2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: | BA Social Sciences |

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☑ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any assessed PLOs not included above:

a. | |
b. | |
c. | |

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

The Social Science program is an approve subjectd matter waiver program designed to meet standars of quality and effectiveness of the California Commission on Teacher Credentialing (CCTC). Our capstone course, SSCI 193 (Integratiuing History-Social Science) partially fulfills several required CCTC stsandards.

Q1.2.1.
Do you have rubrics for your PLOs?

- ◉ 1. Yes, for all PLOs
- ○ 2. Yes, but for some PLOs
- ○ 3. No rubrics for PLOs
- ○ 4. N/A

○ 5. Other, specify: [   ]

Q1.3.
Are your PLOs closely aligned with the mission of the university?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

◉ 1. Yes

○ 2. No (skip to **Q1.5**)

○ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

○ 1. Yes

◉ 2. No, but I know what the DQP is

○ 3. No, I don't know what the DQP is

○ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Integrative and Applied Learning

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Integrative and Applied Learning is assessed on (1) Connections to Experience, (2) Connections to Disciplines, (3) Transfer, (4) Integrated Communication, and (5) Reflection on Self-Assessment.

The PLO is also aligned with the Sacramento State Student Learning Objectives, and are drawn from both:

1. *The History-Social Science Framework for California Public Schools*

See: http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf

2. *The Social Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs.*

See: http://www.ctc.ca.gov/educator-prep/standards/SSMP-Handbook-Social-Science.pdf

Both documents are posted on the Social Science program website.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

◉ 1. Yes
○ 2. No
○ 3. Don't know
○ 4. N/A

Q2.3.
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See Attachment 1 Integrative Learning VALUE Rubric for SSCI 193 Senior Summative Portfolio Evaluation.

📎 SSCI 193 ILVR Rubric_Update .docx
14.86 KB   📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
✔	✔	✔	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☐	☐	☐	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In 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. Other, specify: Course syllabus for SSCI 193

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?

◉ 1. Yes
○ 2. No (skip to **Q6**)
○ 3. Don't know (skip to **Q6**)
○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?
1

Q3.2.
Was the data **scored/evaluated** for this PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

All students SSCI 193 (Integrating History-Social Science) were required to submit materials on an e-portfolio and provide evidence of his/her competency in the social sciences (history, government, geography and economics) as required by the California Commission on Teacher Credentialing standards and the *History-Social Science Framework.* Students were also required to develop detailed lesson plans integrating interdisciplinary approaches to teaching and learning.

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences

☑ 2. Key assignments from required classes in the program

☐ 3. Key assignments from elective classes

☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☑ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify: [_____]

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

See Attachment 1 Integrative Learning VALUE Rubric for SSCI 193 Senior Summative Portfolio Evaluation. The rubric was modified to fit the needs of SSCI 193.

📎 **SSCI 193 ILVR Rubric_Update .docx 14.86 KB** | 📎 **No file attached**

Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

◉ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: [   ] (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

The director of the Social Science

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

The director of the Social Scien...

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All students in SSCI 193 were evaluated based on the materials submitted in e-portfolios.

Q3.6.1.
How did you **decide** how many samples of student work to review?

All samples of student work <u>must</u> be evaluated. Successful passage of SSCI 193 and evidence of subject matter competency are required before any student can formally complete any CCTC approved teacher credential program.

Q3.6.2.
How many students were in the class or program?

28

Q3.6.3.
How many samples of student work did you evaluated?

28

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☐ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify: [_____]

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

[   ]

📎 **No file attached**   📎 **No file attached**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

[   ]

Q3.7.3.
If surveys were used, how did you **select** your sample:

[   ]

Q3.7.4.
If surveys were used, what was the response rate?

[   ]

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify: [   ]

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

The Social Science Program also utilizes the Department Factbook published by the Office of Institutional Research and Cognos for additional data and information.

📎 No file attached   📎 No file attached

(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

See attached Table 1 Results for Integrative and Applied Skill.

