

**Continuous Program Improvement (CPI)
Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)
Three Year Plan – 2024-2027**

Program name	Humanities H
Expected date of submission	June 2027
Department chair/program director	Dr. Jennifer Griffiths
Dean’s signature	<i>Dr. Elaine Brown</i>

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 should cover the following academic years: **2024-25, 2025-2026, and 2026-2027**.

Each Program Learning Outcomes (PLO) CPI plan should include the following:

1. State/update each degree program’s **learning outcomes** based on the [Program Assessment Guidelines and Best Practices](#). The original Program Learning Outcome Assessment Plans and Reports are available here: http://www.nyit.edu/planning/academic_assessment_plans_reports.

Within the General Education program, the Humanities H Department offers three Interdisciplinary Core Seminars: ICLT, ICPH, and ICSS. These seminars have been designated for assessment of General Education learning outcomes #6 and #7 (below).

#6 Apply ethical and moral frameworks to situations – personal, professional, and/or societal – and explain how people may be impacted depending on their identities and circumstances;

#7 Apply multidisciplinary ways of thinking to analyze and/or solve problems, taking into account the impact of socio-cultural, historical, political, and/or economic forces on diverse populations

2. Provide/update the **matrix of program learning outcomes** that indicates which learning outcomes are assessed in which courses. The original matrices are available here:

http://www.nyit.edu/planning/academic_assessment_plans_reports.

For this CPI project, we will focus on LO #6 and LO#7 from the General Education program in preparation for the 2027-28 assessment. Please see the [General Education Assessment Plan](#) for more information. Through this CPI plan and attention to these two Gen Ed LOs, we will also address recent NSSE (National Survey of Student Engagement) survey findings about opportunities for growth related to diverse perspectives in our curriculum: [NSSE diverse perspective in assignment-Share.xlsx](#). The NSSE survey results revealed the New York Tech falls below peer institutions for the question: “During the current school year, how often have you included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussion and assignment.” It is our intention to address this opportunity for improvement through a CPI plan that focuses on the aspects of LO #6 & #7 that emphasize diverse perspectives.

3. Describe the **method of assessment and measurement instruments** (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, and standardized assessment tool). Note: Direct evidence of student learning is required; both direct and indirect evidence are strongly recommended. ***[Direct evidence of student learning includes but is not limited to course assignments, portfolios, internship evaluations, capstone course work, thesis papers, research projects, standardized tests, etc. Indirect evidence of student learning includes but is not limited to student surveys, interviews, alumni surveys, employer surveys, focus groups, students’ reflections, etc.]***

Following the backward design approach, we will map course level outcomes to Gen Ed LO #6 and #7 and create assessment opportunities that align with the course and program outcomes, particularly as they relate to diverse perspectives. (See <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/> <https://tll.mit.edu/teaching-resources/course-design/backward-design/>)

The direct evidence will include the assessments developed in the backward design process listed below. In the backward design process, we will begin with program-level learning outcomes (i.e., Gen Ed LOs #6 and #7), align them to course-level learning outcomes, design assignments to meet the program and course learning outcomes, and measure the results. We will adapt the AAC&U [Intercultural Knowledge](#) and [Ethical Reasoning](#) Value Rubrics for both low and high stakes assignments.

4. A **timeline** of when each PLO will be assessed; for example:

Following the backward design approach, we will complete the project in three stages.

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

- Share plan with faculty
- Review syllabi from spring 2023 and fall 2024 to identify alignment between existing course LOs and Gen Ed LO #6 & #7
- Update course LOs as needed
- Follow up with individual faculty members about their course level outcomes and backward design process.
- Put syllabi into template with course-level LOs identified for Stage 2
- An emphasis will be placed on seminar courses that will repeat in the 2023-27 academic years

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

5. **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.