Los Angeles Pacific University

Azusa Pacific
University System

BALIBS Program Learning Outcomes Report Summary 2020

The following table summarizes the assessment of PLOs for the BALIBS program for assessment cycle (2019-2020). 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.

Program	Bachelor of Arts in Liberal Studies
Assessment Period	SU I, 2019 to SP II, 2020
Program Learning Outcomes (PLOs)	PLO 2: Articulate a philosophy of education, based on current research in cognitive, physical, socioemotional, behavioral, and spiritual development. PLO 4: Demonstrate the ability to integrate biblical concepts and principles in the role of teacher, including the ethical implications of working with children in a classroom setting.
Closing the loop (from the last time these same PLOs were assessed)	PLO 2: New PLOs were developed for the BALIBS program in 2019. This is the first cycle for this PLO. PLO 4: New PLOs were developed for the BALIBS program in 2019. This is the first cycle for this PLO.
Standards of Success	PLO 2: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if two out of the three categories (or if all categories) of measurement achieve at least a satisfactory or higher 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 4: Artifact Proficiency Standard: Each artifact is considered to have met the proficiency standard if two out of the three categories (or if all categories) of measurement achieve at least a satisfactory or higher 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.
Evidence	PLO 2: The artifact was the Lifelong Learning Plan Reflection, Part 3 from EDUC 300 A total of 36 student artifacts were assessed.

	PLO 4: The artifact was the Case Study Part 2 from EDUC 310 A total of 20 student artifacts were assessed.
Assessment Tool	PLO 2: A standardized rubric was created using the assignment rubric as a template. The assessors developed the rubric after creating a draft and then participating in an interrater reliability exercise. PLO 4: A standardized rubric was created using the assignment rubric as a template. The assessors developed the rubric after creating a draft and then participating in an interrater reliability exercise.
Assessors	PLO 2: Tami Lincoln, assessor, Jodie Noblett, assessor, Gordon Jorgenson, tie-breaking assessor PLO 4: Tami Lincoln, assessor, Devin MacLellan, assessor, Gordon Jorgenson, tie-breaking assessor
Results	PLO 2: 37 total artifacts were collected, one was used for the interrater reliability exercise, leaving 20 to be assessed. 35 of the 36 artifacts passed, with a tie-breaker required for two of the artifacts. The success rate was 97%, surpassing the aggregate achievement standard of 80%. PLO 4: 21 total artifacts were collected, one was used for the interrater reliability exercise, leaving 20 to be assessed. 11 of the 20 artifacts passed, with a tie-breaker required for eight of the artifacts. The success rate was 55%, The aggregate achievement standard of 80% was not met for PLO 4.
Discussion of Results	PLO 2: The assessment findings indicate a clear alignment between the PLO and the assessment artifact such that the artifact was a valid measure for the PLO. Clear alignment also exists between the assignment requirements and the assignment rubric. In addition, clear alignment exists between the assignment rubric and assessment rubric. One small item of clarification in the assignment instructions (research) was suggested by the assessors and will be submitted to eLearning as a simple course update. (Week 3 writing assignment instructions and rubric).

	PLO 4: The Biblical-spiritual component of this assignment. Many times the students completely omit a response to this part of the instructions because it does not have enough emphasis. The prompts for this part of the essay are currently under the "Social Development" section of the assignment. This section should be Socioemotional Development. After discussing these issues, the team is recommending that a "Spiritual/Moral" as a separate category be added to the sections of the Case Study Part 2. The team also felt that the PLO would best be measured in Part 3 of the Case Study. In addition to this, edits are required for the prompts in Part 3 so the students will have a clearer understanding of what is expected. Both of the assessors feel that these changes to the course assignment instructions and rubric will enable students to more clearly articulate their thoughts on Spiritual/Moral Development and how they might integrate biblical concepts and principles in the role of teacher.
Proposed Changes	PLO 2: One minor adjustment to the Week 3 writing assignment instructions and rubric. PLO 4: Revisions to the instructions and rubric for parts 2 and 3 of the Case Study assignment in EDUC 310. Use part 3 of the Case Study for PLO artifact assessment in the future.
Rationale for Proposed Changes	PLO 2: Since the PLO was met, and the assessors state that the artifacts represent student learning, and that the rubric aligns with the PLO, no other significant changes are proposed. PLO 4: The proposed changes should help clarify the expectations for the two affected assignments. The changes will also create a much closer alignment to the PLO. Adding stronger and more direct expectations for how students understand and articulate spiritual development will help them better describe the impact of such to their own philosophy of education.
Financial Resources Required	PLO 2: N/A PLO 4: Approximately $125.00 (no more than 3 hours for SME revisions).
Annual Learning Report for BALIBS Approved	Approved by the Educational Effectiveness Committee on March 10, 2021
Follow Up (Closing	PLO 3: This course and PLO are no longer part of the BALIBS program.

the Loop for PLOs assessed in previous assessment cycle)	PLO 6: This course and PLO are no longer part of the BALIBS program. The entire BALIBS program underwent a significant revision in FY 19-20 to align with the CA Teaching Commission Subject Matter Matrix. As such, the entire course of study has been revised along with the Program Learning Outcomes.