

# 2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)  
or [contact us](#) for more help.

**Please begin by selecting your program name in the drop down.** If the program name is not listed, please enter it below:

**BA Liberal Studies**

OR

## Question 1: Program Learning Outcomes

### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

Written Communication is a WASC Senior College and University (WSCUC) "Core Competency" of intellectual and Practical skills recognized in the American Association of Colleges and Universities (AACU) VALUE Rubric and the Sacramento State Baccalaureate Learning Objectives

**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", see <http://degreeprofile.org>) 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 **OR** type in **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):

**Written Communication**

If your PLO is **not listed**, please enter it here:

**Q2.1.1.**

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

Written Communication is assessed on (1) Context of and Purpose for Writing, (2) Content Development, (3) Genre and Disciplinary Convention, (4) Sources of Evidence, and (5) Control of Syntax and Mechanics.

**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 Written Communication VALUE Rubric.



AAC&U\_WrittenCommValueRubric.pdf  
578.9 KB



No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

**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:

A signature written assignment in Liberal Studies majors in one of three sections of ENGL 116B (Children's Literary Classics) was reviewed and evaluated based on the AAC&U Written Communication rubric.

**(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

See Attachment 2 for the Text-Centered Project description. Each student in the course submitted two essays that were reviewed by three individuals: ENGL 116B Instructor (Amy Anderson), Liberal Studies Director (Timothy Fong), and English Professor/Liberal Studies Faculty Advisor (Mi-Suk Seo).



**Attachment 2\_ENGL 116B Text Centered Project Prompt\_2017.docx**  
12.78 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 instructor of ENGL 116B, the

**Q3.5.1.**

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

The instructor of ENGL 116B, t...

**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.)?

Liberal Studies majors are required to take ENGL 116B. One section of ENGL 116 out of three sections offered in spring 2017 was chosen to be reviewed.

**Q3.6.1.**

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

Liberal Studies majors in one section of ENGL 116B were reviewed.

**Q3.6.2.**

How many students were in the class or program?

33

**Q3.6.3.**

How many samples of student work did you evaluate?

33

**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 Liberal Studies Program also utilizes the Department Factbook published by the Office of Institutional Research and Cognos for additional information on retention rates, average student GPAs, Good Standing, and graduation rates.

 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 in **Q2.1**:



**Table I: The Results for Written Communication Skill**

<b>Different Levels Five Criteria (Areas)</b>	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>	<b>Total (N=33)</b>
<b>Context of and Purpose for Writing</b>	24.2%	45.5%	30.3%	0%	(100%, N=33)
<b>Contextual Development</b>	39.4%	30.3%	30.3%	0%	(100%, N=33)
<b>Genre and Disciplinary Conventions</b>	24.2%	45.5%	30.3%	0%	(100%, N=13)
<b>Sources and Evidence</b>	30.3%	30.3%	30.3%	0.91%	(100%, N=33)
<b>Control of Syntax and Mechanics</b>	30.3%	30.3%	30.3%	0.91%	(100%, N=33)



Table I\_ Results for Written Communication\_2017.docx  
13.18 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?

Sixty percent (60%) of our students will score 3.0 or above and 85 percent will score 2.0 and above using the VALUE Rubric.

**Table II: Critical Thinking Data Collection Sheet**

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=33)
Context of and Purpose for Writing	8	15	10	0	(N=33)
Contextual Development	13	10	19	0	(N=33)
Genre and Disciplinary Conventions	8	15	10	0	(N=33)
Sources and Evidence	10	10	10	3	(N=33)
Control of Syntax and Mechanics	10	10	10	3	(N=33)



Table II\_ Written Communication Data Collection Sheet\_2017.docx  
12.3 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.

There are no plans for changes in this area.

**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.**

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
23. Other, specify:	<input type="text"/>				

**Q5.2.1.**

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

Review of the assessment strategies, course syllabi, and course assignments are very important to meet the Elementary Subject Matter Domain Standards from the California Commission on Teacher Credentialing (CCTC). Meeting Domain Standards is now required for all Elementary Subject Matter Waiver programs. Being an approved Subject Matter Waiver program is vitally important because it allows majors in Liberal Studies to apply directly into a Teacher Credential program without taking the California Subject Examination for Teachers (CSET)

**Q5.3.**

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.3.1.**

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

The feedback was important for choosing the process for doing program assessment this year.

