

Sacramento State
General Education Assessment Plans

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Assessment Plan for Area B

The Area B Assessment Subcommittee met several times during fall 2014 to put together an assessment plan. We first discussed a five-year assessment process for the Area B outcomes looking across five sub-areas. As reported during fall 2014, our plan is to have the GE/GRPC poll all Area B faculty during spring 2015 to submit to the Committee the faculty members' assessment instruments and results for a Program Learning Outcome (PLO) of their choice (Table 1, Activity #5). Our subcommittee will review the materials, try to categorize them and report the results back to the GE/GRPC. We also hope to identify some best practices.

From AY 2015-2016 to AY 2018-2019, we will assess at least one PLO from every class across all five sub-areas; (Table 2). All Area B sub-areas have three PLOs, while in addition sub-areas B1 and B2 share a fourth. Therefore, during year's two to four we will assess one PLO from each of the five sub-areas and during year five, we will assess PLO# 4 for sub-areas B1 and B2.

Academic Affairs provided us with a list of all Area B courses and their enrollment caps for spring 2015. We found that 17 departments are offering 73 different courses to 10,601 students in spring 2015. There are multiple sections of many of these different courses (total 270 sections; Table 3). To determine the number of courses to sample each academic year, we divided the number of courses in each sub-area by the number of sub-area PLOs (Table 4).

We decided which courses to sample from each sub-area by beginning with those with the highest "% Total Subarea Enrollment" then in descending order by "Total Enrollment Cap" (Table 3). We will work our way down this list by choosing a similar number of courses each academic year. The courses chosen for AY 2015-2016 are highlighted in Table 3. If we proceed in this manner, by the end of AY 2015-2016 we will have sampled from 23 courses with 6,305 students.

We hope that the GE/GRPC will share with the Area B faculty our five year assessment plan, so that the relevant faculty will be prepared to submit materials when requested. We also expect that the GE/GRPC will share our findings with all Area B faculty.

Table 1 - Timeline for Assessment Process for AY 2014-2015

Activity	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
1) Area Group convenes (schedules meetings for the year)	X							
2) Develop a plan for assessing outcomes	X	X	X	X				
3) Identify process to be used, evidence to be collected, etc.			X	X	X			
4) Identify courses to be assessed					X			
5) GE/GRPC will poll all faculty to submit assessment materials for an outcome of their choice						X		
6) Begin to review and assess materials						X	X	
7) Complete review process							X	X
8) Submit report to GE/GRPC								X

Table 2 - Five-Year Assessment Timeline for Area B

Sub-Areas	Academic Year				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
B1 - Physical Science	Poll	1 st PLO	2 nd PLO	3 rd PLO	4 th PLO
B2 - Life Forms	Poll	1 st PLO	2 nd PLO	3 rd PLO	4 th PLO
B3 - Lab	Poll	1 st PLO	2 nd PLO	3 rd PLO	
B4 - Mathematical Concepts	Poll	1 st PLO	2 nd PLO	3 rd PLO	
B5 - Further Studies	Poll	1 st PLO	2 nd PLO	3 rd PLO	

Table 3 - Sampling of Courses for 2015-2016 by Percent

Total Subarea Enrollment for Spring 2015

GE SubArea	Course #	Course Title	N Sections	Total Enrollment Cap	% Total Subarea Enrollment
B1	ASTR 4A	Intro to the Solar System	1	75	3
	ASTR 4B	Intro to Stars and Galaxies	1	90	4
	CHEM 1A	General Chemistry I	4	288	12
	CHEM 5	Chemistry for Nurses	1	72	3
	CHEM 6A	Intro General Chem	2	120	5
	GEOG 1	Physical Geography	8	401	16
	GEOG 5	Violent Weathr/Chng Atmosphere	1	72	3
	GEOL 5	Geology Of Mexico	2	24	1
	GEOL 7	Natural Disasters	7	450	19
	GEOL 8	Earth Science	4	230	9
	GEOL 10	Physical Geology	2	70	3
	PHYS 5A	Gen Phys-Mech,Heat,Sound	3	270	11
	PHYS 10	Physics In Our World	1	90	4
	PHYS 11A	Gen Phys-Mechanics	2	180	7
		Sum	39	2432	100
B2	ANTH 1	Intro to Biological Anth	10	570	32
	BIO 1	Biodiver,Evolution+Ecol	5	264	15
	BIO 7	Intro Science Of Biology	1	72	4
	BIO 9	Living World: Evo, Eco, Behv	1	60	3

