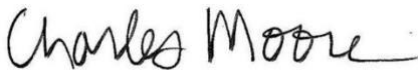


Continuous Program Improvement (CPI)

Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)

Three Year Plan – 2024-2027

Stage 1 Report: 2024-2025

Program name	Humanities H
Expected date of submission	Final report: June 2027
Department chair/program director	Dr. Elaine Brown (prepared by Dr. Jennifer Griffiths, Associate Dean and former dept chair)
Dean's signature	

The Middle States Commission on Higher Education (MSCHE) Standard V, *Educational Effectiveness Assessment*, states: "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education."

To ensure that New York Tech's CPI process meets this standard, each department is requested to create a three-year assessment/evaluation plan to improve student learning for ***each of their degree programs***. The plan covers the following academic years: **2024-25, 2025-2026, and 2026-2027**.

The full plan can be found here: [CPI Plan Humanities H 2024-2027.docx](#)

Stage One – Identify Desired Results (2024-2025): Align the course level outcomes with Gen Ed program learning outcomes #6 and #7

Step 1: Share plan with faculty:

- An email was sent on September 08, 2024 to full-time Humanities faculty members providing background and reminders related to the current CPI plan. See [CPI Humanities Stage 1 Share Plan with Faculty Email 09_08_24](#)

Step 2: Review syllabi from spring 2023 and fall 2024 to identify alignment between existing course LOs and Gen Ed LO #6 & #7

- Syllabi were collected from spring 2023 and fall 2024 and uploaded to the project folder. Additional syllabi from previous and current semesters were collected to ensure that all fall 2025 seminars were represented.
- A form was created to allow ease of data collection.
- Dr. Jennifer Griffiths and Dr. Kate O'Hara divided the syllabi for data collection.
- All course-level outcomes for ICLT, ICPH, and ICLT sections were input via the forms.
- ICPH course-level outcomes that currently or potentially mapped to General Education LO #6 were identified and copied into the relevant form entry per course.
- ICLT and ICSS course-level outcomes that currently or potentially mapped to General Education LO #7 were identified and copied into the relevant form entry per course.
- Once the review and data collection were completed, the forms were converted into a sheet: [Mapping ICLT_ICPH_ICSS Course Learning Outcomes to Gen Ed Learning Outcomes #6 and #7.xlsx](#) .
- Fall 2025 ICLT, ICPH, ICSS class schedules were input into three separate tabs in the sheet with instructor names and columns for the revised LOs expected for fall 2025 syllabi.

Step 3: Follow up with individual faculty members about their course level outcomes and backward design process

- The 2025 seminar faculty members were emailed on May 1, 2025 about the next steps in the CPI plan with their specific course-level learning outcomes that had been identified as aligned with Gen Ed LO 6 or 7 in Step 2. See [Humanities CPI Email to Seminar Faculty Re Learning Outcomes 6 and 7](#).
- Faculty were also provided with a resource and recommendation to refresh course-level LOs to reflect higher order thinking based on the findings in the data collection.
- In addition, the email advised to eliminate references to the old core in the learning outcomes list.

Step 4: Put syllabi into template with course-level LOs identified for Stage 2

- In the May 01 email, faculty members were alerted to the next steps, which included sharing the Academic Affairs syllabus template.
- A follow up email will be sent before the fall semester begins to ensure that the revised LOs are included in the syllabi and to collect the updated via form for easy inclusion into the Mapping spreadsheet referenced in Step 2.

For reference, below are the next stages in this plan and the teamwork aspects of the plan.

Stage Two – Determine Acceptable Evidence (2025-2026): Determining direct & indirect assessments with rubrics.

- Using the course-level LOs identified in Stage One, update the rubrics
- Create guidelines for assessments that align with Gen Ed LOs and corresponding course-level LOs
- Draft direct assessments that align with the course-level LOs and rubrics
- Draft indirect assessments in student surveys or assignment reflections
- Submit the assessments for review/feedback

Stage Three – Plan Learning Experiences and Instruction (2026-2027): Create and pilot assessments.

- Create pilot direct and indirect assessments over the fall and spring semesters
- Submit survey results from indirect assessments and review for potential updates in assessments
- Submit instructor feedback form about the process
- Plan to use revised assessments in Gen Ed 2027-28 assessment

1. **Faculty working as a team** is essential in program learning outcome assessment. Please provide a brief description of how faculty are involved in this assessment plan's creation and how the results will be communicated to all stakeholders.

Full-time faculty will be involved in the implementation of the plan and in any decisions about adjustments to the plan. All course instructors will be involved in updating their course-level learning outcomes to reflect Gen Ed LOs #6 and #7, creating aligned assessments, and working with their students on these assessments. All instructors

will also be involved in the feedback loop.