

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 Social Sciences

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**:

The Social Science program is an approved subject matter waiver program designed to meet standards of quality and effectiveness from the California Commission on Teacher Credentialing (CCTC). Our capstone course, SSCI 193 (Integrating History-Social Science) partially fulfills several required CCTC standards

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):

Integrative and Applied Learning

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.

Integrative and Applied Learning is assessed on (1) Connection 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 in 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*
See: <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ssmp-handbook-social-science-pdf.pdf>

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 modified for SSCI 193 Senior Summative Portfolio Evaluation.



ssci193_ilvr_rubric_copy_2017pdf.pdf
87.88 KB



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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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10. Other, specify: <input type="text" value="The PLO and Rubric are routinely discussed during student advising ses..."/>

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 in SSCI 193 (Integrating History-Social Science) were required to submit materials on an e-portfolio that provide evidence of his/her competency in the social sciences (History, Government, Geography, and Economics) as required by the California Commission on Teacher Credentialing (CCTC) 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 (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: Portfolio Assignment Prompts. There were multiple on-line prompts that were the basis for submission into the SSCI 193 Portfolio and were comprehensive evaluated.



SSCI193_Portfolio Prompts_2017.pdf
2.86 MB



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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 SSCI 193 and th

Q3.5.1.

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

The instructor of SSCI 193, the...

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 must be evaluated. Successful passage of SSCI 193 and evidence of subject matter competency is 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?

23

Q3.6.3.

How many samples of student work did you evaluate?

23

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:

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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 information on retention rates, average student GPAs, Good Standing, and graduation rates.

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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 1**The Results for Integrative and Applied Learning Skill**

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=23)
Connections to Experience	70%	17%	4%	9%	(N=23)
Connections to Disciplines	26%	35%	35%	4%	(N=23)
Transfer	61%	26%	25%	9%	(N=23)
Integrated Communication	56%	22%	9%	13%	(N=23)
Self-Reflection	56%	17%	13%	17%	(N=23)



Table 1 Results for Integrated and Applied Learning_SSCI 2017.docx
12.28 KB



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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?

We expect 80 percent of students will score 2 or above, and 60 percent will score 3 and above. Students met expectations in all areas. One section (Connecting to Disciplines) had the lowest percent of scores 3 and above for the second year in a row.

Table 2**Integrative and Applied Learning Data Collection Sheet**

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=23)
Connections to Experience	16	4	1	2	(N=23)
Connections to Disciplines	6	8	8	1	(N=23)
Transfer	14	6	1	2	(N=23)
Integrated Communication	13	5	2	3	(N=23)
Self-Reflection	13	4	3	3	(N=23)



Table II Integrated and Applied Learning Data Collection Sheet_SSCI 2017.docx
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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 Sciene program will review the multiple writing assignments related to Connecting to Disciplines criteria before SSCI 193 is offered again in spring 2018.

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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify:

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 Social Science Subject Matter Domain Standards from the California Commission on Teacher Credentialing (CCTC). Meeting Domain Standards is now required for Social Science Subject Matter Waiver programs. Being an approved Subject Matter Waiver program is vitally important because it allows Social Science majors 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 checked="" 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 from last year 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:

No file attached

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 modified for SSCI 193 Senior Summative Portfolio

Attachment 2: Portfolio Assignment Prompts

Attachment 3: Assessment Plan/Aligned Social Science and Sacramento State Learning Objectives

Table I: The Results for Integrating Learning Skills

Table II: Integrative and Applied Learning Data Collection Sheet

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 Social Sciences

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

Social Science

Q12.

College:

College of Social Sciences & Interdisciplinary Studies

Q13.

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

23

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:

The Social Science programs offers two degree programs: Teaching (60 units, plus 14 units of pre-credential requirements) and Non-Teaching (60 units of content coursework only).

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

N/A

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

N/A

Q16.1. List all the names:

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

N/A

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
Q19. 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"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

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



SSCI Assessment Plan_Aligned Socia Science_CCTC_Sac StateLearning Objectives_2017.docx
15.53 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**:



4 yearSSCI_Subject Matter Program_Precred.docx
134.12 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)

Table I: Results for Integrated and Applied Learning

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=23)
	Connections to Experience	70%	17%	4%	9%
Connections to Disciplines	26%	35%	35%	4%	(100%, N=23)
Transfer	61%	26%	4%	9%	(100%, N=23)
Integrated Communication	56%	22%	9%	13%	(100%, N=23)
Self-Reflection	56%	17%	13%	13%	(100%, N=23)

Table II: Integrated and Applied Learning Data Sheet

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=23)
	Connections to Experience	16	4	1	2
Connections to Disciplines	6	8	8	1	(100%, N=23)
Transfer	14	6	1	2	(100%, N=23)
Integrated Communication	13	5	3	3	(100%, N=23)
Self-Reflection	13	4	3	3	(100%, N=23)

