

# 2013-2014 ANNUAL ASSESSMENT REPORT

This template intends to make our annual assessment and its reports simple, clear, and of high quality not only for this academic year but also for the years to come. Thus, it explicitly specifies some of the best assessment practices and/or expectations implied in the four WASC assessment rubrics we have used in the last few years (see the information below\* that has appeared in Appendices 1, 2a, 2b, and 7 in the *Feedback for the 2011-2012 Assessment Report*; Appendix 2 in the *Feedback for the 2012-2013 Assessment Report*, and Appendices 5 to 8 in the *2013-2014 Annual Assessment Guideline*).

We understand some of our programs/departments have not used and/or adopted these best practices this year, and that is okay. You do not need to do anything extra this year, and ALL YOU NEED TO DO is to report what you have done this academic year. However, we hope our programs will use many of these best practices in the annual assessment in the future.

We also hope to use the information from this template to build a digital database that is simple, clear, and of high quality. If you find it necessary to modify or refine the wording or the content of some of the questions to address the specific needs of your program, please make the changes and highlight them in red. We will consider your suggestion(s). Thank you!

If you have any questions or need any help, please send an email to Dr. Amy Liu ([liuqa@csus.edu](mailto:liuqa@csus.edu)), Director of University Assessment. We are looking forward to working with you.

\*The four WASC rubrics refer to: 1) WASC “Rubric for Assessing the Quality of Academic Program Learning Outcomes”; 2) WASC “Rubric for Assessing the Use of Capstone Experience for Assessing Program Learning Outcomes”; 3) WASC “Rubric for Assessing the Use of Portfolio for Assessing Program Learning Outcomes”; and 4) WASC “Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews”.

## Part 1: Background Information

**B1. Program name:** [\_\_\_\_ Liberal Studies BA\_\_\_\_]

**B2. Report author(s):** [\_\_ David M. Lang\_\_\_\_\_]

**B3. Fall 2012 enrollment:** [ \_543\_ ]

Use the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment: (<http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>).

**B4. Program type: [SELECT ONLY ONE]**

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master’s degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

**Part 2: Six Questions for the 2013-2014 Annual Assessment**

**Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.**

**Q1.1.** Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

	1. Critical thinking (WASC 1) *
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
X	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were <b>assessed in 2013-2014 but not included above:</b> a. b. c.

\* One of the WASC’s new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

**Q1.1.1.** Please provide more detailed information about the PLO(s) you checked above:

Integrative Learning. Since the Liberal Studies Program is an interdisciplinary program involving curricular offerings from several departments as part of the major, it is critical to ensure that students are able to put all of this information together and graduate in a timely manner.

**Q1.2.** Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don’t know

**Q1.3.** Is your program externally accredited (except for WASC)?

X	1. Yes
	2. No ( <b>If no, go to Q1.4</b> )
	3. Don’t know ( <b>Go to Q1.4</b> )

**Q1.3.1.** If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

X	1. Yes
	2. No
	3. Don't know

**Q1.4.** Have you used the *Degree Qualification Profile (DQP)* \* to develop your PLO(s)?

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

\* **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:

[http://www.luminafoundation.org/publications/The\\_Degree\\_Qualifications\\_Profile.pdf](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf) and <http://www.learningoutcomeassessment.org/DQPNew.html>.

**Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.**

**Q2.1.** Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for <b>ALL</b> PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for <b>SOME</b> PLOs assessed in 2013-14.
X	3. No ( <b>If no, go to Q2.2</b> ) <b>No EXPLICIT % achievement, but individual expectations</b>
	4. Don't know ( <b>Go to Q2.2</b> )
	5. Not Applicable ( <b>Go to Q2.2</b> )

**Q2.1.1.** If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

**Q2.2.** Have you published the **PLO(s)/expectations/rubric(s)** you assessed in **2013-2014**?

	1. Yes
X	2. No ( <b>If no, go to Q3.1</b> )

**Q2.2.1.** If yes, where were the **PLOs/expectations/rubrics** published? [**CHECK ALL THAT APPLY**]

	1. In <b>SOME course syllabi/assignments</b> in the program that claim to introduce/develop/master the PLO(s)
	2. In <b>ALL course syllabi/assignments</b> in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook

	4. In the university catalogue
	5. On the academic unit website or in the newsletters
	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

### Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

**Q3.1.** Was assessment data/evidence **collected** for 2013-2014?

X	1. Yes
	2. No ( <b>If no, go to Part 3: Additional Information</b> )
	3. Don't know ( <b>Go to Part 3</b> )
	4. Not Applicable ( <b>Go to Part 3</b> )

**Q3.2.** If yes, was the data **scored/evaluated** for 2013-2014?

X	1. Yes
	2. No ( <b>If no, go to Part 3: Additional Information</b> )
	3. Don't know ( <b>Go to Part 3</b> )
	4. Not Applicable ( <b>Go to Part 3</b> )

**Q3.3.** If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. **[WORD LIMIT: 600 WORDS FOR EACH PLO]**

The data are replicated from Table 15 of the Departmental Fact Book. It is noteworthy that the Liberal Studies Program Graduation Rates, by any measure, exceed both the College of SSIS and the University as a whole – in some cases by a wide margin. For example, the 6-year Graduation rate for First-time Freshmen who entered in 2007 is 59% which far exceeds the 44% for the College and the 41% for the University.

