



2023 Academic Program Assessment Report

Humanities and Social Sciences BA

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/2022/humanities-social-sci-minor-assessment-report-2022.pdf

Report Completed By: Leticia Steffen

Date Report Completed: May 30, 2023

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 Bachelor of Arts 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. This program is ideal for students who have academic interests that cross three or more existing major and/or minor areas. 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?
1. Students will develop critical thinking, communication, organizational and problem-solving skills that allow them to see intellectual connections among various disciplinary fields.	Spring 2022	Rubrics are included in assessment plan	6 students who graduated with BA in HSS (3 in fall 2022; 3 in spring 2023)	Proficient – 100% of students	All students (6) were found to be proficient.	Because of the individualized nature of this degree program and the relatively small number of students who pursue this degree, students are given a lot of feedback. The only students who may not meet proficiency in this SLO are students who do not engage with the advisor. This year all students engaged with the advisor and, thus, were proficient.	No changes based on this assessment; however, BA in HSS students will begin working with the CHASS Associate Dean instead of the CHASS Dean from here on out. The CHASS Dean and Associate Dean will evaluate any changes that may be necessary based on the students that are drawn into the program. It feels like more students are being recommended to the program (possibly due to COSI), so student needs in the degree program may need to be adjusted accordingly.

<p>2. Students will develop linkages between their individualized intellectual inquiries and related areas in terms of contemporary challenges facing individuals, communities and society.</p>	<p>Spring 2022</p>	<p>Rubrics are included in assessment plan</p>	<p>6 students who graduated with BA in HSS (3 in fall 2022; 3 in spring 2023)</p>	<p>Proficient – 100% of students</p>	<p>All students (6) were found to be proficient.</p>	<p>Because of the individualized nature of this degree program and the relatively small number of students who pursue this degree, students are given a lot of feedback. The only students who may not meet proficiency in this SLO are students who do not engage with the advisor. This year all students engaged with the advisor and, thus, were proficient.</p>	<p>No changes based on this assessment; however, BA in HSS students will begin working with the CHASS Associate Dean instead of the CHASS Dean from here on out. The CHASS Dean and Associate Dean will evaluate any changes that may be necessary based on the students that are drawn into the program. It feels like more students are being recommended to the program (possibly due to COSI), so student needs in the degree program may need to be adjusted accordingly.</p>	
<p>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.</p>	<p>Spring 2022</p>	<p>Rubrics are included in assessment plan</p>	<p>6 students who graduated with BA in HSS (3 in fall 2022; 3 in spring 2023)</p>	<p>Proficient – 100% of students</p>	<p>All students (6) were found to be proficient.</p>	<p>Because of the individualized nature of this degree program and the relatively small number of students who pursue this degree, students are given a lot of feedback. The only students who may not meet proficiency in this SLO are students who do not engage with the advisor. This year all students engaged with the advisor and, thus, were proficient.</p>	<p>No changes based on this assessment; however, BA in HSS students will begin working with the CHASS Associate Dean instead of the CHASS Dean from here on out. The CHASS Dean and Associate Dean will evaluate any changes that may be necessary based on the students that are drawn into the program. It feels like more students are being recommended to the program (possibly due to COSI), so student needs in the degree program may need to be adjusted accordingly.</p>	
<p>4. Students will acquire a clear understanding of future opportunities for the program that they propose.</p>	<p>Spring 2022</p>	<p>Rubrics are included in assessment plan</p>	<p>6 students who graduated with BA in HSS (3 in fall 2022; 3 in spring 2023)</p>	<p>Proficient – 100% of students</p>	<p>All students (6) were found to be proficient.</p>	<p>Because of the individualized nature of this degree program and the relatively small number of students who pursue this degree, students are given a lot of feedback. The only students who may not meet proficiency in this SLO are students who do not engage with the advisor. This year all students engaged with the advisor and, thus, were proficient.</p>	<p>No changes based on this assessment; however, BA in HSS students will begin working with the CHASS Associate Dean instead of the CHASS Dean from here on out. The CHASS Dean and Associate Dean will evaluate any changes that may be necessary based on the students that are drawn into the program. It feels like more students are being recommended to the program (possibly due to COSI), so student needs in the degree program may need to be adjusted accordingly.</p>	
<p>Comments on part I:</p>	<p>See comments in column H.</p>							

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?					
All four SLOs are assessed each year (see SLO language above)	All four SLOs were last assessed in spring 2022	One item discussed last year was utilizing exit interviews with the students since some of the capstone assignments don't always cover all of the assignments outlined in the assessment plan.	This year, students completed assignments that could be used to assess the program and some exit interviews were also done to ensure outcomes were achieved.	Outcomes were achieved through the capstone assignments and exit interviews. We should probably re-evaluate the assessment plan to include the exit interview, as appropriate, in assessment. The plan should be updated anyway since spring of 2024 will mark 5 years since it was written.					
Comments on part II:					See notes in Part I also regarding possible adjustments that may be needed due to the kinds of students being advised into this degree program.				