

## BALIBS Program Learning Outcomes Report Summary 2018

The following table summarizes the assessment of Program Learning Outcomes (PLOs) for the BALIBS program for assessment cycle 2018. This process is conducted regularly as part of the annual learning results assessments, which measure two or three PLOs for each program each year. This summary report is to be submitted to the EEC upon its completion.

<b>Program</b>	<b>Bachelor of Arts in Liberal Studies (BALIBS)</b>
<b>Assessment Period</b>	Summer 2017 through Spring 2018
<b>Program Learning Outcomes (PLOs)</b>	PLO 5: Apply theories of social, emotional, cognitive, and physical development to learning and teaching  PLO 7: Assess K–6 student needs using one's understanding of strengths, learning styles, and temperament.
<b>Closing the loop (from the last time these same PLOs were assessed)</b>	This was the first time PLO 5 and 7 were assessed. We completely revised all of the BALIBS CLOs back in 2016.
<b>Standards of Success</b>	PLO 5: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if at least three out of the five categories (or if all categories) of measurement achieve at least a "satisfactory" rating according to the artifact assessment rubric  Aggregate Achievement Standard:: Eighty percent of artifacts will meet the 'Satisfactory' level as measured by the 'Direct Assessment' rubrics developed for each assessment.  PLO 7: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if at least two out of the three categories (or if all categories) of measurement achieve at least a "satisfactory" rating according to the artifact assessment rubric  Aggregate Achievement Standard: Eighty percent of artifacts will meet the 'Satisfactory' level as measured by the 'Direct Assessment' rubrics developed for each assessment.
<b>Evidence</b>	PLO 5: Case Study from LIBS 302; Sample size of 26, 25% of the 101 available artifacts.  PLO 7: StrengthsFinder Reflection and Application Paper in LIBS 301; Sample size of 32, 25% of the 129 available artifacts.
<b>Assessment Tool</b>	PLO 5: A standardized, direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.  PLO 7: A standardized, direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.



<b>Assessors</b>	PLO 5: Dr. Tami Lincoln, Reba Myers, Gordon Jorgenson PLO 7: Reba Myers, Cindy LaFave, Gordon Jorgenson
<b>Results</b>	PLO 5: 17 out of 26 samples passed (65.3%) PLO 7: 27 out of 32 samples passed (84.3%)
<b>Discussion of Results</b>	<p>PLO 5:</p> <ul style="list-style-type: none"><li>• The Case Study in the 302 course has always been a challenging assignment for students. The group was not surprised at the results. It is a challenge for them to accomplish the logistics of the observations and write the in-depth essay. It was a very time consuming assignment.</li><li>• It has also been due at the end of the course which created time management challenges.</li><li>• The mechanics and APA sections of the rubric were challenging as well. We need better writing and APA helps for students.</li><li>• Suggestions from the group were shared with the current SME and PDC as we developed the new LIBS 310 course which has replaced the LIBS 302 course in the BALIBS program.<ul style="list-style-type: none"><li>◦ The Case Study is now introduced earlier in the course and chunked into three parts to allow for better pacing and early feedback from instructors.</li><li>◦ Some of the discussion topics are geared toward assisting students in their understanding of the theoretical understanding of child development.</li><li>◦ The new course will have better alignment to the Elementary Subject Matter (ESM) Matrix with LIBS 310.</li></ul></li></ul> <p>PLO 7:</p> <ul style="list-style-type: none"><li>• The StrengthsFinder Essay in LIBS 301 slightly exceeded the satisfactory level.</li><li>• This essay was less challenging for students because they are writing about their own strengths and how they might impact their future career. Many of the students were also exposed to StrengthsFinder in the MO101 course.</li><li>• Some of the students struggled with the faith integration part of the essay, especially those who did not seem to have a Christian worldview.</li><li>• Because this course did not contain a great deal of content that was aligned to the ESM matrix, it will be discontinued and no longer be a BALIBS program requirement.</li></ul>
<b>Proposed Changes</b>	<p>PLO 5:</p> <ul style="list-style-type: none"><li>• The PLO's for the BALIBS degree have been revised and updated with the launch of the BALIBS 2.0 version of the program.</li><li>• A new course, LIBS 310 has already been developed that is better aligned to the ESM matrix standards.</li><li>• The Case Study has been revised and assigned in three parts to assist students with logistics and planning in the 8-week session.</li><li>• Discussion prompts in selected weeks have been included to provide some scaffolding for the Case Study assignment in LIBS 310</li></ul> <p>PLO 7:</p> <ul style="list-style-type: none"><li>• There are no proposed changes for this PLO or the StrengthsFinder assignment. This will no longer be a PLO for the BALIBS program.</li><li>• A revised group of PLO's have been created for the new BALIBS program that more closely align to the ESM matrix requirements.</li></ul>

<b>Rationale for Proposed Changes</b>	<p>PLO 5:</p> <ul style="list-style-type: none"> <li>The entire BALIBS program is undergoing a complete revision. The goal for this program is to be granted “waiver status” with the CA Teaching Commission (CTC). CTC requires a program of study that is aligned to their ESM matrix. As we have created the new PLO’s and courses, we have been careful to align the content of the courses to the ESM matrix. If we are granted waiver status, graduates of the BALIBS program would no longer be required to take the California Subject Matter Examinations for Teachers (CSET).</li> <li>A new course, LIBS 310 Human Growth and Development for Educators has been developed. The Case Study has been revised to reflect the new ESM matrix and will be the signature assignment for the course.</li> </ul> <p>PLO 7:</p> <ul style="list-style-type: none"> <li>This PLO has been removed completely from the BALIBS program.</li> </ul>
<b>Financial Resources Required</b>	\$1,500.00 to develop LIBS 310.
<b>Annual Learning Report for (program) recommended for approval</b>	Approved by the Educational Effectiveness Committee on February 12, 2020.
<b>Follow Up (Closing the Loop)</b>	<p>The BALIBS PLOs that were reviewed in 2016-17 were PLOs 1 and 4.</p> <p>PLO 1:  Articulate a philosophy of education based on their understanding of ethical and worldview theories.</p> <p>During that cycle of assessment, the recommendation for PLO 1 was to consider removing the LIBS 404 course from the program requirements. The LIBS 404 course has been removed from the BALIBS 2.0 requirements.</p> <p>PLO 4:  Demonstrate subject-matter competence in an educational context.</p> <p>This PLO has been revised to the following: Demonstrate subject matter competency in major subject areas (Language Arts, Math, Science, Art, Physical Education, Human Development, History) and apply it in educational contexts. The LIBS 303 Math course that was used to assess this PLO in 2016-17 has been split into two 3-unit courses in the new BALIBS 2.0. The old LIBS 303 course was a 5-unit course. The quantity of content in the ESM matrix has required us to develop two 3-unit math courses that will be required for the new BALIBS 2.0 program.</p>