

Program: Social Science B.A. and B.S.Date: May 31, 2013Completed by: Susan Calhoun-Stuber and Elizabeth Grutt

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2012. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
SLO #3, Effective Written Communication Outcome 3: – Communicate effectively, such that the student will be able to: o <i>Express oneself in a clear and coherent manner in writing</i>	(NA) – this is the first year that SLOs have been formally assessed in the Social Science program; the assessment plan was adopted in 2012 with plans to begin assessment during AY 2012-2013.	Individual students' work, including essay exams, research papers, and article reviews, from eight upper division fall 2012 Social Science courses were selected to be included in the assessment of SLO #3. Four of the eight courses	Social Science majors with 90+ earned credit hours who had filed a Graduation Planning Sheet for fall 2013 were selected; 50% (4 of 8) of the Identified students had work completed	By their senior year, 100% of Social Science majors are expected to reach the level of competency in their written communication skills (SLO #3) specified as "meet expectations" on the scoring rubric. (Rubric included at end of report)	75% of sampled writing was scored as "meets" or "exceeds" expectations; 25% of assignments assessed on effective written communication (SLO #3) received "needs improvement"	Student performance on SLO #3, Effective Written Communication, fell below program expectations. In order to improve student performance on SLO #3, a review of writing assignments & instructor expectations and standards for evaluation in	Recommendations concerning program curriculum and requirements, as well as assessment process and procedures will be reviewed for following year's assessment plan beginning summer 2013.

		<p>were completed by April 2013. In the other cases students had requested and received extensions in distance education independent study courses.</p> <p>Student surveys were sent out to four recent Social Science graduates.</p>	that could be assessed in the current cycle.			<p>throughout the social science curriculum needs to be evaluated to identify ways that more emphasis on developing writing skills and increased consistency in evaluation of students' writing can be achieved</p>	

Comments: Results from the Social Science assessment, including evaluations of student coursework and responses from the Student Survey as well as any recommendations for program changes, will be reviewed by members of the Social Science Program Committee and program faculty in fall 2013. The Social Science/Sociology Department Chair and the Program Manager in the Continuing Education Department are presently working on updating course syllabi in independent study courses to better reflect the SLOs developed for the Social Science program.

The current process for selecting student work for annual assessment is continuing, with plans to obtain copies of course work completed in upper division classes by Social Science seniors. The Continuing Education Office has identified the list of Social Science spring 2013 students in order to be able to collect their work for assessment. A list of spring 2013 graduating Social Science majors has been developed and Student Surveys have been sent out to these students.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
<p>SLO #3, Effective Written Communication & SLO #</p> <p>Outcome 3: – Communicate effectively, such that the student will be able to: <i>o Express oneself in a clear and coherent manner in writing</i></p>	<p>This is the first year any of the SLOs in the Social Science Program 's assessment plan are being formally evaluated</p>	<p>There were no recommendations for change, based on prior assessment results, as no previous assessment had been completed.</p> <p>However, an assessment plan was completed and a process was developed for selecting student work for purposes of assessment.</p> <p>Last year's plan specified 2 SLOs – SLO #3, already mentioned and SLO #1* (*described in comment section following this table) to be assessed, but the decision was made early in spring 2013 to focus on only one SLO during this first assessment year.</p>	<p>A sample of student work from Social Science majors with 90+ earned credits earned who had a graduation planning sheet on file for a fall 2013 graduation was in fact collected from instructors of upper division independent study classes.</p>	<p>During summer-fall 2013, Social Science faculty and/or the members of the Social Science Program Committee will examine the results of the May 2013 assessment of classwork submitted by fall 2012 seniors and consider making recommendations based on the assessment results</p> <p>Possible changes in the process used for selecting student work, the type and amount of student work selected, and the scoring rubric will be discussed as well as a decision made about when SLO #3 will next be part of the program's formal annual assessment.</p> <p>A decision will also be made concerning which SLO or SLOs will be assessed in AY 2013-2014 and appropriate rubrics will need to be selected/developed. Assessment of different SLOs may also require additional changes from this year's process.</p>

