CSU PUEBLO

2021 Academic Program Assessment Report
BA - Humanities and Social Sciences

Program current assessment plan here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/hss-ba-assessment-plan-2019.pdf
Program prior assessment report here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/hss-ba-assessment-report-2020.pdf

Report Completed By:	Leticia L. Steffen
Date Report Completed:	5/12/2021
Faculty members involved in this Assessment:	

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	The BA in Humanities and Social Sciences allows students to combine courses from multiple academic disciplines into a major that addresses the students' personal educational and professional goals. The program is designed to allow students to develop a range of knowledge and skills that will be relevant for their future professional and post-graduate educational goals.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
SLO 1: Students will develop critical thinking, communication, organizational and problem-solving skills that allow them to see intellectual connections among various disciplinary fields	Spring 2020 (reporting on 2019-2020)	Rubric (see assessment plan)	Six students who graduated with this degree (2 in fall 2020; 4 in spring 2021)	All students are expected to be proficient in this SLO	5 students were proficient/one was not	Student who was not proficient needed more guidance on how to effectively articulate the intellectual connections	Since this is a small program, individualized instruction is easier to carry out, so all students will be given more clear guidance in the future
SLO 2: Students will develop linkages between their individualized intellectual inquiries and related areas in terms of contemporary challenges facing individuals, communities and society.	Spring 2020 (reporting on 2019-2020)	Rubric (see assessment plan)	Six students who graduated with this degree (2 in fall 2020; 4 in spring 2021)	All students are expected to be proficient in this SLO	All students were proficient in this SLO	This is encouraging; students will need to continue demonstrating proficiency in this SLO since this is a vital component to this degree program; no	No changes -- just ensure that students continue demonstrating proficiency in this area
SLO 3: Students will articulate their personal educational and professional goals focusing on existing and potential demand for the skills and knowledge they acquire in their degree program.	Spring 2020 (reporting on 2019-2020)	Rubric (see assessment plan)	Six students who graduated with this degree (2 in fall 2020; 4 in spring 2021)	All students are expected to be proficient in this SLO	5 students were proficient/one was not	Student who was not proficient needed more guidance on how to effectively articulate the intellectual connections	Since this is a small program, individualized instruction is easier to carry out, so all students will be given more clear guidance in the future
SLO 4: Students will acquire a clear understanding of future opportunities for the program that they propose	Spring 2020 (reporting on 2019-2020)	Rubric (see assessment plan)	Six students who graduated with this degree (2 in fall 2020; 4 in spring 2021)	All students are expected to be proficient in this SLO	All students were proficient in this SLO	Because each student going through this program basically designs their own program, this is an important SLO to track; no changes recommended	No changes -- just ensure that students continue demonstrating proficiency in this area

Comments on part I:	Having a larger group of students to assess was helpful this year; hopefully this degree program will continue to grow

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?

Comments on part II:	Since there are only four SLOs for this program, plans to assess all SLOs each year (as outlined in the assessment plan) will continue. Based on last year's results and feedback from last year's assessment report, students enrolled in this degree program this year were given more specific guidance on expectations for their senior capstone projects and the work they turned in for the HSS 499 course. The improvements (with the exception of one student) were evident.