1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The Social Science Program is an interdisciplinary program involving curricular offerings from several departments as part of the major. There are no full-time faculty in this program, a Director, and a shared staff member. The Director is advised on all matters, including learning outcomes and assessment, by the Social Science Advisory Committee. From 2006-2009, Tim Fong served as the Director. David Lang began his service as Director in 2009. The Social Science Program adopted the Sacramento State Baccalaureate Learning Goals as our internal Learning Goals in 2009.

The culture concerning learning outcomes and assessment has always been strong during this timeframe. The Social Science Program is essentially accredited by the California Commission on Teacher Credentialing (CCTC) and, as such, has designed the Program in a manner to facilitate assessment regularly in conjunction with the Baccalaureate Learning Goals of Sacramento State.

The capstone course (SSCI 193) is the centerpiece of the summative assessment of the Social Science Program. Efforts are underway to rethink the approach to this course to better align with the campus BLGs and our own measures of competency in the social science disciplines.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

   a. Integrative Learning
   As mentioned in #1, the Social Science Program is an interdisciplinary program. It was designed primarily for students interested in becoming credentialed teachers in the social science field in California high schools. As such, students are required to take courses in History, Government, Geography, and Economics, and often supplement this core coursework with electives in Anthropology, Ethnic Studies, Sociology and Philosophy. The benefit of a student completing our Program is that they have taken a wide array of courses and are well-versed in a broad set of skills and knowledge. A potential concern is that they may have a difficulty connecting this varied coursework together. This concern is what has lead the primary
learning outcome to be able to synthesize and make connections between their courses and to begin to think of themselves as a Social Scientists.

b. **Competence in the Disciplines**
The California Commission on Teacher Credentialing allows students who have completed the coursework in the Social Science Program to be considered “Subject Matter Competent” in the Social Sciences. This allows our graduates to apply and enter directly into post-baccalaureate credential programs without having to pass a very challenging California Subject Examination for Teachers (CSET) in the Social Sciences. Our ability to continue to serve as a “waiver program” relies completely on our students’ competence in the four main core disciplines (History, Government, Geography, and Economics). As such, we must and do assess their competence in these disciplines.

c. **Intellectual and Practical Skills**
We feel that it is essential for graduates of the Social Science Program to be well-prepared for both their careers (whether as future teachers or whatever other avenue they choose to pursue) and for a life as critical thinkers and informed citizens. As such, the Program emphasizes coursework that focuses on analytical skills, communication skills (both oral and written), and problem solving.

3. **For undergraduate programs only,** in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

As previously mentioned, the Social Science Program has fully adopted the Sacramento State Baccalaureate Learning Goals as our own. As such, the alignment between our internal learning outcomes and the University’s Baccalaureate Learning Goals is one-for-one. The only question relating to this that is appropriate to consider for the Social Science Program is the relative weight that we apply to each of the Goals. In #2, the top three learning outcomes are identified and discussed, however our curriculum really does emphasize each of the Learning Goals. This is a reflection of both what we feel is important and what we are required to do from our accrediting body.

4. For each desired outcome indicated in item 2 above, please:
a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

a. Each of the aforementioned Learning Outcomes is assessed (monitored and measured) as part of the summative assessment during our capstone course – Integrating History and the Social Sciences (SSCI 193). Students in this class are required to create a portfolio including, among other items, several
examples of previously graded written work from their various coursework in the Social Science Program accompanied by “reflection essays.” In these essays, they must demonstrate their strengths and weaknesses in the various disciplines of the Social Sciences, discuss pedagogy, and align their coursework and knowledge to the California Framework (Standards) as they pertain to teaching in the public, social science, high school classroom. Once their portfolios are complete, faculty from each of these disciplines then follow a specific rubric to assess both the individual students and the Social Science Program as a whole.

b. The sample of students used is all graduating seniors who plan to go into a credential program at some point in the future. This capstone course is a required component for students to be considered Subject Matter Competent in the Social Sciences. The Portfolio concept was approved by the California Commission on Teacher Credentialing (CCTC) as an appropriate summative assessment which is a condition of our accreditation. Currently, this course is taught every Spring Semester.