**(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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

**Q8.** Please attach any additional files here:

**Q8.1.**

Have you attached any files to this form? If yes, please list every attached file here: \_\_\_\_\_

Attachment 1 Written Communication VALUE Rubric

Attachment 2 ENGL 116B Text-Centered Project Directions

Table I: The Results for Written Communication Skill

Table II: Critical Thinking Data Collection Sheet

Attachment 3: Liberal Studies Assessment Plan/Aligned Liberal Studies and Sacramento State Learning Objectives

Attachment 4: Liberal Studies Four Year Plan Roadmap

## Program Information ( **Required** )

**Program:**

(If you typed your program name at the beginning, please skip to Q10)

**Q9.**

Program/Concentration Name: [skip if program name appears above]

BA Liberal Studies

**Q10.**

Report Author(s):

Timothy P. Fong

**Q10.1.**

Department Chair/Program Director:

Timothy P. Fong

**Q10.2.**

Assessment Coordinator:

Timothy P. Fong

**Q11.**

Department/Division/Program of Academic Unit

Liberal Studies

**Q12.**

College:

College of Social Sciences & Interdisciplinary Studies

**Q13.**

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

507(Fall 2015; 469 (Fall 2016)

**Q14.**

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:

**Q15.** Number of **undergraduate degree programs** the academic unit has?

2

**Q15.1.** List all the names:

Traditional (Teaching) and Non-Traditional (non-Teaching)

**Q15.2.** How many concentrations appear on the diploma for this undergraduate program?

10+

**Q16.** Number of **master's degree programs** the academic unit has?

N/A

**Q16.1.** List all the names:

Concentration in LinguisticsComposition    Concentration in Literature  
Concentration in Foreign Language    Concentration in United States History  
Concentration in World History    Concentration in California Studies  
Concentration in American Studies    Concentration in Multicultural Studies  
Concentration in Mathematics    Concentration in Natural Science  
Concentration in Art    Concentration in Music  
Concentration in Theatre    Concentration in Physical Education  
Concentration in Human Development

**Q16.2.** How many concentrations appear on the diploma for this master's program?

0

**Q17.** Number of **credential programs** the academic unit has?

N/A

**Q17.1.** List all the names:

**Q18.** Number of **doctorate degree programs** the academic unit has?

N/A

**Q18.1.** List all the names:

When was your **assessment plan...**

	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
<b>Q19.</b> developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q19.1.</b> last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q19.2. (REQUIRED)**

Please **obtain** and **attach** your latest **assessment plan**:



**Liberal Studies Assessment Plan\_Aligned Liberal Studies and Sacramento State Learning Objectives.docx**  
13.65 KB

**Q20.**

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

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

**Q20.1.**

Please **obtain** and **attach** your latest **curriculum map**:



**LIBS - 4 Year Plan Roadmap.pdf**  
171.48 KB

**Q21.**

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

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

**Q22.**

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

**Q22.1.**

Does your program have **any** capstone project?

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

**(Remember: Save your progress)**

ver. 5.15/17



**Table I: The Results for Written Communication Skill  
Liberal Studies Assessment 2017**

Different Levels <sup>2</sup> Five Criteria (Areas) <sup>2</sup>	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=10)
<b>Context of and Purpose for Writing</b>	24.2%	45.5%	30.3%	0%	(100%, N=33)
<b>Contextual Development</b>	39.4%	30.3%	30.3%	0%	(100%, N=33)
<b>Genre and Disciplinary Conventions</b>	24.2%	45.5%	30.3%	0%	(100%, N=13)
<b>Sources and Evidence</b>	30.3%	30.3%	30.3%	0.91%	(100%, N=13)
<b>Control of Syntax and Mechanics</b>	30.3%	30.3%	30.3%	0.91%	(100%, N=13)

**Table II: Written Communication Data Collection Sheet  
Liberal Studies Assessment 2017**

Different Levels Five Criteria (Areas)	(4)	(3)	(2)	(1)	Total (N=10)
<b>Context of and Purpose for Writing</b>	8	15	10	0	(N=33)
<b>Contextual Development</b>	13	10	19	0	(N=33)
<b>Genre and Disciplinary Conventions</b>	8	15	10	0	(N=33)
<b>Sources and Evidence</b>	10	10	10	3	(N=33)
<b>Control of Syntax and Mechanics</b>	10	10	10	3	(N=33)

# English 116B

## Text-Centered Project

Your final assignment in English 116B is to write two short essays about the novel *Shooting Kabul*. Essay 1 is required for all students; see assignment below. For Essay 2, choose one option from the four topic options listed below:

**Essay 1 Assignment (required for all students):** Using the criteria for outstanding books from our first weeks of class, evaluate *Shooting Kabul*'s effectiveness as a work of children's literature. Remember that outstanding books for children: expand awareness, provide an enjoyable read, don't overtly teach or moralize, and tell the truth.

In your essay, be sure to quote from and refer to specific passages from the novel to support your assertions. **Length: about two pages, double-spaced. Cite page number for direct quotations and paraphrased material in MLA style. 50 points possible.**

**Essay 2 Assignment (choose 1 option below):** You will write one essay in response to one of the topic options listed below. In your essay, be sure to quote from and refer to specific passages from the novel to support your assertions. **Length: about two pages, double-spaced. Cite page number for direct quotations and paraphrased material in MLA style. 50 points possible.**

**Option 1:** Select one setting in the novel you believe to be thematically significant and write a 2-page discussion of its contribution to the novel as a whole.

**Option 2:** Choose a developing character in the novel. In two pages, explain what the character is like at the beginning of the novel, what s/he is like at the end of the novel, and one or two important transformative experiences that help account for the character's changes.