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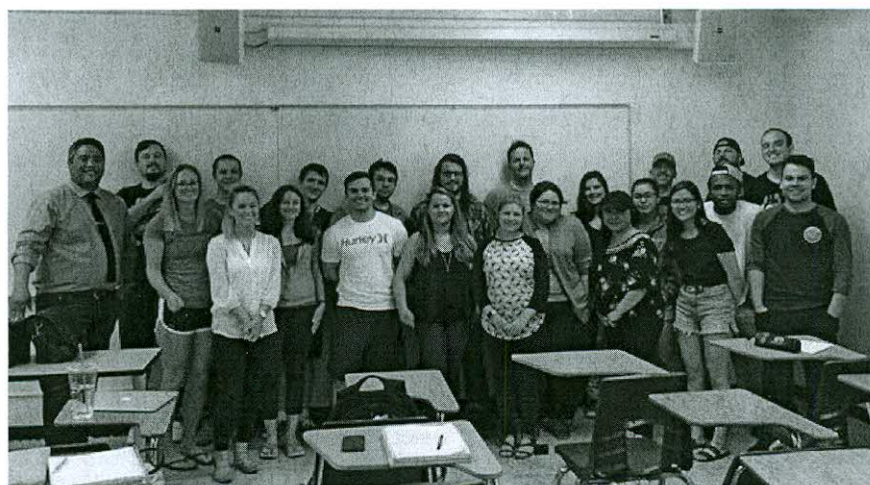
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Social Science 193: Integrating History and Social Science

California State University, Sacramento - Spring 2017

Alpine Hall 138 W 5:00 - 6:15 PM



Instructor: James Fabionar, Ph.D.

Office: Amador Hall 562B

Email: james.fabionar@csus.edu (<mailto:james.fabionar@saclink.csus.edu>)

Office Hours: Wednesdays 3-4 PM or by appointment

Course Description

Social Science 193 is a capstone course for individuals completing subject matter preparation for the California Single Subject Credential as legislated by SB 2042 under the auspices of the California Commission on Teacher Credentialing (CCTC). This course serves as a bridge between academic preparation and entry into the teacher credential program. Students will examine social science-history in the State curriculum framework, reflect on subject matter preparation, focus on middle school and high school teaching and learning, investigate and evaluate resources pertinent to instruction, and explore pertinent issues in education. Prerequisite: Instructor permission. Open to graduating seniors only.

This semester, students will work independently and collaboratively to produce a pre-credential portfolio. These personalized websites will consist of reflective writing assignments, unit plan and lesson plans that integrate key topics, ideas, and experiences from their major coursework, and a philosophy of history and social science education. The portfolio is expected to reflect your competencies in the Social Sciences and will be reviewed at the end of the semester by the course instructor, the Director of the Social Science Program, and by a Social Science faculty review committee member. In accordance to federal guidelines calling for individuals to be "highly qualified" classroom teachers, portfolios evaluated as "Novice" or "Unacceptable" by two out of the three reviewers will be given an Incomplete or "I" grade for the course. Students will have one year to resubmit an acceptable portfolio. If an acceptable portfolio is not completed in one year the "I" grade automatically turns into an "F." Students who are either already in, or accepted to, a Teacher Credential Program will not be considered "Subject Matter Competent" without submitting an acceptable portfolio.

Objectives

As a subject matter program designed to meet standards of quality and effectiveness mandated by California's Commission on Teacher Credentialing (CCTC), this course partially fulfills several required CCTC standards. Designed as a working seminar, the objectives of the course are to:

- Provide an understanding of human differences and similarities including, but not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation and exceptionality. (Diversity and Equity/Standard 2)
- Study and apply current and emerging technologies, with a focus on those used in K-12 schools for gathering, analyzing, managing, processing and presenting information. (Technology/Standard 3)
- Provide experiences linked to program coursework and give a breadth of experience across grade levels and with diverse populations. (Early Field Experience/Standard 6)
- Use formative and summative multiple measures to assess the subject matter competence of each candidate. (Assessment of Subject Matter Competence/ Standard 7)
- Learn and apply methods of inquiry, analysis and interpretation that are used in the social science disciplines (history, geography, economics, political science, anthropology, psychology, sociology, and the humanities). (Integration of Studies/Standard 13)
- Expose prospective teachers to a variety of teaching, learning, and assessment strategies that are appropriate to history/social science, including the use of instructional technology. (Teaching and Learning History/Social Sciences, Standard 19).

