2006-2007 ASSESSMENT

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1. What goals or learning objectives/outcomes were assessed in AY 2006-2007?

The goals of the Social Science Program are to:

1. Develop prospective teacher skills in reading, writing, analysis and speaking.
2. Provide prospective teachers with the opportunity to acquire appropriate subject matter preparation mandated middle and high school teaching in social science. Prospective teachers should have both breadth of preparation, as well as opportunities to study representative subject matters in depth.
3. Assist prospective teachers develop critical and analytic skills, the ability to identify and analyze problems of interpretations, and familiarity with different systems of analysis.
4. Provide instruction in the basics of the origins of the social science disciplines and assist students in developing the ability to incorporate and integrate the disciplines' systems of knowledge.

2. How did you assess these learning outcomes?

Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.

Pre-credential Social Science majors are required to take the capstone course, SSCI 193, which requires the submission of a professional portfolio of work selected from this and prior courses for evaluation.

a. Describe the measures you used and the information gathered?

The General Portfolio Directions (see http://www.csus.edu/socsci/directions.htm) clearly include a defined process that incorporates multiple measures for evaluation. Portfolios must include:

- Transcripts
- A summary statement addressing why the prospective teacher wants to enter the teaching profession
- Copies of short “inquiry” essay assignments from SSCI 193 and 199
b. As a result of these assessments what did you learn about the program’s success in helping its students achieve these learning outcomes?

The program provides an excellent overview of the students’ knowledge and understanding of the Social Sciences in preparation for being high school and middle school teachers. According to the federal law, “No Child Left Behind” prospective teachers must be “highly qualified” before entering a credential program and becoming a teacher. “Highly qualified” is defined as having a major in a particular single subject area. On June 1, 2006, the California Commission on Teacher Credentialing (CCTC) approved the California State University, Sacramento, subject matter preparation program for the Single Subject Teaching Credential in Social Science.

c. In what areas are students doing well and achieving expectations?

Last year the Social Science Advisory Committee made several recommendations to improve the portfolio and its assessment. The recommendations were:

- A minimum page length for sample assignments
- Development of “signature assignments” for some required courses.
- Discourage the use of two papers from one course as samples for two different areas of assessment.
- Discourage the use of more than two-blue book assignments in the portfolio.

In 2006-07 we were pleased by the overall improvement in the quality of the portfolio samples.

d. What areas are seen as needing improvement within your program?

While most students effectively link what they have learned in various classes with the Curriculum Strands and Course Requirements found in the History-Social Science Framework for California Public Schools, there is room for improvement.

3. As a result of faculty reflection on these results, are there any program changes anticipated?

No program changes, but changes the directions for student self-reflection analysis of work samples included in the portfolio.

a. If so, what are those changes?

Students in Social Science 193 must provide a self-reflective analysis of each work sample. The analysis includes discussion of:

- Seven work samples (plus reflective essays) covering World Perspective, National Perspective, State Perspective, Citizen Perspective, Principles of Economics, Principles of Geography, and early field experience (EDBM 170).
• scholarship and analytical abilities
• developing knowledge of the social sciences
• the relationship to the “Goals and Curriculum Strands” found in the *California Social Science Framework*
• use the content of this course in your own teaching practice.

This assignment is extremely broad and we will experiment with assigning specific portions in the course reading to assist students in developing a more thoughtful, thorough, and direct self-reflective analysis.

**b. How will you know if these changes achieved the desired results?**

We will pay particular attention to the student analysis when assessing the portfolios.

**4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment?**

A portfolio rubric guides our assessment (see [http://www.csus.edu/socsci/rubric.htm](http://www.csus.edu/socsci/rubric.htm)). If the portfolio evaluated as “Novice” or “Unacceptable” by two out of the three reviewers will result in an “Incomplete” grade for the course. Prospective teachers may make appropriate revisions and resubmit for a second scoring. An acceptable portfolio not submitted within one year, automatically turns into an “F.”

**5. What assessment activities are planned for the upcoming academic year?**

Our current assessment rubric includes numeric tabulations. However, we have not gathered the information and put into a quantifiable format. We will begin do this now.