	BIO 10	Basic Biological Concepts	5	383	22
	BIO 20	Biology: Human Perspective	3	191	11
	ENVS 10	Environmental Science	5	225	13
		Sum	30	1765	100
B3	ANTH 1A	Biological Anth Lab	10	240	10
	ASTR 6	Astronomical Observtn Lab	1	30	1
	BIO 1	Biodiver,Evolution+Ecol	11	264	11
	BIO 7	Intro Science Of Biology	3	72	3
	BIO 15L	Lab Investigations in Biology	2	90	4
	CHEM 1A	General Chemistry I	12	288	12
	CHEM 1B	General Chemistry II	9	216	9
	CHEM 5	Chemistry for Nurses	3	72	3
	CHEM 6A	Intro General Chem	5	120	5
	CHEM 6B	Intro Organic+Biol Chem	3	72	3
	CSC 1	Intro To Computer Science	1	30	1
	GEOG 11	Lab Physical Geography	6	108	5
	GEOL 5	Geology Of Mexico	1	24	1
	GEOL 8L	Earth Science Lab	3	68	3
	GEOL 10L	Physical Geology Lab	2	48	2
	KNS 150	Exercise+Sport Physiology	2	40	2

	PHYS 5A	Gen Phys- Mech,Heat,Sound	9	270	11
	PHYS 5B	Gen Phys- Lgt,Elec,Mag,Phy	4	120	5
	PHYS 11A	Gen Phys-Mechanics	6	180	8
	PHYS 11B	Gen Phys- Heat,Light,Sound	1	24	1
		Sum	94	2376	100

Table 3 (cont.)

GE SubArea	Course #	Course Title	N Sections	Total Enrollment Cap	% Total Subarea Enrollment
B4	MATH 1	Mathematical Reasoning	14	420	18
	MATH 17	Explor Conjecture+Proof	2	50	2
	MATH 24	Modern Business Math	3	420	18
	MATH 26A	Calculus I Soc+Life Sci	5	150	7
	MATH 26B	Calculus II Soc+Life Sci	1	25	1
	MATH 29	Pre-Calculus Math	7	180	8
	MATH 30	Calculus I	9	240	10
	MATH 31	Calculus II	10	226	10
	MATH 35	Intro To Linear Algebra	1	15	1
	STAT 1	Intro To Statistics	16	480	21
	STAT 50	Intro Probability+Stat	2	50	2
	STAT 96B	Intro Stat w/ Development Math	1	30	1
		Sum	71	2286	100
B5	ANTH 15	World Prehistory	2	110	6

	ASTR 132	Stars,Galaxies&Cosmology	1	30	2
	CHDV 143	Mind+Brain Devlpmntl Context	3	90	5
	CHEM 1B	General Chemistry II	3	216	12
	CHEM 68	Intro Organic+Biol Chem	1	72	4
	CSC 10	Intro Programming Logic	2	60	3
	EDTE 18	Math Practices Across Cultures	2	105	6
	FACS 113	Nutrition And Metabolism	2	70	4
	GEOG 111	Elements Of Meteorology	1	35	2
	GEOG 116	Global Climate Change	1	75	4
	GEOL 12	Historical Geology	1	24	1
	GEOL 150	Oceanography	4	240	14
	HIST 107	History Of The Phys Sci	1	45	3
	HONR 10	Science and the Public Good	2	51	3
	KINS 150	Exercise+Sport Physiology	1	40	2
	NURS 168	Brain/Gender-Related Diff	2	85	5
	PHIL 60	Deductive Logic I	2	120	7
	PHIL 125	Philosophy Of Science	2	100	6
	PHYS 5B	Gen Phys- Lgt,Elec,Mag,Phy	2	150	9
	PHYS 11B	Gen Phys- Heat,Light,Sound	1	24	1
		Sum	36	1742	100

Table 4. Procedure Used to Sample Courses

GE SubArea	N Courses	N PLOs	N to be sampled AY 2015-2016*
B1	14	4	4
B2	7	4	2
B3	20	3	6
B4	12	3	4
B5	20	3	7 ^{&}

* = (N courses/N PLOs).

[&] Based on a quick Gap Analysis, the natural break was between 5 and 6, resulting in 7 courses chosen rather than 6 as seen for subarea B3.

Assessment Plan for Area C

The Area C Assessment Committee met over the fall of 2014 and at the beginning of spring 2015 Semester for the purpose of creating an assessment plan for the C1 and C2 learning outcomes. A five-year assessment process for the five C1 and four C2 learning outcomes has been established starting with objective C1.D. The timeline and wording for all nine objectives is listed below in Table 1.

