  |
| Inventory | Score |  |  |  |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)
     1. **Essay: Example ENGL 160W Research Essay with Annotated Bibliography**

In ENGL 160W, a required course for the major, students write a research paper addressing a key human challenge (such as water in the central valley). All students will explore the same topic together. This is a core course required of all majors. In this paper, students develop a critical research question, evaluate and organize information and analysis effectively to address that question in a multi-step essay. Papers will be evaluated and scored using a rubric as advanced (4), competent (3), developing (2) or limited (1) based on the ability to evaluate, organize, and convey key information and analysis appropriate to context, purpose, and audience.

* + 1. **Multi-media Presentation:** In their required culminating seminar, AH 116 students will complete an independent project that addresses a key Central Valley challenge. They will professionally design and present their learning and position on this issue online to cohort peers and instructor in digital, multi-media format with oral/aural components. The presentation will illustrate their understanding of the challenge, incorporating analysis of diverse methods and views of others working on this challenge, as well as their own position or solution. They will make clear the relationship and responsibility of the individual to the larger challenge.
    2. **Group Activity:** In ENGL 160W, students will be expected to participate in several critical response discussion forums on topics of diversity and civic responsibility ~~WS 120, students do field research as a group with a Community Based Organization. The Culmination of their research will be a Cultural Competence Assessment and Recommendation Report in which they apply their course knowledge on workplace and civic ethics, standards, and civil rights to assess and make recommendations about cultural competency in action at their CBO.~~
    3. **Group: In AH 116**, a required course, students will engage in online forum discussion exploring literal and figurative meanings of creative works and explaining their understanding of the role of creativity and aesthetics in human societies, in particular, in addressing significant community challenges. Students’ are assessed on the thoughtfulness of their posts, their collaborative engagement and “listening” skills, and their ability to integrate sources to support their ideas.
  1. Indirect Measures:
     1. **~~Entering and Exit Student Survey~~ Student learning evaluation reflective essay:** Students will complete a self-assessment on their learning in the program (they will be reminded of all SLOs both entering and exiting the program (in the two required courses, ENGL 160W and AH 116). This assignment asks students to qualitatively describe their level of ability and knowledge and growth in the program. Essays will be assessed by faculty for SLO being measured (scale 1-3: 0= no knowledge or ability, 1= little knowledge or ability, 2=developing knowledge or ability, 3=confidence in knowledge or ability). Progress on relevant SLO will be measured (difference between entering and exiting scores). When progress scores are averaged for all students by SLO, the program expects to see an *average growth score* of > 1.5 in at least 50% of SLOs. Averaging just exit scores by SLO, we expect an average exit score of at least 2.0 (developing) for > 75% of SLOs, and 2.5 for > 50% of SLOs. This will help us identify and address areas of strength and weakness, as well as student *perceptions* of strength and weakness, program-wide. Where student perceptions vary significantly from instructor scoring of direct measures, the program can assess ways to close that gap, such as with more reflective learning activities in particular areas, different learning activities or changes in required coursework.

## Assessment Schedule/Timeline [g]

Most students will complete the program within one-two years, with a new cohort each academic year. Thus all SLO’s will be evaluated on a ~~four~~ five year cycle and thus outcomes will be measured by evaluating students from five ~~no more than two~~ cohorts. Every five ~~eight~~ years, the results from three sets of cohorts will be compared and analyzed.

| AY  Year | Measure | I1 | I2 | I3 | I4 | I5 | P1 | P2 | P3 | P4 | P5 | S  1.1 | S  1.2 | S  2.1 | S3.2.2 | S  3.1 | S  3.2 | S  4.1 | S  4.2 | S  5.1 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018-2019 | Essay  ENGL 160W  Inventory |  | X |  |  |  | X  X | X | X | X | X | X  X | X  X | X | X | X | X | X | X | X |
| 2019-2020 | Essay  174  Inventory |  | X |  |  |  | X  X | X | X | X | X | X  X | X  X | X | X | X | X | X | X | X |
| 2020-2021 | Group  Inventory |  |  | X |  |  | X | X  X | X  X | X | X | X | X | X | X | X  X | X  X | X | X | X |
| 2021-2022 | Present  -ation  Inventory | X | X | X | X | X | X  X | X  X | X  X | X  X | X  X | X | X  X | X | X  X | X | X | X  X | X  X | X |
| 2022-2023 | Essay  Inventory |  | X |  |  |  | X  X | X | X | X | X | X  X | X  X | X | X | X | X | X | X | X |
| 2023-2024 | Essay  Inventory |  | X |  |  |  | X  X | X  X | X | X | X | X  X | X  X | X | X | X | X | X | X | X |
| 2024-2025 | Group Act.  Inventory |  |  |  |  | X | X | X | X | X | X  X | X | X | X | X | X | X | X | X  X | X  X |

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| Closing the Loop [h,j,k] |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Instructors in the program will assess student learning using the common rubric and report their data on the measures above to the program steering committee, which will meet a minimum of six times/year. Instructors will also be encouraged to make curricular and programmatic recommendations based on their own assessment analysis.  Because the number of students in this program will be small, with administrative oversight handled by CGE the steering committee will govern all academic aspects of the program, including curriculum and instructional assessment. The committee will analyze the data and use findings to inform appropriate recommendations to instructors for areas to strengthen instruction and learning on particular SLOs. For example, if students aren’t demonstrating satisfactory achievement on SLO 2.1 (writing), the program can direct ~~offer~~ instructors to a workshop on best practices in writing instruction. This data will also be used for more comprehensive program oversight and development, including revisions to course offerings and this assessment plan.  While no longer novel, online learning remains an area of significant instructional development; new “best practices” continue to emerge and be revised based on research. The steering committee will particularly use our local findings to identify areas for instructional support for instructors and set up relevant opportunities for professional learning. Ongoing assessment of SLOs will be completed and every SLO will be measured by evaluating students in no more than two cohorts.  Every five ~~eight~~ years, data from all previous years, which will cover all SLOs, will be analyzed for overall trends in student learning in order to plan for curricular change and professional learning as needed to ensure student success on all PLOs.  Finally, students themselves are a significant part of closing the loop in this program. Some of the best forms of assessment directly benefit students’ own learning, *while* they are learning. Students will begin the program with ~~a Knowledge Inventory based on the program SLOs. In~~ ENGL 160W, in which they will evaluate their progress in several SLO areas and be encouraged to save all their work in the program ~~begin a learning portfolio~~, with the awareness that they will be asked to reflect on their learning throughout the program – their successes and their challenges. Research has shown that having students complete knowledge inventories *prior* to learning activities increases student learning. Likewise, structured student reflection on learning *after* a learning activity been shown to increase student engagement and success on specific learning outcomes. Students’ own perceptions of areas of strength and weakness will be evaluated through these inventories (quantitative scale), through their final learning reflection essays ~~culminating portfolios~~ (rubric evaluating specific assignments included in the portfolio), and through qualitative assessment of student learning on specific assignments. ~~narrative that will be part of the portfolios.~~ |