Required Materials

- Thomas, D., & Seely Brown, J. (2011). *The new culture of learning: cultivating the imagination for a world of constant change*. CreateSpace Independent Publishing Platform (/uploads/1/0/3/6/10362259/thomas_brown_a_new_culture_of_learning.pdf).
- History-Social Science Framework for California Public Schools (Sacramento: California Department of Education, 2001). (<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>) CDE is currently rolling out the new framework (adopted officially in 2016). Drafts of this framework can be found here (<http://www.cde.ca.gov/ci/hs/cf/sbedraftthssfw.asp>).

Additional Materials:

- Subscription to the website building and hosting service, www.weebly.com (<http://www.weebly.com>)
- Students are expected to bring a laptop or tablet to each class session. Laptops can be checked out at the university library.
- All other required reading and viewing materials will be posted as electronic files on this website.

Course Requirements

Student performance will be evaluated according to this criteria:

Engagement (attendance, preparation, participation)	20%
Assignments (blog entries, portfolio components, and subject matter assessment essays)	40%
Midterm Reflection (Week 8)	20%
Final Reflection (Week 16)	20%

Learning Environment Expectations

It is important that we all contribute to the creation of an optimal learning environment. I ask that you be physically present, mentally engaged, and socially and emotionally aware of what is unfolding in our classroom. Specifically, I expect you to be on time, to have read the assigned readings and completed assignments by the due date, and to be prepared to thoughtfully and respectfully participate in class activities. I do not accept late work. Cheating is not tolerated.

- **Attendance:** Consistent attendance is crucial for success in this class. Students are expected to attend each class session. **You are allowed two absences before your grade is affected.** Subsequent absences will result in a 5-percent deduction in the final grade. Please email the instructor in the event that you have an emergency or are ill and cannot attend class. An attendance sheet will be passed around each session.
- **Participation:** Students are expected to actively and respectfully engage in all course activities. Unlike courses that focus on scoring well on quizzes and exams, this course is concerned with developing reflexive, concerned, and conscientious thinkers.
- **Preparation:** Students are expected to publish a blog on assigned readings prior to that week's session.
- **Electronic Devices:** Technology can be used to enhance learning. However, cell phones, computers, and other advancements can pull focus and undermine our work together. If your devices are not being used **solely** for the sake of engaging in the course, they should be turned off and stowed away.
- **Email:** I check email twice a day and generally respond within two days. However, I am diligent about not being tied to email/technology, and I ask that you be cognizant of these efforts. I value in-person interaction and do my best to be accessible to students via office hours, before and after class, and by appointment. If you have a basic question about due dates, assigned readings, or course procedures, I ask that you first check with a classmate before emailing me.

Week 1 Online Session Student Questionnaire Due by Friday of Week 1

Please fill out the questionnaire below and submit a typed-version of the initial reflection we composed in class. These activities help me to better understand my students.

Name *

<input type="text"/>	<input type="text"/>
First	Last

Student ID *

Email address *

What is your major? *

Have you taken any courses in education? If so, please list and briefly describe them. *

In your opinion, what the most important features of an effective course? *

In your opinion, what are the most important attributes of an effective instructor? *

Is there anything you would like me to know about how you learn? Please indicate any special learning needs you have and instructional accommodations you require.

Thank you for your responses. I'm looking forward to a great semester.

Submit

Submit your initial reflection here.

Compose a reflection in response to the following questions:

What courses, topics, and issues related to your major excite you about teaching? Why? How do these courses, topics, and issues reflect your background, values, life experiences, and/or worldview? What about these courses, topics, and experiences do you hope to pass on to your future students?

Name *

First Last

Email *

Upload File - Word or PDF formats only. Label your document with your last name. *

No file selected.
Max file size: 20MB

Submit

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Online Session 3 Gathering Artifacts from the Major

One of the primary goals of our work this semester is to demonstrate your subject matter competence as a function of your completed course work. As you design the components of your pre-credential portfolio, you will need to explain how your courses shaped your thinking. This week, your goal is to gather and analyze artifacts from your undergraduate major. Items to collect include but are not limited to: course papers, notes, exams, projects, syllabi, and texts.

Compose a blog entry listing and describing the materials you amass. Consider how the materials you gathered might inform the topic(s) and activities you address in your portfolio unit plan. If, for instance, one of the artifacts you gathered was a paper you wrote for a Asian American Studies course on the contemporary immigrant experience, what historical topic(s) and social science concept(s) do you address in the artifact? How might you incorporate these ideas into a unit plan?

Your goal is to begin considering unit plan topics that are rooted in the courses you took and for which you have evidence of your learning. When you publish your blog entry, consider how you can show concrete evidence of your course work. You might consider posting pictures, scanning images, or taking direct quotes from these materials. Publish this work one hour before our next session.

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Online Session 4 Sketching the Integrated Unit

Unit and lesson planning are a central component of effective teaching. To develop well-constructed lesson plans, an instructor needs to have mastery of the subject matter (content) and a strong understanding of how learning occurs. Your blog entry is comprised of two discussions.