The decision was made to begin in the spring semester with the assessment of Area C1 Outcome D. Outcome D “Be able to develop and defend informed judgments about creative work”, is an outcome that the sub-committee believes to be an accessible initial outcome for assessment. Although “the Arts” as a shared Assessment Area do share similar creation and criticism methods, the multilayered and specific use of language within each genre and medium create a challenge for assessment. Table 2 contains the Rubric that the committee has agreed to use in conjunction with the specificity of genre and medium specific language to be included via the specific course Assignment Guidelines.

The timeline for Assessment is found in Table 3. Immediately following Table 3 is the Academic Year 2014-15 (Sp16 application) Assessment of Area C1 Outcome D. In recognizing the genre and medium specific assessment that will need to occur for the assessment rubric, the Assessment Chair with assistance or guidance from the Department Chair will create the specificity of the language used to assess creative work in the “Analysis of” portion of the rubric for assessment by the committee members outside their creative and scholarly expertise. Also recognizing that not all classes do written evaluations, the assessment committee chair will need to work with Department Chairs to establish the appropriate classes for written work evaluation if the initially chosen class does not fulfill this outcome in a written format.

Area C1 has 96 offered courses for the Spring Semester 2016 offered across 9 departments with the bulk of these classes taught in the Departments of Art, Music and Theatre and Dance (ART with 25 courses, MUSC with 26, and THEA with 19). As several of these classes have limited enrollment because of subject matter and related arts activities, the review will selected 2 classes from the three departments with the largest number of offerings and then the top 2 classes outside of those departments based on the following procedure.

The total student population in the 96 classes is 4558 students. To chose the classes selected for review, the percentage of student enrollment was calculated for each class and then ranked. The selected courses are highlighted in C1Table 3.1. The Chairs will be approached in early March for the request of 15 random selected written student work that focuses on GE Area C1:D and necessary assignment guidelines/language specificity needs.

Assessment Plan for Area C Repeated with Tables

The Area C Assessment Committee met over the fall of 2014 and at the beginning of spring 2015 Semester for the purpose of creating an assessment plan for the C1 and C2 learning outcomes. A five-year assessment process for the five C1 and four C2 learning outcomes has been established starting with objective C1.D. The timeline and wording for all nine objectives is listed below in Table 1.

Table 1 -- Five-Year Assessment Process and Learning Outcomes for Area C

Outcome	2016	2017	2018	2019	2020
C1.D	X				
C1.C & C2.D		X			
C1.E & C2.C			X		
C1.A & C2.B				X	
C1.B & C2.A					X

Area C Learning Outcomes in Order of Assessment

2016:

C1.D: Be able to develop and defend informed judgments about creative work

2017:

C1.C Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources
C2.D Demonstrate knowledge and understanding of the historical and development of cultures and civilizations, including their animating ideas and values.

2018:

C1.E Demonstrate knowledge of the conventions of at least one of the disciplines in the arts
C2.C Compare and analyze various concepts of humankind

2019:

C1.A Think conceptually and critically about medium, performance or presentation, and production for at least one art form
C2.B Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human sciences

2020:

C1.B Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.

C2.A Demonstrate knowledge of the conventions and methods of the study of the humanities.

The decision was made to begin in the spring semester with the assessment of Area C1 Outcome D. Outcome D “Be able to develop and defend informed judgments about creative work”, is an outcome that the sub-committee believes to be an accessible initial outcome for assessment. Although “the Arts” as a shared Assessment Area do share similar creation and criticism methods, the multilayered and specific use of language within each genre and medium create a challenge for assessment. Table 2 contains the Rubric that the committee has agreed to use in conjunction with the specificity of genre and medium specific language to be included via the specific course Assignment Guidelines (Theatre Guidelines as Example).