📎 2015-2016 Social Science Table 1.docx
12.63 KB   📎 No file attached

Q4.2.
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

SSCI 193 was redesigned in spring 2016 to be a more rigorous course to prepare students for the responsibilities of the teaching profession. As such we expect 80 percent of students will score 2 or above, and 60 percent will score 3 or above. Overall, the students performed reasonably well. In one section (Connecting to Disciplines) just under 60 percent scored 3 or above. Some students complained about the amount of work required for the e-portfolio. The reviewers will re-assess the course requirements and rubric to help make the standards clearer to students. Students who received a 1 score were not considered subject matter competent. These students will not be eligible to enter a teacher credential program. If the student was already provisionally accepted into a teacher credential program, he or she would not be allowed to complete the teacher credential program unless they either repeat SSCI 193 or pass the single subject California Subject Examination for Teachers (CSET).

See attached Table 2 Integrative and Applied Learning Data Collection Sheet.

| 📎 2015-2016 Social Science Table 2 update.docx 12.67 KB | 📎 No file attached |

Q4.3.
For the selected PLO, the student performance:
- ○ 1. **Exceeded** expectation/standard
- ◉ 2. **Met** expectation/standard
- ○ 3. **Partially** met expectation/standard
- ○ 4. Did not meet expectation/standard
- ○ 5. No expectation/standard has been specified
- ○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?
- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?
- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?
- ◉ 1. Yes
- ○ 2. No (skip to **Q5.2**)
- ○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

The social science program will place more attention on early advising on the importance of SSCI 193. We will reinforce to students the consequences of not passing SSCI 193 and not meeting subject matter competency standards.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?
- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	○	○	○	◉
2. Modifying curriculum	○	○	○	○	◉
3. Improving advising and mentoring	○	○	○	○	◉
4. Revising learning outcomes/goals	○	○	○	○	◉
5. Revising rubrics and/or expectations	○	○	○	○	◉
6. Developing/updating assessment plan	○	○	○	○	◉
7. Annual assessment reports	○	○	○	○	◉
8. Program review	○	○	○	○	◉
9. Prospective student and family information	○	○	○	○	◉
10. Alumni communication	○	○	○	○	◉
11. WSCUC accreditation (regional accreditation)	○	○	○	○	◉
12. Program accreditation	○	○	○	○	◉
13. External accountability reporting requirement	○	○	○	○	◉
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	○	○	○	○	◉
16. Institutional benchmarking	○	○	○	○	◉
17. Academic policy development or modifications	○	○	○	○	◉
18. Institutional improvement	○	○	○	○	◉
19. Resource allocation and budgeting	○	○	○	○	◉
20. New faculty hiring	○	○	○	○	◉
21. Professional development for faculty and staff	○	○	○	○	◉
22. Recruitment of new students	○	○	○	○	◉

23. Other, specify:

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

Last year the assessment review team stated this program needs to work with faculty to come up with a comprehensive assessment plan so it can conduct annual assessment for different program learning outcomes.

The assessment review team recommended the Social Science program address the following areas:
- Program Learning Outcomes and their Alignment
- Measures, Rubrics and their Alignment
- Standards of Performance at Graduation
- Data Collection and Presentation
- Use of Assessment Data

This process was begun in 2015-2016.

(**Remember**: Save your progress)
Additional Assessment Activities

Q6.
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

N/A

⬚ No file attached   ⬚ No file attached

Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

☐ 1. Critical Thinking

☐ 2. Information Literacy

☐ 3. Written Communication

☐ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 6. Inquiry and Analysis

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☐ 12. Intercultural Knowledge and Competency

☐ 13. Ethical Reasoning

☐ 14. Foundations and Skills for Lifelong Learning

☐ 15. Global Learning

☑ 16. Integrative and Applied Learning

☐ 17. Overall Competencies for GE Knowledge

☐ 18. Overall Competencies in the Major/Discipline

☐ 19. Other, specify any PLOs not included above:

a. [_____]

b. [_____]

c. [_____]

Q8. Please attach any additional files here:

📎 Aligned Social Science and Sacramento State Learning Objectives.docx
15.46 KB   ⬚ No file attached   ⬚ No file attached

⬚ No file attached

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

Attachment 1 Integrative Learning Value Rubric for SSCI 193 Senior Summative Portfolio Evaluation

Attachment 2 Aligned Social Science and Sacramento State Learning Objectives

Table 1 The Results for Integrative and Applied Learning Skill

Table 2 Integrative and Applied Learning Data Collection Sheet

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]

BA Social Sciences

P1.1.
Program/Concentration Name(s): [by department]