	Entering in Fall							
First-Time Freshmen	2002	2003	2004	2005	2006	2007	2008	2009
Number Entering	129	115	85	87	86	66	85	62
4-year graduation rate	25%	25%	34%	21%	24%	20%	15%	15%
5-year graduation rate	45%	43%	58%	37%	48%	53%	40%	
6-year graduation rate	51%	53%	67%	47%	56%	59%	-	

Entering in Fall								
Transfers	2004	2005	2006	2007	2008	2009	2010	2011
Number Entering	191	149	167	139	150	138	127	128
2-year graduation rate	33%	35%	26%	17%	31%	24%	34%	44%
3-year graduation rate	63%	59%	58%	45%	61%	57%	71%	
4-year graduation rate	71%	70%	66%	55%	75%	68%	-	

By far, the majority of Liberal Studies majors do not experience particular difficulty progressing through the major. They do rely upon advisors for guidance and support; they stop in just to check on their progress, see that they are making the right decisions, get help with choosing courses for the next semester, ask about the credential program options as they begin to think ahead to graduation and so on. For students experiencing academic trouble, we make a special effort to be in contact. We write to all students who are placed on academic probation directing them to come to the office for advising. They must come in during a timely manner otherwise registration hold will be placed on their record and they will not be able to register. This is the University-recommended process for effectively “urging” probationary students to get advising in a timely way.

**Q3.4.** Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

**Q3.4.1.** First PLO: [ Integrative Learning ]

	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
X	4. No <b>EXPLICIT</b> expectation/standard set
	5. Don't know

**Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.**

**Q4.1.** How many PLOs **in total** did your program **assess in the 2013-2014 academic year**? [ 1 ]

**Q4.2.** Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO **in 2013-14**, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) <sup>1</sup>
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)

	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
X	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

**Direct Measures**

**Q4.3.** Were direct measures used to assess this PLO?

	1. Yes
X	2. No ( <b>If no, go to Q4.4</b> )
	3. Don't know ( <b>Go to Q4.4</b> )

**Q4.3.1.** Which of the following DIRECT measures were used? [**Check all that apply**]

	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify:

**Q4.3.2.** Please provide the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] that you used to collect the data. [**WORD LIMIT: 300 WORDS**]

**Q4.3.2.1.** Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the rubric/criterion?

	1. Yes
	2. No
	3. Don't know

**Q4.3.3.** Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

	1. Yes
	2. No
	3. Don't know

**Q4.3.4.** How was the evidence scored/evaluated? [**Select one only**]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify: Adopted VALUE Rubric directly

**Q4.3.5.** What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [**Select one only**]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

**Q4.3.6.** Was the rubric/criterion aligned directly with the PLO?

	1. Yes
	2. No
	3. Don't know

**Q4.3.7.** Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

	1. Yes
	2. No
	3. Don't know

**Q4.3.8.** Were there checks for inter-rater reliability?

	1. Yes
	2. No
	3. Don't know

**Q4.3.9.** Were the sample sizes for the direct measure adequate?

	1. Yes
	2. No
	3. Don't know

**Q4.3.10.** How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

We evaluate 100% of the students taking SSCI 193.

***Indirect Measures***

**Q4.4.** Were indirect measures used to assess the PLO?

X	1. Yes
	2. No ( <b>If no, go to Q4.5</b> )

**Q4.4.1.** Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
X	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
X	7. Others, specify: OIR Fact Book

**Q4.4.2.** If surveys were used, were the sample sizes adequate?

X	1. Yes
	2. No
	3. Don't know

**Q4.4.3.** If surveys were used, please briefly specify how you select your sample? What is the response rate?

***Other Measures***

**Q4.5.** Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No ( <b>If no, go to Q4.6</b> )

**Q4.5.1.** Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

**Q4.6.** Were other measures used to assess the PLO?

	1. Yes
X	2. No ( <b>Go to Q4.7</b> )
	3. Don't know ( <b>Go to Q4.7</b> )

**Q4.6.1.** If yes, please specify: [\_\_\_\_\_]

**Alignment and Quality**

**Q4.7.** Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [**WORD LIMIT: 300 WORDS**]



The ideal data to use for this assessment would be to analyze student test data from the California Subject Examination for Teachers (CSET) that all Liberal Studies students must take if they plan to go into a teaching credential program. However, the Liberal Studies Program does not have direct access to these data at this time. The Credential Program on campus does receive this report, but it is not clear whether or not student privacy laws allow the Liberal Studies Program to have access to them. This is an ongoing problem for which we are seeking a solution. We expect the Program Review to highlight the need to access these data in the future. For this assessment report, we chose to look at our graduation rates as an outcome. The Liberal Studies Program and its students have a complete waiver from the University's General Education requirements. As such, our advising program is mandatory, and intentionally very intrusive for students. We are using this assessment report as a way to see how we are doing with this compared to other programs on campus.