Table 2 Rubric for Assessment

WRITING RUBRIC *Adapted from AACU Written Communication VALUE Rubric

4 being Exceeded the Learning Outcome and 1 being Did Not Meet the Outcome

	4	3	2	1
CONTEXT and PURPOSE Audience, purpose, and circumstances surrounding writing task(s)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates consideration of context, audience, and purpose and some focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).
CONTENT DEVELOPMENT Development of argument	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the entire work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the entire work.	Uses appropriate and relevant content to explore ideas within the context of the discipline and shape the most of the work.	Uses appropriate content to develop and explore ideas through some of the work.
ANALYSIS OF THEATRE/DRAMA: Analyze performance texts in relationship to specific contexts. EXAMPLE	Demonstrates excellent incorporation of textual analysis. Compares and contrasts the genre, structure, form, and content of diverse playwrights and/or performance artists (directors, actors, designers, etc.) in relationship to specific global, social, cultural, and/or historical contexts in a compelling way throughout the writing.	Demonstrates good incorporation of textual analysis. Compares and contrasts the genre, structure, form, and content of diverse playwrights and/or performance artists (directors, actors, designers, etc.) in relationship to specific global, social, cultural, and/or historical contexts in an interesting way through majority of the writing.	Demonstrates average incorporation of textual analysis. Compares and contrasts the genre, structure, form, and content of diverse playwrights and/or performance artists (directors, actors, designers, etc.) in relationship to specific global, social, cultural, and/or historical contexts through most of the writing.	Demonstrates fair incorporation of textual analysis. Attempts to compare and contrast the genre, structure, form, and content of diverse playwrights and/or performance artists (directors, actors, designers, etc.) in relationship to specific global, social, cultural, and/or historical contexts in some of the writing.
SOURCES AND EVIDENCE	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates some use of credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.
GRAMMAR AND EDITING. Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses general language that conveys clear meaning to the reader. The language includes some errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include many errors.

The timeline for Assessment is found in Table 3. Immediately following Table 3 is the Academic Year 2014-15 (Sp16 application) Assessment of Area C1 Outcome D. In recognizing the genre and medium specific assessment that will need to occur for the assessment rubric, the Assessment Chair with assistance or guidance from the Department Chair will create the specificity of the language used to assess creative work in the “Analysis of” portion of the rubric for assessment by the committee members outside their creative and scholarly expertise. Also recognizing that not all classes do written evaluations, the assessment committee chair will need to work with Department Chairs to establish the appropriate classes for written work evaluation if the initially chosen class does not fulfill this outcome in a written format.

Table 3 – Timeline for Assessment Area C Process AY 2014-2015 (SP2016 finish) and future assessment procedures

Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/June
Area Group convenes (schedules meetings for the year)	X							
Develop a plan for assessing one outcome		X	X	X	X	X		
Identify process to be used, evidence to be collected, etc.					X	X		
Identify courses to be assessed						X	X	
Contact faculty for course material						X	X	
Begin to review and assess materials						X	X	X
Complete review process							X	X
Submit report to GE/GR PC								X

Area C1.D

1. Assessment process C1.D “Be able to develop and defend informed judgments about creative work”

- Ask faculty to provide written evaluation assignments for creative work to assess (e.g. short essay or evaluative response papers)
 - a. Determine assessment of the evidence via rubric develop for each individual arts area with baseline terminology (i.e., each department/genre within the arts using a basic rubric to clarify their terminology and the proficiency of the students evaluation of creative work?)
 - b. Direct measures
 - Direct measure (Reviewing student papers)
 - Qualitative analysis (The Area Assessment Group will assess papers using the created rubric.)
 - c. Review of essays/responses (outcome is not necessarily exam material) based on genre specific rubric for the learning outcome (e.g., C1.D) to determine the extent to which the GE course:
 - exceeded the learning outcomes
 - met the learning outcomes
 - partially met the learning outcomes
 - did not meet the learning outcomes
 -
 - d. Area Assessment Group with rubric from Department concerning terminology determines what constitutes the following measures:
Exceeded, Met, Partially Met, Did not meet

Assessment Process & Course Offerings

C1 Humanities Outcome D	GE Courses	Evidence (e.g., exam, lab reports, papers)	Review Process (Review questions on exams, entire exams, lab reports, etc.)	Assessment	Recommendation to GE/GR PC
Be able to develop and defend informed judgments about creative work	Two C1 Courses with the highest percentage of student enrollment from: Art, Music, Theatre & Dance, and the 2 highest from the remaining areas offering C1 course	15 essays/responses from courses selected by enrollment percentages. Essays/responses must at least in part address the evaluation of creative work whether live, still, or recorded	Score papers on rubric provided (Table 2), 2 committee members per paper, and record the scores of all papers assessed for each course.	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Partially met <input type="checkbox"/> Did not meet	

Area C1 has 96 offered courses for the Spring Semester 2016 offered across 9 departments with the bulk of these classes taught in the Departments of Art, Music, and Theatre and Dance (ART with 25 courses, MUSC with 26, and THEA with 19). As several of these classes have limited enrollment because of subject matter and related arts activities, the review will selected 2 classes from the three departments with the largest number of offerings and then the top 2 classes outside of those departments based on the following procedure.