Social Sciences BA

P2.
Report Author(s):

Timothy P. Fong

P2.1.
Department Chair/Program Director:

P2.2.
Assessment Coordinator:

Timothy P. Fong

P3.
Department/Division/Program of Academic Unit

Social Science

P4.
College:

College of Social Sciences & Interdisciplinary Studies

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

138 (Fall 2015); 112 (Fall 2014)

P6.
Program Type:

- ◉ 1. Undergraduate baccalaureate major
- ○ 2. Credential
- ○ 3. Master's Degree
- ○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ○ 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

2

P7.1. List all the names:

Teaching and Non-Teaching.

P7.2. How many concentrations appear on the diploma for this undergraduate program?

N/A

P8. Number of **master's degree programs** the academic unit has?

N/A

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

N/A

P9. Number of **credential programs** the academic unit has?

N/A

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

N/A

P10.1. List all the names:

When was your **assessment plan**…	1. Before	2. 2011-12	3.	4. 2013-14	5. 2014-15	6. No Plan	7. Don't

	2010-11		2012-13				know
P11. developed?	◉	○	○	○	○	○	○
P11.1. last updated?	◉	○	○	○	○	○	○

P11.3.
Please attach your latest **assessment plan**:

> 📎 **Aligned Social Science and Sacramento State Learning Objectives.docx**
> **15.46 KB**

P12.
Has your program developed a **curriculum map?**

○ 1. Yes

◉ 2. No

○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

> 📎 No file attached

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes

◉ 2. No

○ 3. Don't know

P14.
Does your program have a capstone class?

◉ 1. Yes, indicate: SSCI 193

○ 2. No

○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

2015-2016 Annual Assessment Report
Social Science Program
Attachment 1
Integrative Learning VALUE Rubric for SSCI 193 Senior Summative Portfolio Evaluation

	Capstone 4	Milestone 3	Benchmark 2	Below Expectations 1
1. Connections to Experience *Illustrates how unit and lessons are connected to personal experiences in and outside of formal learning environments.*	**Effectively** selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts, theories, frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	**Generally identifies** connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.	**Inadequately or minimally** identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
2. Connections to Discipline *The portfolio's unit and lesson plans illustrate and the narrative summary explains how lesson activities integrate connections among disciplines*	**Independently and creatively** connects examples, facts, or theories from more than one field of study or perspective. Integrates perspectives from history, geography, political science, and economics into a cohesive social studies approach.	When prompted, **directly connects** examples, facts, or theories from more than one field of study or perspective. Integrates perspectives from history, geography, political science, and economics.	When prompted, **generally presents** examples, facts, or theories from more than one field of study or perspective. Integrates perspectives from history, geography, political science, and economics.	**Does not present examples**, facts, or theories from more than one field of study or perspective. Does not well integrate perspectives from history, geography, political science, and economics.
3. Transfer *Through narrative summary and electronic links explains the process of translating ideas, theories, skills, methodologies into well crafted lesson content and purposeful activities*	Adapts and applies, **independently**, advanced skills, abilities, theories, or methodologies gained from their major coursework to develop unit and lesson plans.	When prompted, **uses** skills, abilities, theories, or methodologies gained in their major coursework to develop lesson plans	Uses, in a **basic way**, skills, abilities, theories, or methodologies gained in their major coursework to develop lesson plans.	**Does not use,** even in a basic way, skills, abilities, theories, or methodologies gained in their major coursework to develop lesson plans.
4. Integrated Communication *Narrative highlights and explains how and why materials were selected and adapted for lesson activities as expressed in blog entries on a range of relevant topics*	Develops a unit of study by choosing lesson formats, language, and visual representations to explicitly connect content and form, **demonstrating awareness of purpose and audience.**	Develops a unit of study by choosing lesson formats, language, and visual representations that **connects** what is being taught (content) with how it is presented (form).	Develops a unit of study in a **generally** appropriate form.	Develops a **poorly designed** unit of study in an inappropriate form.
5. Reflection and Self-Assessment *Identifies places where further learning will help to develop an effective unit and lesson. Discusses strategies for future learning. Shows awareness of and growth in connection to types of*	**Evaluates** changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	**Articulates** strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self- awareness).	**Generally describes** own performances with general descriptors of success and failure.	**Does not** clearly describe own performances with general descriptors of success and failure.

learning and learning situations.				

