Annual Assessment Report 2021-2022

BS Geological Sciences

Geological Sciences

College of Science

CONTACT
Name of Program Assessment Lead Stephen Osborn
Name of Person Completing Report Stephen Osborn

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)
- We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- We developed them as a program/department using our own knowledge and expertise of the field.
- The department chair and/or assessment chair developed them in isolation.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.
- Department Website - provide URL: _____
- Course Syllabi

ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- **7**

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: Effectively communicate results of scientific investigations in written and oral format
- SLO #2: Use maps, cross sections, and other imagery to analyze and interpret spatial and temporal relationships displayed by Earth features or geologic data sets.
- SLO #3: Utilize quantitative reasoning, experiential judgment, and computer technology to assess data, draw conclusions, and solve problems

Student Learning Outcome (SLO): Effectively communicate results of scientific investigations in written and oral format

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.) • Interpreted and made meaning of findings for direct evidence	• Oral performance (e.g., presentation, defense, conference presentation etc)	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

Student Learning Outcome (SLO): Use maps, cross sections, and other imagery to analyze and interpret spatial and temporal relationships displayed by Earth features or geologic data sets.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.) • Interpreted and made meaning of findings for direct evidence	• Assignment/exam/paper completed as part of regular coursework	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

Student Learning Outcome (SLO): Utilize quantitative reasoning, experiential judgment, and computer technology to assess data, draw conclusions, and solve problems

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.) • Interpreted and made meaning of findings for direct evidence	• Assignment/exam/paper completed as part of regular coursework	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- Program/department faculty as whole

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.

The main challenge other than still dealing with the Pandemic was that several faculty did not complete assessment assignments. This is exasperated by the fact that we are a small department. As a result, we had a more robust discussion of department assessment during our summer retreat. Furthermore, we are redesigning how assessment is done to make it more accessible to faculty and get more input. First, A Canvas site was created to warehouse all assessment information and communication. Completed data sheets will be uploaded to Canvas. Second, we also decided to concentration on 2-3 SLOs for the 22-23 academic year with the idea of rotating through all of our SLOs within a 3 year cycle. Third, we creating/updating rubrics with more input from faculty. Fourth, we are also working on an exit survey for graduating students as indirect evidence with the hope of having it go live in the Spring (23)

CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)

We can utilize the CSU Student Success Dashboard and other CPP data to identify Equity gaps. Id like to learn more about what can be done here.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan
No
Curriculum Matrix
No