

CALIFORNIA STATE UNIVERSITY, CHICO

ASSESSMENT SUMMARY UPDATE

PROGRAM: M.A. Social Science

Year of Review	Describe assessment activity done this year for this SLO	Briefly report the results of the assessment activity	Based on results/evidence, what action was taken regarding program improvement?	Based on results/evidence, what action was taken regarding the assessment process?	Describe the plans you have to reassess this goal and/or follow up action needed?
2011-12	Embedded assessment was done for SLO #4-"Students can speak and write with sufficient clarity to convey their knowledge, attitudes, and skills." Each student was evaluated based on their project, thesis or comprehensive defense meeting to determine how the events rated based on the assessment rubric.	All students graduating with the Social Science MA in AY 2011-2012 were included in the sample, all students were found to meet the two measures of success for this SLO.	A discussion was held with the instructor of the research methods instructor taken by 90% of all SOSC graduate students to remind students not to read formal presentation material in their thesis defense.	No changes were determined to be necessary for assessing this SLO.	This SLO will be placed in the schedule for review.
2012-13	No Assessment was conducted during this period to concentrate on completing the 2006-2012 MA in Social Science Program Self-Study.	No Assessment was conducted during this period to concentrate on completing the 2006-2012 MA in Social Science Program Self-Study.	No Assessment was conducted during this period to concentrate on completing the 2006-2012 MA in Social Science Program Self-Study.	The new Coordinator for the MA in Social Science will evaluate the current assessment process and review the Self-Study and accompanying response documents to determine whether action is required for the assessment process.	An updated Assessment Plan for 2012-2016 will be developed by the incoming Coordinator for the MA Social Science Program.

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2013-14	"Students will develop programs of study that will be interdisciplinary, incorporating at least 2 disciplines in a meaningful program of study."	All students actively enrolled in social science graduate studies during the 2013-2014 academic year were included in the sample. Of the nineteen students in the sample, 16 students had at least two social science disciplines in their program plans, or 84% of those enrolled. Of the students whose program plans or course of study did <i>not</i> have two disciplines, two were career and academic advising students who began their graduate studies in the spring of 2013, and were therefore early in their program development. The other student was primarily geography with no clear interdisciplinary study.	It is the goal of the current Program Coordinator to attempt to resolve some of these issues by working with Psychology and Social Work Chairs to expand access to graduate level courses in these departments, particularly counseling and assessment courses. Solutions to the dependence on MA in Education courses for methods and writing proficiency courses are more intractable given that these courses are not in BSS, although the fact that History is considered a social science could be interpreted as a precedent. More discussion will need to be held regarding this situation as there are potentially other institutional forces at play.	none needed	none needed

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2014-15	"Students can identify social scientific theories related to their program theme and analyze issues in theoretical terms."	All students actively enrolled in social science graduate studies during the 2014-2015 academic year were included in the sample. Of the 32 students in the sample, 90% had at least one "theory" focused course in their 14-15 AY courses. These courses include content courses and 669T or 699P (Thesis or Project culminating activity units). All of these students (with the exception 1 student who withdrew due to medical reasons) successfully completed these courses, indicating competence in identifying social scientific theories related to their program theme and analyze issues in theoretical terms." The remaining 10% were not enrolled in a course that include theory because they were adjunct enrolled and not taking classes, nor working on their thesis or project.	No action was deemed necessary	No action was deemed necessary	No action was deemed necessary

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2016-17	1. Write effectively in multiple contexts with sufficient clarity to convey their knowledge, attitudes, and skills.	All students who submitted a comprehensive exam during the 2016-2017 AY were assessed on their writing. There was a total of six students and there were two BSS faculty who reviewed these papers. The BSS Graduate Writing Rubric was used as the assessment tool. The comprehensive exam , guidelines, and Comprehensive exam rubric are included in this report in addition to the BSS Rubric used for assessment. Results of the average score for each student and the score frequency for the entire sample were examined. The average score for each student indicated that there were no scores in the below expectation (1) category. Only two students received scores in the meets exceptions (2) category; those scores were one in content and one in grammar and style. One student received a (2.5) average score in organization. All students were between received exceed exceptions (3) to exceptional (4) in the sources and evidence category. All but one student received exceed exceptions (3) to exceptional (4) in grammar and style. One student received exceptional scores in all four categories. The frequencies for each category was no below expectation scores. Meets expectations included 2 for content, 2 for organization, 2 for sources and evidence, and 1 for grammar and style. For the	A meeting was held that included the Department Chair, Graduate Coordinator, and the two most prominent comprehensive exam reviewers On September 1, 2017 to discuss the comprehensive exam and any changes that might need to be made to enhance the learning experience for the students. There was agreement that the Comprehensive exam synopsis, guidelines, and rubric continued to be a great tool. The group also discussed Moving the timeline where the comprehensive exam due sooner in the semester and to include a presentation as an expectation for those who do a comprehensive exam. It was decided that beginning Fall 2016, these guidelines would be implemented for Spring 2017 graduates. Also, the group discussed during this transition, if there were students who have received different information, the program would work with those students.	None needed.	It is the goal of to revisit this shift in the comprehensive exam expectations for the students as well as the faculty evaluating the exams and presentations. This Program Coordinator would like to evaluate if this increased expectation places unrealistic expectations on the faculty reviewers.