The total student population in the 96 classes is 4558 students. To select the classes for review, the percentage of student enrollment was calculated for each class and then ranked. The selected courses are highlighted in C1 Table 4. The Chairs will be approached in March for the request of 15 random selected written student work that focuses on GE Area C1:D.

C1 Table 4: Spring 2016 C1 Course Offerings Ranked by percentage of total enrolled students with highlighted classes chosen for assessment

GE Area	GE Sub-Area	Class Registration #	Course	Dept	Class Title	Enrl Tot	% of enrollment
General Education Area C	ARTS (C1)	34254	MUSC 118D 01	MUSC	Hip-Hop in Urban America	155	0.034006143
General Education Area C	ARTS (C1)	33387	MUSC 18 01	MUSC	Music Appreciation	138	0.030276437
General Education Area C	ARTS (C1)	33388	MUSC 18 02	MUSC	Music Appreciation	130	0.028521281
General Education Area C	ARTS (C1)	33640	MUSC 18 03	MUSC	Music Appreciation	129	0.028301887
General Education Area C	ARTS (C1)	33144	GPFD 20 01	DOD	History Of Graphic Design	124	0.027204914
General Education Area C	ARTS (C1)	33127	INTD 20 01	DOD	Design	121	0.026546731
General Education Area C	ARTS (C1)	33871	MUSC 118C 01	MUSC	History of Rock Music	119	0.026107942
General Education Area C	ARTS (C1)	33605	ART 3B 01	ART	Modern+Contemporary Asian Art	118	0.025888548
General Education Area C	ARTS (C1)	33374	MUSC 8 01	MUSC	Basic Music	111	0.024352786
General Education Area C	ARTS (C1)	34029	ART 1C 01	ART	Modern & Contem Rococo/Present	95	0.020842475

General Education Area C	ARTS (C1)	33916	ART 7 01	ART	Intro Art+Visual Culture	92	0.020184291
General Education Area C	ARTS (C1)	33090	THEA 1 01	THEA	Introduction To Theatre	88	0.019306713
General Education Area C	ARTS (C1)	33135	ART 1A 01	ART	Stone Age To End Midl Age	76	0.01667398
General Education Area C	ARTS (C1)	33375	MUSC 8 02	MUSC	Basic Music	75	0.016454585
General Education Area C	ARTS (C1)	33449	MUSC 118B 01	MUSC	Amer Popular Music-Jazz	75	0.016454585
General Education Area C	ARTS (C1)	36038	MUSC 118B 04	MUSC	Amer Popular Music-Jazz	75	0.016454585
General Education Area C	ARTS (C1)	34253	MUSC 118B 03	MUSC	Amer Popular Music-Jazz	74	0.016235191
General Education Area C	ARTS (C1)	33376	MUSC 8 03	MUSC	Basic Music	71	0.015577007
General Education Area C	ARTS (C1)	33136	ART 1A 02	ART	Stone Age To End Midl Age	70	0.015357613
General Education Area C	ARTS (C1)	33884	MUSC 118B 02	MUSC	Amer Popular Music-Jazz	70	0.015357613
General Education Area C	ARTS (C1)	34249	MUSC 18 05	MUSC	Music Appreciation	69	0.015138219
General Education Area C	ARTS (C1)	33086	DNCE 131 01	THEA	Dance Cultures Of America	68	0.014918824

General Education Area C	ARTS (C1)	35508	DNCE 131 03	THEA	Dance Cultures Of America	63	0.013821852
General Education Area C	ARTS (C1)	33120	PHOT 11 01	DOD	Digital Imaging	63	0.013821852
General Education Area C	ARTS (C1)	33912	DNCE 131 02	THEA	Dance Cultures Of America	60	0.013163668
General Education Area C	ARTS (C1)	33094	THEA 9 03	THEA	Appreciation Of Acting	60	0.013163668
General Education Area C	ARTS (C1)	33091	THEA 3 01	THEA	Theatre Hist After 1660	56	0.01228609
General Education Area C	ARTS (C1)	35419	THEA 9 04	THEA	Appreciation Of Acting	56	0.01228609
General Education Area C	ARTS (C1)	33085	DNCE 130 01	THEA	Apprec+History Of Dance	55	0.012066696

Assessment Plan for Area D

The Area D Assessment Committee met several times during the Fall 2014 Semester to put together an assessment plan. We first put together a five-year assessment process for the four Area D goals. The timeline is listed in Table 1 below. We decided to assess Goal 1 this spring. We put together a list of tasks and time accomplish frame, which are listed in Table 2. The four main tasks are listed in Table 3.

