



2022 Academic Program Assessment Report	Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/hss-ba-assessment-plan-2019.pdf
Humanities and Social Sciences BA	Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/hss-ba-2021-assessment-report.pdf

Report Completed By:	Leticia Steffen
Date Report Completed:	May 25, 2022
Faculty members involved in this Assessment:	Leticia Steffen

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.
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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?
1. Students will develop critical thinking, communication, organizational and problem-solving skills that allow them to see intellectual connections among various disciplinary fields.	Spring 2021	Rubric (see assessment plan)	7 students (2 fall 2021 grads; 5 spring 2022 grads)	All students expected to be proficient in this SLO	7 out of 7 student were proficient	Senior capstone project assignments provided more opportunities for students to demonstrate proficiency in this SLO	May incorporate an exit interview as an option
2. Students will develop linkages between their individualized intellectual inquiries and related areas in terms of contemporary challenges facing individuals, communities and society.	Spring 2021	Rubric (see assessment plan)	7 students (2 fall 2021 grads; 5 spring 2022 grads)	All students expected to be proficient in this SLO	7 out of 7 students were proficient	Good results	May incorporate an exit interview as an option
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 2021	Rubric (see assessment plan)	7 students (2 fall 2021 grads; 5 spring 2022 grads)	All students expected to be proficient in this SLO	7 out of 7 students were proficient	Improvement from last year; see comments in box for SLO 1	May incorporate an exit interview as an option
4. Students will acquire a clear understanding of future opportunities for the program that they propose.	Spring 2021	Rubric (see assessment plan)	7 students (2 fall 2021 grads; 5 spring 2022 grads)	All students expected to be proficient in this SLO	7 out of 7 students were proficient	Good results	May incorporate an exit interview as an option

Comments on part I:

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?				
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 2021	provide more individualized instruction and directions to students so their assignments reflect deeper thought in this area	I worked more closely with the one student who struggled with this. The student was able to turn in an assignment that reflect proficiency.	The changes were effective, but I'll need to make sure I identify students who need this additional help fairly early in the semester so they have time to work on an assignment that reflects proficiency here.				
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 2021	provide more individualized instruction and directions to students so their assignments reflect deeper thought in this area	I worked more closely with the one student who struggled with this. The student was able to turn in an assignment that reflect proficiency.	The changes were effective, but I'll need to make sure I identify students who need this additional help fairly early in the semester so they have time to work on an assignment that reflects proficiency here.				
Comments on part II:								