Comments:

*** Outcome 1**

Think critically, such that the student will be able to:

o Define theory and describe its role in building social science knowledge

o Compare and contrast foundational theories and essential perspectives and their underlying assumptions in the core social science disciplines

o Explain how theories and perspectives reflect the historical context of times and cultures in which they were developed

o Select one or more basic theoretical orientations or perspectives and apply them to a current or historical event or series of events

o Differentiate key cultural, economic, political, and social phenomena that influence individuals and social structures and illustrate their impacts, both historically and currently

http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/documents/ex_writing_sample.pdf

[The above link is for the rubric used in the Social Science program assessment of writing in student course assignments; the rubric, from UC Denver's Center for Faculty Development, also appears on the following page.]

CRITERIA / SCALE	-3- Exceeds Expectations	-2- Meets Expectations	-1- Needs Improvement	-0- Inadequate
Structure <ul style="list-style-type: none"> • Organization • Flow of thought • Transitions • Format 	<ul style="list-style-type: none"> • Paper is logically organized • Easily followed • Effective, smooth, and logical transitions • Professional format 	<ul style="list-style-type: none"> • Paper has a clear organizational structure with some digressions, ambiguities or irrelevances • Easily followed • Basic transitions • Structured format 	<ul style="list-style-type: none"> • There is some level of organization though digressions, ambiguities, irrelevances are too many • Difficult to follow • Ineffective transitions • Rambling format 	<ul style="list-style-type: none"> • There is no apparent organization to the paper. • Difficult to follow • No or poor transitions • No format
Grammar/mechanics <ul style="list-style-type: none"> • sentence structure • punctuation/mechanics 	<ul style="list-style-type: none"> • Manipulates complex sentences for effect/impact • No punctuation or mechanical errors 	<ul style="list-style-type: none"> • Uses complex sentences • Few punctuation or mechanical errors 	<ul style="list-style-type: none"> • Uses compound sentences • Too many punctuation and/or mechanical errors 	<ul style="list-style-type: none"> • Uses simple sentences
Language <ul style="list-style-type: none"> • Vocabulary; use of vocabulary • Tone 	<ul style="list-style-type: none"> • Vocabulary is sophisticated and correct as are sentences which vary in structure and length • Uses and manipulates subject specific vocabulary for effect • Writer's tone is clear, consistent and appropriate for intended audience 	<ul style="list-style-type: none"> • Vocabulary is varied, specific and appropriate • Frequently uses subject specific vocabulary correctly • Writer's tone emerges and is generally appropriate to audience 	<ul style="list-style-type: none"> • Vocabulary is used properly though sentences may be simple • Infrequently uses subject specific vocabulary correctly • Writer's tone exhibits some level of audience sensitivity 	<ul style="list-style-type: none"> • Vocabulary is unsophisticated, not used properly in very simple sentences. • Uses subject specific vocabulary too sparingly
Content/information <ul style="list-style-type: none"> • Clarity of purpose • Critical and original thought • Use of examples 	<ul style="list-style-type: none"> • Central idea is well developed and clarity of purpose is exhibited throughout the paper • Abundance of evidence of critical, careful thought and analysis and/or insight • Evidence and examples are vivid and specific, while focus remains tight 	<ul style="list-style-type: none"> • Central idea and clarity of purpose are generally evident throughout the essay • Evidence of critical, careful thought and analysis and/or insight • There are good, relevant supporting examples and evidence 	<ul style="list-style-type: none"> • The central idea is expressed though it may be vague or too broad; Some sense of purpose is maintained throughout the essay • Some evidence of critical, careful thought and analysis and/or insight • There are some examples and evidence, though general 	<ul style="list-style-type: none"> • Central idea and clarity of purpose are absent or incompletely expressed and maintained • Little or no evidence of critical, careful thought or analysis and/or insight • There are too few, no examples and evidence or they are mostly irrelevant