c. Several different types of rubric are utilized in this process. The last two pages of this report are examples of these rubrics. They were designed specifically for the Learning Goals by the Association of American Colleges and Universities for this purpose (AAC&U).

d. The primary responsibility for analyzing and evaluating the data that stem from this assessment lies with the Director of the Social Science Program. The analysis serves as the backbone of the annual assessment report that is used at Sacramento State and justification to the CCTC of our continued accreditation. The analysis is reviewed by the Social Science Advisory Committee when they convene to discern potential areas of concern as well as longitudinal trends.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

To date, the best examples of how findings from the assessment process has led to changes in the Social Science Program (i.e., closing the loop) can be found in the Integrative Learning and Competence in the Disciplines Learning Goals. Since the beginning development of the SSCI 193 capstone course, the focal point has been predominantly on competence in each of the key disciplines taken individually. In other words, we were looking very carefully to determine whether or not students were learning enough Economics to be successful as future teachers of Economics. And separately, we were looking to see if students were learning enough History to be successful future teachers of History. However, we were not really analyzing whether students were actually integrating their studies and becoming good Social Scientists. In other words, were they able to synthesize and make connections between and amongst the various disciplines. With the recent adoption and application of the Sacramento Baccalaureate Learning Goals as our own, we have begun to take a look at this integration and found that our students were NOT being asked to demonstrate this skill and were not demonstrating it on their own in this process. As a result of this, the SSCI 193 course has recently undergone significant changes with a focus placed on this integration.
In addition, this course has been historically taught by either part-time faculty members or faculty borrowed from other departments on campus. Due to this, the continuity in expectations in this course has been somewhat lacking. Now the course is being taught by the Director of the Social Science Program who is also responsible for the assessment of the Program. It is too early to determine what the effect of these changes will be, but we should know a lot more in subsequent assessment reports and will continue to revise the curriculum appropriately to reflect our Goals.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

As part of our re-accreditation process, the Social Science Program has chosen to seek out data from our alumni by administering questionnaires. However, the accreditation process takes place over a seven year cycle. We believe that seven years is probably too long to wait between alumni questionnaires. The Social Science Program has recently begun to explore the best practices on campus in terms of the administration of systematic and regularly scheduled alumni surveys and will soon put this in place.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The California Commission on Teacher Credentialing (CCTC) requires programs that are approved as substitutes for California Subject Examination for Teachers (CSET) to demonstrate that their students will have achieved Subject Matter Competency through their respective coursework. As such, the CCTC’s focal point, as it pertains to Learning Outcomes, is very much limited to “Competence in the Disciplines” which in the Social Sciences also includes “Knowledge of Human Cultures and the Physical and Natural World” to a very large extent. Adhering to the framework and standards of CCTC in this manner is not merely important but essential to the survival of the Social Science Program.

The CCTC does not have anything specific to say about the remaining Learning Goals (Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative Learning). However, we feel that these are vital Goals for our students as well. The difference between the CCTC’s perspective and our own really stems from the different main goal for these students. CCTC is trying to make sure that these future teachers have the expertise to be able to teach in the classroom. Our Program wants to ensure that in addition to the expertise, that they also have the basic skill set to excel in the classroom or any other endeavor they may choose.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

None at this time.
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**Integrated Learning Model**

1. **Experiential Learning:**
   - Reflection on experience
   - Application of new knowledge
   - Connection to real-world situations

2. **Discussion:**
   - Group discussion
   - Peer-to-peer learning

3. **Assessment:**
   - Self-assessment
   - Peer assessment
   - Teacher assessment

**Conclusion:**

Integrative Learning involves a process in which new knowledge and skills are acquired through interaction with others, self-reflection, and application in real-world contexts. It emphasizes the interconnectedness of different learning modalities, including experiential learning, discussion, and assessment. This model promotes a holistic approach to learning, where students develop a deeper understanding of concepts through active engagement and reflection.