

Program: _Social Science_____

Date: May 23, 2014Completed by: Susan Calhoun-Stuber and Elizabeth Grutt

Assessment contributors (other faculty involved in this program's assessment): _____

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. 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? Please indicate the 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.	E. What is the expected achievement level and how many or what proportion of 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?
We planned to assess SLO 4 Demonstrate self awareness, cultural competence and social action, as well as an appreciation of multiple	NA (Assessment plan developed in 2011-2012 This was to be the first year to assess SLO 4)	Due to the lack of Social Science students who met the evaluation criteria, that of senior status and registered in an upper division Social Science elective,	NA	No assessment this cycle	NA	NA	Due to the lack of Social Science students who met the evaluation criteria, that of senior status and registered in an upper division Social Science elective, the Co-Chairs of the Social Science Committee chose to focus on the results from the data collected for SLO #3 in AY 2012-2013, examine the current structure for gathering data and consider possible revision

<p>perspectives, such that the student will be able to:</p> <ul style="list-style-type: none"> o Show how patterns of thought and knowledge, including one's own, are directly influenced by culture, history, geography and economic, political and social structures o Compare and contrast micro and macro perspectives and illustrate how each explains the status and experiences, past and present, of minority or marginalized groups o Interpret how historical and social contexts create diverse groups and identities and shape the role of the individual within society and human relations across cultures 		<p>assessment of SLO #4 was not done during this cycle</p>					<p>of the current assessment plan, including a 4 year timeline for evaluation of all student learning outcomes.</p> <p>The expectation was that 100% of students would be competent in written communication by their senior year. Only seventy-five percent of senior Social Science students that were assessed achieved the competency level of written communication. The following will be undertaken to improve the competency level for students.</p> <ol style="list-style-type: none"> 1. Review course syllabi to evaluate the writing component requirements 2. Get input from course instructors on their ideas for improving writing communication skills. 3. Develop a student survey to inquire about the support systems that they use or need access to, such as the Writing Lab and library. 4. Develop a pre-test and post-test of writing skills for Social Science majors.
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II. 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? Please indicate the semester and year.	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?
SLO #3 – Communicate effectively, such that the student will be able to: o Express oneself in a clear and coherent manner in writing	First assessment cycle for SLO #3	In order to improve student performance on SLO #3, a review of writing assignments & instructor expectations and standards for evaluation throughout the social science curriculum needs to be evaluated to identify ways that place more emphasis on developing writing skills and increased consistency in evaluation of students' writing can be achieved	The recommendations for change were not acted upon during the last year due to time constraints and faculty and staff obligations to other priorities.	The following recommendations will guide our efforts to make program changes to help improve student's writing skills (SLO #3) 1. Review course syllabi to evaluate the writing component requirements. 2. Get input from course instructors on their ideas for improving writing communication skills 3. Develop a student survey to inquire about the support systems that they use or need access to, such as the Writing Lab and library. 4. Develop a pre-test and post-test of writing skills for Social Science majors.

Comments: