Annual Assessment Report 2023-2024

BS Geological Sciences

Department of 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)
- o We developed them as a program/department using our own knowledge and expertise of the field.
- o 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 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024.** 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?
- 1

How many SLOs did your program assess this past year in 2023-2024?

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

Please list the SLOs examined

- SLO #1: Effectively communicate results of Geologic investigations in written and oral format

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

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Capstone product (e.g., project, senior thesis, etc.) (Direct)	• Used rubric or scoring guide
• Closing the loop (e.g., investigated other pressing issues related to SLO achievement, change course sequence, etc.). Please explain: Changed curriculum		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
24	80% at proficient or better	Yes, mostly	We found out that our students are doing a poor job at describing the problem

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2023-2024? Select all that apply.
- Course-level changes (e.g., syllabus, content, pedagogy)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.
- Program/department faculty as whole
- Program/department assessment committee
- College assessment committee
- Students

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 2023-2024 so that others may learn from your experiences.
Simplifying and reducing the number of SLOs (during summer 23) for our program was very helpful. We got meaningful results under the nes set of SLOs. though we had better faculty participation, it was still a challenge. We furthermore lost faculty for last academic year.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, CPP's GI2025 markers, CSU Dashboard, CPP's Student Success Dashboard on Tableau, CPP's Graduating Senior Survey on Tableau, course evaluations, etc.
We have not done this last academic year. Though, we should look at this more closely to help with assessment. We also want to develop a senior survey.

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