Our first major task was to decide how to collect assignments from Area D courses. To find a sampling frame we used SacVault to list all Area D courses and their enrollment caps for Spring 2015. We found that 25 departments are offering 101 different courses to 16,034 students in Spring 2015. There are multiple sections of many of these different 101 courses. This information is listed in Tables 4 and 5. We decided to sample on the 101 course titles offered in Spring 2015 and choose ten. Each course was assigned a random number from 0 to 1 with the higher number having a greater probability of being sampled. However, some courses have much higher enrollments than others, so we weighted the sample by the percentage of students in that course. We did this by multiplying the percentage of students in that course. We then sorted the highest numbers. The top ten courses were all lower division courses, so we added two upper division courses to our sampling giving us 11 courses. These are highlighted in Table 5.

Our plan is to contact the chairs of the 10 departments in our sample and ask them to choose one section of the course title we have selected. We will have the chair ask that instructor what assignment they are using to assess Goal 1 and to randomly select 10 students assignments to provide us to evaluate. We thought it would be better to have the chair contact the instructor, but we will make ourselves available to answer questions. Because we do not have any idea what types of assignments instructors are using, it is difficult to develop a rubric at this time. Our plan is to ask instructors for either multiple-choice or written assignments. For multiple-choice exams, we are hoping to get at least 10 question that assess Goal 1. Once we have seen the assignments we will develop a rubric to assess them. Our plan is to contact the chair in late February or early March and begin assessment sometime in April or May depending on when we receive student assignments.

Table 1 -- Five-Year Assessment Process for Area D

Outcome	2015	2016	2017	2018	2019
D1	X				X
D2		X			
D3			X		
D4				X	

Table 2 – Timeline for Assessment Process AY 2014-2015

Activity	October	November	December	January	February	March	April	May
Area Group convenes (schedules meetings for the year)	X							
Develop a plan for assessing one outcome		X	X	X				
Identify process to be used, evidence to be collected, etc.			X		X			
Identify courses to be assessed			X					
Contact faculty for course material					X	X		
Begin to review and assess materials						X	X	
Complete review process							X	
Submit report to GE/GR PC								X

Table 3 – Assessment Process

D1 Outcomes	GE Course	Evidence (e.g., exam, lab reports, papers)	Assessment	Recommendation to GE/GR PC
1. Describe and evaluate ethical and social values in their historical and cultural contexts.	Sample of Area D Courses	Written and multiple-choice assignments from sampled courses.	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Partially met <input type="checkbox"/> Did not meet	

Table 4: Departments Offering Area D Courses Spring 2015

Department	Total Enrollment Caps	Number of Different courses	Percentage of the total Area D Students Enrolled in Department Courses
ALC	80	2	0.5%
ANTH	1100	4	6.9%
BUS	120	1	0.7%
COMS	85	3	0.5%
CRJ	1329	7	8.3%
ECON	1351	2	8.4%
ENGR	30	1	0.2%
ENVS	130	2	0.8%
ETHN	1490	17	9.3%
FACS	320	1	2.0%
GEOG	35	1	0.2%
GEOLOGY	48	1	0.3%
GERO	75	1	0.5%
GOVT	2423	10	15.1%
HIST	3483	20	21.7%
HRS	43	1	0.3%
KHS	80	1	0.5%
NURS	120	2	0.7%
PHIL	340	4	2.1%
PSYC	944	1	5.9%
RPTA	35	1	0.2%
SOC	1080	11	6.7%
SWRK	680	6	4.2%
UGSE	418	5	2.6%
WOMS	195	5	1.2%
	16034		

