

Program: Social ScienceDate: May 29, 2015Completed 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, 2015. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. 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 1 Think critically, such that the student will be able to: Define theory and describe its role in building social science knowledge; Compare and	NA (Assessment plan developed in 2011-2012 This was to be the first year to assess SLO 1)	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	Review and update program assessment plan in line with following proposed actions <u>Program level actions recommended:</u> 1. Re-evaluate the status of all course syllabi

contrast foundational theories and essential perspectives and their underlying assumptions in the core social science disciplines; Explain how theories and perspectives reflect the historical context of times and cultures in which they were developed; Select one or more basic theoretical orientations or perspectives and apply them to a current or historical event or series of events; Differentiate key cultural, economic, political, and social phenomena that influence individuals and social structures and illustrate their impacts, both historically and currently		assessment of SLO #1 was not done during this cycle					<p>2. Find qualified individuals to update the course syllabi & evaluate costs of new course Creation to be able to offer some integrated social science offerings</p> <p>3. Revision* of social science major requirements to include 9-12 credits of NEW Social Science courses</p> <p>4. Revision of social science major requirements to include a “track” and “no track” option with identified areas of concentration Example: A. Track = 12 [credit] core, 24 track, 6 electives B. No Track = 15 (1st discipline), 12 (2nd discipline), 3 electives</p> <p>5. Revision of recognized core disciplines to include: <u>Anthropology</u>, <u>History</u> (<u>Chicano Studies</u>), <u>Political Science</u>, <u>Psychology</u>, <u>Sociology</u>, and <u>Women’s Studies</u> (<u>Cultural Geography</u>, <u>Media & Society</u>, <u>Communication</u>, <u>Philosophy</u>) (Underline = new core Disciplines)</p> <p>*World & Western Civ. II (core course) is not offered and some of the course requirements for another core course, Principles of Macroeconomics, are not conducive to print based students, a population of students served by the social science major which at present is only offered as an external degree program. In addition to having an interest in developing a stronger</p>
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							multidisciplinary foundation for the major and integrative social science courses, it's important to re-evaluate the major's requirements for these reasons.
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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?
<p>Assessment plan specified SLO #4</p> <p>Demonstrate self awareness, cultural competence and social action, as well as an appreciation of multiple 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 	<p>First planned assessment cycle for SLO #4</p>	<p>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 recommended examining the current structure for gathering data and working on revising the current assessment plan to include a 4 year timeline for evaluation of all student learning outcomes with the intent to earmark 2 of the 4 learning outcomes in each annual cycle. This would allow</p>	<p>Social science program structure and curriculum was reviewed</p> <p>Information on other accredited "online" social science bachelor degree programs was compiled and reviewed</p> <p>Recommendations were drafted for possible changes to the major and are being evaluated for possible submission to the Curriculum and Academic Program Board in fall 2015</p> <p>A student survey was developed and finalized in 2014 for implementation to begin with spring 2015 graduates</p>	<p>The next steps include finalizing decisions about program restructuring, including curricular changes, and submitting proposed changes in fall to appropriate approval bodies</p> <p>Use the newly developed student survey with 2015 graduates to determine its effectiveness in gathering data useful for evaluating and improving the program</p>

<p>culture, history, geography and economic, political and social structures</p> <ul style="list-style-type: none"> 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 all 4 outcomes within the next 2 academic year cycles.</p> <p>A survey for program graduates to complete should be developed as an indirect measure of the program's effectiveness in achieving student learning outcomes.</p>		
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