**Q4.8.** How many assessment tools/methods/measures **in total** did you use to assess this PLO? [  2  ]  
**NOTE: IF IT IS ONLY ONE, GO TO Q5.1.**

**Q4.8.1.** Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

X	1. Yes
	2. No
	3. Don't know

**Q4.8.2.** Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

X	1. Yes
	2. No
	3. Don't know

**Question 5 (Q5): Use of Assessment Data.**

**Q5.1.** To what extent have the assessment results **from 2012-2013** been used for? [**CHECK ALL THAT APPLY**]

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses		X			
2. Modifying curriculum			X		
3. Improving advising and mentoring				X	
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations				X	
6. Developing/updating assessment plan			X		
7. Annual assessment reports		X			
8. Program review			X		
9. Prospective student and family information				X	
10. Alumni communication				X	
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X

15. Strategic planning		X			
16. Institutional benchmarking					X
17. Academic policy development or modification		X			
18. Institutional Improvement					X
19. Resource allocation and budgeting		X			
20. New faculty hiring		X			
21. Professional development for faculty and staff			X		
22. Other Specify:					

**Q5.1.1.** Please provide one or two best examples to show how you have used the assessment data above.

By next year, we hope to have a plan in place that allows for the regular analysis of CSET data through cooperation with the Teacher Education office at Sac State. As such, we intend to assess our Learning Goal of “Competence in the Disciplines.” This is not trivial in the Liberal Studies Program since the Program itself is really a collection of courses from several other disciplines. Since our Program serves as a precursor for those students who are planning to go into a teacher credential program, it is appropriate to confirm our Program’s ability to serve in this capacity by analyzing these test scores.

**Q5.2.** As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

X	1. Yes
	2. No ( <b>If no, go to Q5.3</b> )
	3. Don’t know ( <b>Go to Q5.3</b> )

**Q5.2.1.** What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

By next year, we hope to have a plan in place that allows for the regular analysis of CSET data through cooperation with the Teacher Education office at Sac State. As such, we intend to assess our Learning Goal of “Competence in the Disciplines.” This is not trivial in the Liberal Studies Program since the Program itself is really a collection of courses from several other disciplines. Since our Program serves as a precursor for those students who are planning to go into a teacher credential program, it is appropriate to confirm our Program’s ability to serve in this capacity by analyzing these test scores.

**Q5.2.2.** Is there a follow-up assessment on these areas that need improvement?

	1. Yes
X	2. No
	3. Don’t know

**Q5.3.** Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

**Question 6 (Q6).** Which program learning outcome(s) do you plan to assess next year?

	1. Critical thinking (WASC 1) <sup>1</sup>
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
X	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to <b>assess but not included above:</b> a. b. c.

### Part 3: Additional Information

**A1.** In which academic year did you **develop** the current assessment plan?

X	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet <b>developed</b> a formal assessment plan

**A2.** In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
X	7. 2012-2013
	8. 2013-2014
	9. Have not yet <b>updated</b> the assessment plan

**A3.** Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

**A4.** Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

**A5.** Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

**A5.1.** If yes, please list the course number for each capstone class: [ \_\_193\_\_ ]

**A6.** Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: [\_Liberal Studies\_\_BA \_\_\_\_]

A8. Department in which the academic unit is located: [\_Liberal Studies\_\_ \_\_\_\_]

A9. Department Chair's Name: [\_David M. Lang\_\_\_\_]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [\_1\_\_]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
X	7. Liberal Studiess and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

***Undergraduate Degree Program(s):***

A12. Number of undergraduate degree programs the academic unit has: [\_1\_\_]

A12.1. List all the name(s): [\_BA\_Liberal Studies\_\_]

A12.2. How many concentrations appear on the diploma for this undergraduate program? [\_0\_\_]

***Master Degree Program(s):***

A13. Number of Master's degree programs the academic unit has: [\_0\_\_]

A13.1. List all the name(s): [\_\_\_\_\_]

A13.2. How many concentrations appear on the diploma for this master program? [\_0\_\_]

***Credential Program(s):***

A14. Number of credential degree programs the academic unit has: [\_0\_\_]

A14.1. List all the names: [\_\_\_\_\_]

***Doctorate Program(s)***

A15. Number of doctorate degree programs the academic unit has: [\_0\_\_]

A15.1. List the name(s): [\_\_\_\_\_]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit\*?

	1. Yes
X	2. No

\*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: \_\_\_\_\_

16.2. If yes, please specify the name of each diploma concentration: \_\_\_\_\_