Academic Program Assessment Report for AY 2019-2020

(Due: June 1, 2020)

Program: BA, Humanities and Social Sciences

Date report completed: 5/19/2020

Completed by: Leticia Steffen

Assessment contributors (other faculty involved): _____

Brief statement of Program mission and 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 2019-2020 based on the assessment process.

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 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?
SLO 1: Student will develop critical thinking, communication, organizational and problem-solving skills that allow them to see intellectual connections among various disciplinary fields	Degree was first offered in 2019-2020 academic year	See rubric in the assessment plan.	All students who completed the HSS 499: Senior Capstone course in fall 2019 and spring 2020 (total of four students). N=4	All students are expected to be proficient in this SLO.	Student 1 = proficient (low) Student 2 = proficient (low) Student 3 = not proficient Student 4 = proficient	Only one of the four students demonstrated proficiency in this SLO. Need to make the senior research project instructions more specific in asking students to identify the intellectual connections among their various disciplinary fields	Clearly articulate senior research project expectations to students

SLO 2: Students will develop linkages between their individualized intellectual inquiries and related areas in terms of contemporary challenges facing individuals, communities and society.	Degree was first offered in 2019-2020 academic year	See rubric in the assessment plan.	All students who completed the HSS 499: Senior Capstone course in fall 2019 and spring 2020 (total of four students). N=4	All students are expected to be proficient in this SLO.	Student 1 = not proficient Student 2 = proficient (low) Student 3 = not proficient Student 4 = proficient (low)	Although two students demonstrated proficiency in this SLO, the were on the low end, so improvements are needed.	Clearly articulate senior research project expectations to students
SLO 3: Student will articulate their personal educational and professional goals focusing on existing and potential demand for the skills and knowledge the acquire in their degree program.	Degree was first offered in 2019-2020 academic year	See rubric in the assessment plan.	All students who completed the HSS 499: Senior Capstone course in fall 2019 and spring 2020 (total of four students). N=4	All students are expected to be proficient in this SLO.	Student 1 = proficient Student 2 = proficient Student 3 = proficient (low) Student 4 - proficient	All students were proficient in this SLO (though one was rated lower on the scale of proficiency)	No changes needed. Just make sure all students are getting the same level of instruction in this capstone course.
SLO 4: Students will acquire a clear understanding of future opportunities for the program that they propose.	Degree was first offered in 2019-2020 academic year	See rubric in the assessment plan.	All students who completed the HSS 499: Senior Capstone course in fall 2019 and spring 2020	All students are expected to be proficient in this SLO.	Student 1 = proficient Student 2 = proficient Student 3 – =proficient (low) Student 4 = proficient	All students were proficient in this SLO (though one was rated lower on the scale of proficiency)	No changes needed. Just make sure all students are getting the same level of instruction in this capstone course.

			(total of four students). N=4			

Comments on part I: When completing this assessment report, it became clear that more detailed instructions must be given to students in terms of expectations in their final projects. The students did not adequately meet SLOs 1 and 2 based on their final projects.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles. **This is the first year the BA in Humanities and Social Sciences was offered, so this section is N/A.**

A. What SLO(s) or other issues did you address in this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	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?

Comments on part II: **This is the first year the BA in Humanities and Social Sciences was offered, so this section is N/A.**