**Option 3:** Choose one plot incident in the novel that you feel to be crucial in the plot structure, such as a pivotal event after which the plot takes a different direction, or an event that is critical in defining the plot's central problem or issue. Discuss, in two pages, the significance of this event in the plot as a whole.

**Option 4:** Articulate one major theme in the novel. Remember that a theme is an assertion of meaning, such as "A *Little Princess* suggests that the human imagination is our most powerful human asset, far more important than cleverness or riches." By contrast, "Imagination in *A Little Princess*" is NOT an effective example of an effective statement of a novel's theme. Write a 2-page essay in which you explore a theme in the novel.

# LIBERAL STUDIES

# FOUR ♦ YEAR PLAN

Minimum total units required for BA Degree: 120 ▪ (100 -103 units required from Major department)

▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing Engl 1A and Math 17

This form is designed to be used with your Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

<b>YEAR</b> 1	Sem. 1	ENGL 5	CHDV 35	CHDV 35F	EDUC 21	BIO 7	15UNITS
	Sem. 2	GOVT 1	HIST 17A	ENGL 16	Critical Thinking (A3)	COMS 5	15 UNITS

<b>YEAR</b> 2	Sem. 3	MATH 17	HIST 50	THEA 118	GEOL 8 & 8T	ELECTIVE	16 UNITS
	Sem. 4	MATH 107A	MUSC 101	LBST 110	ENGL 20*	EDUC 124A/B, 125A/B OR 127A/B	16 UNITS

<b>YEAR</b> 3	Sem. 5	MATH 107B	GEOG 100	ENGL 116A**	ART 133	CHEM 106	15 UNITS
	Sem. 6	KINS 172	PHYS 107	ENGL 116B**	Concentration course	HIST 132	16 UNITS

<b>YEAR</b> 4	Sem. 7	Elective (Edbm 170^)	HIST 187	HLSC 136	Concentration course	Elective or FL	14 UNITS
	Sem. 8	Integrative Study	Elective (Eds 100A/B^)	Concentration course	Writing Intensive**	Elective or FL	Elective

**KEY:**

- Major requirements
- GE/graduation requirements
- Electives

**UD** Upper Division  
**+** Race & Ethnicity  
**\*** Take WPJ during./following Engl 20  
**\*\*** Complete WPJ (or ENGL 109W/M) before enrolling  
**FL** If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives  
**^** Sac State credential pre/co-requisite (should be taken for elective credit if entering Sac State credential program)

**NOTES:**

- Grades of C- or better in ALL courses.
- Students seeking the minor in math will complete alternate core math requirements (17-30, 107A-31, 107B-35)

**TOTAL = 121 UNITS**



**Liberal Studies Assessment Plan**  
**Aligned Liberal Studies and Sacramento State Learning Objectives**

<b>Sacramento State</b>	<b>Liberal Studies</b>	<b>Where LBST SLOs are Measured</b>
1. Competence in the Discipline	1. Synthesize fundamentals of interdisciplinary approaches as the basis for competence for primary school teaching and learning.	<p>Measured throughout the interdisciplinary program in the areas of Language and Literature, Mathematics, Natural Science, Social Science, Visual and Performing Arts, Physical and Health Education, Human Development, Integrated Studies, and Field Experience. A grade of C- or better in all courses is required for Liberal Studies majors.</p> <p>In addition, Passage of the California Subject Examination for Teachers (CSET) is required of all Liberal Studies majors before acceptance into a teacher credential program.</p>
2. Knowledge of Human Culture and the Physical and Natural World	2. Demonstrate knowledge of human cultures and the physical and natural world required for primary school educators.	Measured in coursework that focus on Social Science, Mathematics, Natural Science, Physical and Health Education, and Credential Prerequisites.
3. Intellectual and Practical Skills:  3.1 Critical Thinking  3.2 Information Literacy  3.3 Written Communication	3. Demonstrate intellectual and practical skills:  3.1 Critical Thinking  3.2 Information Literacy  3.3 Written Communication	<p>Measured in specific required courses taken exclusively by all Liberal Studies majors:</p> <p>Social Science (LBST 110)</p> <p>Social Science (LBST 110)</p> <p>Language and Literacy (ENGL 16, 107A, or 107B)</p>

3.4 Oral Communication	3.4 Oral Communication	Social Science (LBST 110)
3.5 Quantitative Literacy	3.5 Quantitative Literacy	Mathematics (Math 107A, 107B)
3.6 Inquiry and Analysis	3.6 Inquiry and Analysis	Natural Science (BIO 7, CHEM 107, or PHYS 107)
4. Personal and Social Responsibility	4. Apply personal and social responsibility	Measured in specific required courses taken exclusively by all Liberal Studies majors:
4.1 Civic knowledge and engagement	4.1 Civic knowledge and engagement	Field Experience (EDUC 124A/B, 125A/B, or 127A/B)
4.2 Intercultural knowledge and competence	4.2 Intercultural knowledge and competence	Social Science (LBST110) or Credential Prerequisites (EDUC 170)
5. Integrated Studies	5. Synthesize integration of studies	Passage of the California Subject Examination for Teachers (CSET) required of all Liberal Studies majors before acceptance into a teacher credential program.