



Annual Assessment Report 2022-2023

BA Science, Technology, & Society

Philosophy

College of Letters, Arts, & Social Sciences

CONTACT

Name of Program Assessment Lead Peter Ross

Name of Person Completing Report Peter Ross

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.

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: <https://www.cpp.edu/class/science-technologysociety/programs-andadvising/sts-major.shtml>

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. 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 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: Students employ scientific literacy.
- SLO #2: Students are proficient in skills in reasoning (including the explicit substantiation of claims with well-informed reasons)
- SLO #3: Students are proficient in skills in written and oral presentation (including the development of a well-organized and clearly articulated line of reasoning)
- SLO #4: Students show developed ability to place changes in science and technology in historical context
- SLO #5: Students show developed ability to place changes in science and technology in social and cultural context
- SLO #6: Students show developed ability to critically evaluate normative considerations relevant to science and technology
- SLO #7: Students are proficient in research skills applied to issues relating to science, technology, and society

Student Learning Outcome (SLO): Students employ scientific literacy.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
<ul style="list-style-type: none">Collected direct evidence (e.g., student work, exam items, etc.)	<ul style="list-style-type: none">Capstone product (e.g., project, senior thesis, etc.)	

Student Learning Outcome (SLO): Students are proficient in skills in reasoning (including the explicit substantiation of claims with well informed reasons)

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
<ul style="list-style-type: none">Collected direct evidence (e.g., student work, exam items, etc.)	<ul style="list-style-type: none">Capstone product (e.g., project, senior thesis, etc.)	

Student Learning Outcome (SLO): Students are proficient in skills in written and oral presentation (including the development of a well organized and clearly articulated line of reasoning)

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">• Collected direct evidence (e.g., student work, exam items, etc.)	<ul style="list-style-type: none">• Capstone product (e.g., project, senior thesis, etc.)	

Student Learning Outcome (SLO): Students show developed ability to place changes in science and technology in historical context

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">• Collected direct evidence (e.g., student work, exam items, etc.)	<ul style="list-style-type: none">• Capstone product (e.g., project, senior thesis, etc.)	

Student Learning Outcome (SLO): Students show developed ability to place changes in science and technology in social and cultural context

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">• Collected direct evidence (e.g., student work, exam items, etc.)	<ul style="list-style-type: none">• Capstone product (e.g., project, senior thesis, etc.)	

Student Learning Outcome (SLO): Students show developed ability to critically evaluate normative considerations relevant to science and technology

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">• Collected direct evidence (e.g., student work, exam items, etc.)	<ul style="list-style-type: none">• Capstone product (e.g., project, senior thesis, etc.)	

Student Learning Outcome (SLO): Students are proficient in research skills applied to issues relating to science, technology, and society

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">• Collected direct evidence (e.g., student work, exam items, etc.)	<ul style="list-style-type: none">• Capstone product (e.g., project, senior thesis, etc.)	

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Students' out-of-course changes (e.g., advising, co-curricular experiences, mentoring, program website, workshops, brown bag lunches, 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.

- Advisory board(s): Science, Technology, and Society Advisory Board
- 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 2022-2023 so that others may learn from your experiences.

Sharing with students the rubrics for learning outcomes is a great way to clarify the major skills emphasized by the program, and give students a way to articulate the skills they are developing.

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, course evaluations, etc.

I have used CSU Dashboard data in connection with program review.

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 - Yes

Curriculum Matrix - Yes