

Social Science Program 2012-2013 ANNUAL ASSESSMENT

1. As a result of last year's assessment effort, have you implemented **any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?**
 - a. If so, what are those changes? How did you implement those changes?
 - b. How do you know if these changes have achieved the desired results?
 - c. If no, why not?

No. Our learning outcomes, assessment plan and tools, and learning goals have remained the same. The Social Science Program adopted the Sacramento State Baccalaureate Learning Goals as our internal Learning Goals in 2009. In addition, 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.

2. As a result of last year's assessment effort, have you implemented **any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?**
 - a. If so, what are those changes? How did you implement those changes?
 - b. How do you know if these changes have achieved the desired results?
 - c. If no, why not?

The capstone class has suffered from being passed from faculty member to faculty member over the years – frequently full-time faculty members on this campus teaching the class as an overload. Last year, the Program found a highly-qualified practicing history teacher to come in and teach the course using the best practices in the discipline coupled with the experiences from when the Director taught the course as an overload in the previous year. As such, this revamping of the course is a work in progress.

The assessment effort last year suggested that while the students had achieved a satisfactory level of competence in the disciplines, they were lacking in terms of Integrative Learning. The SSCI 193 course has been largely revamped to address this shortcoming.

3. What **PROGRAM** (not course) learning outcome(s) have you assessed this academic year?

Integrative Learning

4. What method(s)/measure(s) have you used to collect the data?

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, discuss pedagogy, and align their coursework to the California Framework as they pertain to teaching in the public, social science, high school classroom. These portfolios and the accompanying presentations are evaluated by the faculty member teaching the course, the Director of the Program, and other faculty in the disciplines.

5. What are the criteria and/or standards of performance for the program learning outcome?

The outcome was assessed by including the “Integrative Learning VALUE Rubric” developed by the American Association of Colleges and Universities (AACU) in our Portfolio Rubric – as we have done for the past 3 years now. That Rubric is available on the AACU.org website.

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

- a. In what areas are students doing well and achieving the expectations?
- b. In what areas do students need improvement?

19 students were enrolled in SSCI 193 in the Spring Semester. 17 of these students successfully passed the course (with a grade of C- or higher). Faculty present at the presentations were asked to score each student on the 5 sub-areas that are included in the Integrative Learning VALUE Rubric. The Mean scores in each of those categories are presented in the following table:

<i>Sub-area</i>	<i>Mean Score</i>
<i>Connections to Experience</i>	<i>2.70</i>
<i>Connections to Discipline</i>	<i>2.85</i>
<i>Transfer</i>	<i>2.45</i>
<i>Integrated Communication</i>	<i>3.15</i>
<i>Reflection and Self-Assessment</i>	<i>3.00</i>

As a direct result of the re-vamping and re-focusing of the SSCI 193 course, we have seen a noticeable increase in the Integrated Communication scores. Students continue to lag behind a bit in their Transfer scores. Transfer, in particular, requires students to “solve difficult problems or explore complex issues in original ways.” This has not really been the focus of the course at this point, so it is not particularly surprising that students scored lowest in this measure.

7. As a result of this year’s assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

- a. If so, what changes do you anticipate? How do you plan to implement those changes?
- b. How do you know if these changes will achieve the desired results?

The Director is currently working with the instructor of record in the SSCI 193 course to develop projects that demonstrate a more complex approach to problem solving. Students are getting better at being able to see themselves as Social Scientists and not merely students who have taken a collection of courses in various disciplines. The next step in the evolution of the program is to have them work on solving problems from the perspective of a Social Scientist.

Subsequent analysis of their Rubric scores will help discern to what extent we are successful with this endeavor.

8. Which program learning outcome(s) do you plan to assess next year? How?

In the coming year, we intend to assess our Learning Goal of “Competence in the Disciplines.” This is not trivial in the Social Science Program since the Program itself is really a collection of courses from several other disciplines. Since our Program serves as a waiver for those students who are planning to go into a teacher credential program from having to take a test called the CSET, it is appropriate to confirm our Program’s ability to serve in this capacity by having students take a smaller, practice version of this examination at the end of their capstone class. All students in this course will take this practice exam in the Spring Semester.