Table 5: Sampling of Area D Courses Weighted by Enrollment

Class Title	Enrollment Cap	Department Number	Percent of Total Area D Enrollment	Random Number 0-1	Random Number X Percent Enrollment
Essentials Of Government	1044	16	6.5%	0.829493	0.05401
Introductory Psychology	944	24	5.9%	0.855818	0.050386
U.S. Hist 1877 To Present	1559	17	9.7%	0.439327	0.042716
Intro Macroeconomic Analy	663	7	4.1%	0.946927	0.039155
Intro Crim Justic+Society	600	5	3.7%	0.850827	0.031838
Principles of Sociology	440	26	2.7%	0.70315	0.019296
The Family+Social Issues	320	12	2.0%	0.861459	0.017193
Intro To Ethnic Studies	520	11	3.2%	0.478202	0.015509
Intro Cultural Anthro	305	2	1.9%	0.719062	0.013678
Ethnic America	270	11	1.7%	0.807525	0.013598
Calif State+Local Govt	329	16	2.1%	0.633279	0.012994
Intro To Archaeology	245	2	1.5%	0.752869	0.011504
Peoples of Southeast Asia	165	2	1.0%	0.965061	0.009931
World Politics	275	16	1.7%	0.564239	0.009677
Bioethics	150	23	0.9%	0.906443	0.00848
Violence & Terrorism	240	5	1.5%	0.563355	0.008432
Cross-Cult Theory+Prac	200	27	1.2%	0.64563	0.008053
Ethnic+Race Relations	240	26	1.5%	0.514428	0.0077
Sex Offenses & Offenders	120	5	0.7%	0.978326	0.007322
Health Services+Systems	160	27	1.0%	0.638982	0.006376
Social Problems	160	26	1.0%	0.615278	0.00614
American Governments	380	16	2.4%	0.226739	0.005374
American Vision	90	17	0.6%	0.892801	0.005011
Afri-Amer Exper,1603-Pres	120	17	0.7%	0.625216	0.004679
Urban Education	288	8	1.8%	0.256811	0.004613
Poverty+Homelessness Amer	80	27	0.5%	0.909604	0.004538
Gangs & Threat Grps In Amer	105	5	0.7%	0.672755	0.004406
Intro To Asian Am Studies	90	11	0.6%	0.778556	0.00437
Amer Crim Just & Minor Grps	90	5	0.6%	0.763239	0.004284
Politics Underrepresented	105	16	0.7%	0.64068	0.004196
Europe Since 1945	90	17	0.6%	0.745634	0.004185
Business+Computer Ethics	90	23	0.6%	0.741193	0.00416
Aging Issues In Contem Am	75	15	0.5%	0.85895	0.004018
Civic Engagement Serv Learning	80	1	0.5%	0.692276	0.003454

Hist Of American Women	180	17	1.1%	0.285394	0.003204
Restorative Just+Confl Resoltn	54	5	0.3%	0.940786	0.003168
American Political Thought	85	16	0.5%	0.595972	0.003159
Controversial Issues	80	3	0.5%	0.627405	0.00313
Native American Experienc	50	11	0.3%	0.982388	0.003063
Science+Human Values	60	23	0.4%	0.77485	0.0029
China, 1600-Present	45	17	0.3%	0.981026	0.002753
Internatnl Envir Problems	60	10	0.4%	0.704484	0.002636
Introduction to Deaf Studies	50	6	0.3%	0.807558	0.002518
Sex,Pop+Birth Control	45	17	0.3%	0.896132	0.002515
American West	45	17	0.3%	0.858979	0.002411
Human Ecology+Health	80	18	0.5%	0.479984	0.002395
Revolutnary+Modern Mexico	45	17	0.3%	0.843634	0.002368
Honors Government	40	16	0.2%	0.923883	0.002305
Contemp Asian Amer Issues	50	11	0.3%	0.728183	0.002271
Modern+Contemp Latin Amer	60	17	0.4%	0.603082	0.002257
Africa-Myths+Realities	40	11	0.2%	0.86786	0.002165
Intro Womens Movements	45	28	0.3%	0.763453	0.002143
Welfare In America	120	27	0.7%	0.283824	0.002124
Asian Amer Communities	40	11	0.2%	0.772402	0.001927
Gender, Race+Class	35	28	0.2%	0.849748	0.001855
Women Of Color	40	28	0.2%	0.738383	0.001842
Exploration of Veteran Studies	60	27	0.4%	0.476972	0.001785
Chicano Community	40	26	0.2%	0.708971	0.001769
Women Film+Amer Culture	43	19	0.3%	0.645182	0.00173
Health Care-Issue+Del Sys	120	22	0.7%	0.22844	0.00171
Pan African Studies	40	11	0.2%	0.662787	0.001653
Sustainable Design+Const	30	9	0.2%	0.863344	0.001615
Labor+Amer Social Structr	30	26	0.2%	0.819183	0.001533
Race+Ethn Latin+Caribbean	40	11	0.2%	0.613819	0.001531
Cultural Geography	35	13	0.2%	0.66611	0.001454
Business,Ethics+Society	120	21	0.7%	0.193572	0.001449
U.S. History 1607-1877	754	17	4.7%	0.029552	0.00139
Criminology	90	26	0.6%	0.231344	0.001299
Violence Against Women	35	28	0.2%	0.594515	0.001298
Intro To Womens Studies	40	28	0.2%	0.515798	0.001287
U.S. Mexican Brdr Relatns	45	11	0.3%	0.4563	0.001281
Intro Microeconomic Analy	688	7	4.3%	0.027336	0.001173
Intro Ethnic Studies (Honors)	30	11	0.2%	0.597748	0.001118
Causes of War, Causes of Peace	90	16	0.6%	0.19905	0.001117
The City In U.S. History	90	17	0.6%	0.187354	0.001052