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Social Science Program
Table I: The Results for Integrative and Applied Learning Skill
Note: Data shown here drawn from Data Collection Sheet

Different Levels / Five Criteria (Areas)	Capstone (4)	Milestone (3)	Benchmark(2)	Below Expecations (1)	Total (N=21)
Connections to Experience	39%	29%	18%	14%	(N=28)
Connections to Disciplines	25%	32%	36%	14%	(N=28)
Transfer	32%	36%	25%	14%	(N=28)
Integrated Communication	36%	25%	25%	14%	(N=28)
Self-Reflection	39%	22%	25%	14%	(N=28)

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Social Science Program
Table 2
Integrative and Applied Learning Data Collection Sheet

Different Levels Five Criteria (Areas)	(4)	(3)	(2)	(1)	Total (N=10)
Connections to Experience	11	8	5	4	(N=28)
Connections to Disciplines	7	11	6	4	(N=28)
Transfer	9	10	5	4	(N=28)
Integrated Communication	10	7	7	4	(N=28)
Self-Reflection	11	6	7	4	(N=28)

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Table 2
Aligned Social Science and Sacramento State Learning Objectives

Sacramento State	History-Social Science Framework Goals and Curriculum Strands*	Social Science	Where SSCI SLOs are Measured
1. Competence in the Discipline	1. Knowledge and Cultural Understanding: 1.1 Historical Literacy 1.2 Geographic Literacy 1.3. Economic Literacy 1.4 Socio-Political Literacy	1. Synthesize fundamentals of interdisciplinary approaches as the basis for competence for high school-middle school teaching and learning.	Measured throughout the interdisciplinary program in the disciplines of History, Government, Geography, and Economics. Competency in the disciplines is also measured through specific assignments required in the Capstone Course SSCI 193 (Integrating History-Social Science) e-portfolio. In addition, competency in the disciplines can also be measured through the passage of the Single Subject California Subject Examination for Teachers (CSET). The CSET is require of all prospective teachers who do not major in a social science waiver program or who fail SSCI 193.

2. Intellectual and Practical Skills: 2.1 Critical Thinking 2.2 Information Literacy 2.3 Written Communication 2.4 Oral Communication 2.5 Inquiry and Analysis	2. Skills Attainment/ Social Participation: 2.1 Basic Study Skills 2.2 Critical Thinking Skills 2.3 Participation Skills	2. Demonstrate intellectual and practical skills: 2.1 Critical Thinking 2.2 Information Literacy 2.3 Written Communication 2.4 Oral Communication 2.5 Inquiry and Analysis	All core competencies (2.1-2.5) are measured through specific assignments required in the Capstone Course SSCI 193 e-portfolio.
3. Personal and Social Responsibility 3.1 Civic knowledge and engagement 3.2 Intercultural knowledge and competence	3. Democratic Understanding and Civic Values	3. Apply personal and social responsibility 3.1 Civic knowledge and engagement 3.2 Intercultural knowledge and competence	Measured through specific assignments required in the Capstone Course SSCI 193 e-portfolio.
4. Integrated Studies	4. Integration 4.1 Knowledge and Cultural Understanding 4.2 Skills Attainment/Social Participation 4.3 Democratic Understanding and Civic Values	4. Synthesize integration of studies	All students in SSCI 193 are required to submit materials on an e-portfolio and provide evidence of his/her competency in the social sciences (history, government, geography and economics) as mandated by the California Commission on Teacher Credentialing standards and the

			History-Social Science Framework. Students were also required to develop detailed lesson plans integrating interdisciplinary approaches to teaching and learning. All students in SSCI 193 want to be high school/ middle school teachers. Some students have been provisionally accepted to the teacher credential program at Sacramento State before completing SSCI 193. However, it was made clear to the students that successful completion of SSCI 193 is required to formally continue in the teacher credential program. Students who received a 1 score were not considered subject matter competent. These students will not be eligible to enter a teacher credential program. If the student was already provisionally accepted into a teacher credential program, he or she would not be allowed to complete the teacher credential program unless they either repeat SSCI 193

			or pass the single subject California Subject Examination for Teachers (CSET).

*See http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf