

Program: Social Science

Date: June 1, 2016

Completed by: Susan Calhoun-Stuber

Assessment contributors (other faculty involved in this program’s assessment): several

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, 2016. You’ll also find the form at the assessment website at <http://www.csupueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 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? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed? <b>Please indicate the semester and year.</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	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?
<b>SLO 2</b> Demonstrate an understanding of the role of evidence and	NA: This is the first time to formally assess SLO 2 per the	A sample of Individual students’ course	Social Science majors with 90+ earned credit hours	By their senior year, 100% of Social Science majors are expected to	70% of the artifacts that were scored were rated	1. In relation to their demonstrating an	1. The results of the assessment related to SLO 2 are satisfactory in terms of what could be

<p>qualitative and quantitative methods in the social sciences, such that the student will be able to: distinguish between qualitative and quantitative methods, critically assess research publications, and explain how studies can be modified or improved; identify basic methodological approaches and describe the ways in which various methods contribute to cumulative social science knowledge; compare the strengths and weaknesses of each discipline's methodology in analyzing cultural, economic, social, and political problems and developing solutions</p>	<p>Social Science Assessment Plan (revised in May 2015).</p> <p><i>NOTE: According to the criteria outlined in the program assessment plan, no social science students were eligible to participate in last year's assessment (see column d in this document for criteria).</i></p>	<p>assignments, including papers and essay exams, from seven upper division 2015 (spring, summer, and fall) Social Science courses, in three disciplines, were selected to be included in the assessment of SLO 2.</p>	<p>who had filed a Graduation Planning Sheet for 2015 were selected; <u>7 students had work completed (see column C) that could be assessed in the current cycle.</u> 14 individual artifacts were evaluated using the rubric attached to the end of this report with the goal that students' work in more than a single discipline would be assessed.</p>	<p>reach the level of "competency" in demonstrating their understanding of the role of evidence and qualitative and quantitative methods in the social sciences skills (SLO #2) specified as "meet expectations" on the scoring rubric. (Rubric included at end of report)</p>	<p>"meets expectations" and the remaining 30% were rated "exceeds expectations."</p> <p>4 artifacts were not scored for SLO 2 due to lack of relevance to the SLO.</p>	<p>understanding of the role of evidence and methods in the social sciences, the students' performance met program expectations that senior social majors are "competent."</p> <p>2. The artifacts that were scored had limitations, thus negatively affecting the ability to assess the following sub-components of SLO 2: <i>critical assessment of research publications; explain how studies can be improved; compare methods across social science disciplines.</i></p>	<p>scored in the existing course assignments.</p> <p>2. If the decision is made to continue to use course assignments for program assessment purposes however, instructors need to consider integrating into more upper level courses assignments that will enable us to assess all aspects of SLO 2, including the students' ability to compare and critique the methods of various social science disciplines.</p> <p>3. One recommendation is to continue discussion and possible implementation of curriculum changes that would add the following 3 courses to social science requirements:</p> <ol style="list-style-type: none"> <li>a. Intro to Social Sciences</li> <li>b. Social Science Methods</li> <li>c. Advanced Seminar</li> </ol>
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							(Senior Capstone Course)
<p><b>SLO 3</b> Communicate effectively, such that the student will be able to: express oneself in a clear and coherent manner in writing; express oneself in a clear and coherent manner in oral presentation</p>	AY 2012-2013	<p>A sample of Individual students' course assignments, including papers and essay exams, from seven upper division 2015 (spring, summer, and fall) Social Science courses, in three disciplines, were selected to be included in the assessment of SLO 3.</p>	<p>Social Science majors with 90+ earned credit hours who had filed a Graduation Planning Sheet for 2015 were selected; 7 students had work completed (see column C) that could be assessed in the current cycle. 14 individual artifacts were evaluated using the rubric attached to the end of this report with the goal that students' work in more than a single discipline would be assessed.</p>	<p>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)</p>	<p>100% of the sampled writing assignments were scored as "meets" or "exceeds" expectations.</p> <p>None of the selected artifacts allowed for assessment of oral presentation skills.</p>	<p>1. In relation to their <u>written</u> communication skills, the students' performance met program expectations that senior social majors are "competent" and in some cases "accomplished" in expressing themselves in a clear and coherent manner.</p> <p>2. Our current assessment method which relies on rating existing course assignments does not allow for assessing senior social science majors' oral presentation skills.</p>	<p>1. No program changes or improvements are recommended regarding the writing skills component of SLO 3.</p> <p>2. We need to address how to effectively teach and assess oral presentation skills <u>in a distance education program</u>. If this is determined to be not practical at this time, SLO 3 may need to be reframed.</p>

Comments:

**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?
NO SLOs were addressed in last year's assessment cycle because there were no social science majors in the program who met the criteria that has been established; the Social Science degree is offered only as an external degree at CSU-Pueblo	NA	NA	NA	NA

Comments:

Social Science Assessment Rubric

Social Science Program - student learning outcome	Exceeds Expectations <b>Accomplished</b>	Meets Expectations <b>Competent</b>	Below Expectations <b>Developing</b>	Not Acceptable <b>Beginning</b>
2. Demonstrate Understanding of Methodology	Able to articulate a comprehensive, intellectual understanding of qualitative and quantitative methodology by applying multiple methodologies in the analysis	Able to communicate a general understanding of qualitative and quantitative methodology by applying at least one acceptable methodology in the analysis	Able to convey some understanding of qualitative and quantitative methodology but did not integrate the findings into the analysis	Did not incorporate any methodology in the analysis
3. Demonstrate Effective Communication	Able to articulate and convey a comprehensive intellectual understanding of ideas, perspectives and concepts by incorporating several detailed examples, studies or references which expand on the theories or perspectives presented	Able to communicate a general understanding of ideas, perspectives and concepts by incorporating an example, study or reference for each theory or perspective presented	Able to convey some ideas, perspectives and concepts but did not fully explain how the issues are analyzed	Did not effectively communicate the findings of the analysis