Ethics+Social Issues	40	23	0.2%	0.415191	0.001036
War,Peace+Mass Media	25	20	0.2%	0.650572	0.001014
Modern Japan,1800-Present	45	17	0.3%	0.360399	0.001011
Chicano/Latino Studies	40	11	0.2%	0.385985	0.000963
Race, Class Gender & Leisure	35	25	0.2%	0.419629	0.000916
Social History Of U.S.	45	17	0.3%	0.30201	0.000848
Women In Mass Media	20	20	0.1%	0.670795	0.000837
Drug Abuse & Criminal Behav	120	5	0.7%	0.107659	0.000806
Delinquency	40	26	0.2%	0.290414	0.000724
Asian American Experience	60	11	0.4%	0.189504	0.000709
Sociology Of Globalizatn	40	26	0.2%	0.265197	0.000662
Int'l Relations 20th Cent	45	17	0.3%	0.214547	0.000602
Govt+Politics In Africa	30	16	0.2%	0.316533	0.000592
Sikh Amer & Globalization	40	11	0.2%	0.215512	0.000538
History Africa Since 1800	45	17	0.3%	0.172431	0.000484
La Raza Studies	45	11	0.3%	0.168256	0.000472
Asian Amer+Globalization	50	11	0.3%	0.146685	0.000457
Latin Amer Govt+Politics	45	16	0.3%	0.125354	0.000352
Theories Criminal Behav	60	27	0.4%	0.092507	0.000346
Contemporary Envir Issues	70	10	0.4%	0.07672	0.000335
Cultural Diversity	385	2	2.4%	0.01142	0.000274
Genocide & Holocaust Stds	40	11	0.2%	0.101565	0.000253
Civil Rights,1865-Present	45	17	0.3%	0.089345	0.000251
Hist U.S. Foreign Relatns	45	17	0.3%	0.059488	0.000167
The Modern Middle East	90	17	0.6%	0.029267	0.000164
Freedom Of Speech	40	4	0.2%	0.047109	0.000118
Geology+Environment	48	14	0.3%	0.026133	7.82E-05
	16034				

Assessment Plan for Area E

Committee members: Mical Shilts, Heather Diaz, Bridget Parsh, Michelle Durden

Year	Task
2015	Outcome #1
2016	Outcome #2
2017	Outcome #3

	Sept	Oct	Nov	Dec	Feb	Mar	Apr	May
Group meets to determine meetings and make plan for year	x							
Identify process to be used, evidence to be collected, one lower division, and one upper division course		x						
Ask faculty for student samples			x	x				
Begin to review and assess materials					x	x		
Complete review process						x	x	
Turn in report								x

Rubric

Novice 0-2; Developing 3-5; Competent 6-9

Area E Learning Outcome	Novice	Developing	Competent
Students will be able to identify their own perspective and make connections/ comparisons across perspectives.	Student describes own perspective at a surface level and begins to make connections across perspectives without revealing clarified meaning or indicating broader perspective .	Student describes own perspectives some depth. Student demonstrates an deeper understanding of connections across perspectives.	Student clearly describes own perspectives with depth. Student demonstrates strong understanding of connections or broad comparisons across perspectives.
Students will be able to assess, plan and monitor their own learning.	Will develop after spring 2015		
Students will be able to set personal and/or professional goals.	Will develop after spring 2015		
Score			

- Goals:
 - Review one upper division and one lower division each year
 - Find meeting place that is more silent and facilitates collaboration - done
 - Obtain AAC&U Value Rubrics for wording reference - done
 - Obtain ten samples of student work from each class reviewed.
 - Plan : Review assignment two sections of First Year Seminar, FACS 10, FACS 140 (or 141 or 150) & Soc 126 in March using 10 samples
 - Submit plan and results of review to GE in May
 - Evaluate two sections of First Year Seminar
 - Evaluate two sections of upper division Area E course.
 - Anticipate lower division to fall in novice/developing.
 - Anticipate upper division to fall in developing/competent.