First, list and describe the features of effective unit plan and lesson plan templates. To accomplish this, take inventory of the various websites devoted to lesson planning. Consider for instance what steps are taken to develop an effective unit and lesson, what information is included on the templates they promote, how that information is organized on those templates, and what theories, concepts, models, or approaches to learning are reflected in the features of the lesson plan. Your goal is to become conversant in the common features of unit plans and lesson plans and to develop an understanding of these features in relation to theories on learning.

Second, explore online lesson plans related to the topic or topics you are currently considering for your portfolio unit. Describe these bodies of work. How do teachers break up units into various lessons and topics? What aspects or dimensions of the unit topic are heavily represented? Which are not? What types of learning materials do they use (i.e. literature, textbooks, images, music, film, etc.)? What theories, concepts, models, or approaches to learning are reflected in these lesson plans? What is your reaction to what you have found?

To complement this work, three texts are assigned for Week 4. The piece by Darling-Hammond provides a basic overview of learning theories and some helpful ideas regarding the relationship between learning theory and teacher practice. The piece by Bennett synthesizes current thinking on learning assessment, or forms of and practices associated with determining if learning has occurred. And the final piece is the next four chapters in the Thomas and Seely Brown book, *The New Culture of Learning*. Your blog entry should make meaningful and thoughtful reference to ideas in these works.

In addition to your blog entry, post at least one online resource (website, image, video, article, etc.) to the message board on the course website that you found helpful. Briefly explain why you found it useful to you.

NOTE: It is important that you begin to budget time in your week to circle back to earlier blog entries and revise them with any additional understandings, reflections, insights, and links to further develop your thinking. Make sure to get into the practice of exploring your peers' portfolios to inspire your creativity and learn from their thinking.

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Online Session 5 Selecting Your Unit and Lesson Topics Due one hour before our next class

In Week 5, you need to read through the California State Curriculum Framework in History and Social Science (look over the old standards but focus on the new ones (you can find links to these documents on the Home page)) and create a blog entry about your observations of the standards. What are your impressions of the framework? How might the framework be helpful? How might it be constraining? How well do the topics of your major courses and the topics outlined in the frameworks align? Where do you see your potential unit and lesson plan topic(s) in the standards (what grade level and course?)?

This week also marks our first efforts to build our unit plan and lesson plan pages. Your unit must consist of 5-7 lessons and incorporate content, concepts, and methods from the various fields in the History Social Science disciplines (World History, US History, economics, government, geography, etc.). In addition to your blog entry, address the following tasks:

- On the Unit page of your portfolio add the basic information on your topic, based on the lesson planning template features we discussed in class on 2/15.
- On the Lessons page, begin an outline of the lessons topics that will comprise each lesson. Focus on lesson planning features discussed in class on 2/15.

***These are a first attempt. You are not expected to develop your unit and lesson plans in great detail. Lots of editing will likely happen over the course of the coming weeks and months.

- On the Narrative page, describe the thinking behind what you produced on your Unit and Lessons pages, linking key reflections to any relevant blog entries.
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Week 6 Online Session Teaching Literacy in History and Social Science Education

This week, your online session is comprised of three parts:

1. Blog Entry on Common Core, Literacy, and History and Social Science Education

The common core standards require teachers of history and social science to support literacy. Subjects in history and social science are often text intensive and involve continually decoding new and sophisticated vocabulary for native and non-native English speakers alike. Compose a blog entry about how you might support improved academic literacy in your unit and lessons. To do this, you will need to read over the relevant portion of the Common Core standards and explore online materials for ideas of activities and materials that address the standards. You are encouraged to share online resources on the class Message Board.

2. Continue to Develop Your Unit, Lessons, and Narrative Pages

Look back over the powerpoint from today's lecture for suggestions on how to further develop your unit, lessons, and narrative. Additionally, translate ideas from your blog on Common Core standards on literacy into your unit and lesson plans.

3. Explore your Classmates Portfolios

Familiarize yourself with the unit and lesson topics of your peers. Read through blog entries and leave no fewer than three comments on three of your classmates' blog postings. Your comments might provide positive feedback on ideas, ask questions, suggest resources, etc.

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Week 7 Online Session Ideological and Historical Concerns in Social Science Education

In Week 7 of our course we turn our attention to the purpose of history and social science education. Two chapters from the textbook *Designing Effective Instruction for Secondary Social Studies* is assigned. The first chapter discusses the ideological and historical concerns of social studies education. The second chapter looks at the origins of social studies. Note that this textbook pre-dates the widespread state-level adoption of curriculum frameworks in history and social science and the Common Core standards (1995). If you look closely and read between the lines you might notice that the field of social studies educator-researchers was moving towards standardization.

This week, publish a blog entry that discusses the explicit and implicit messages about the social value of history and social science education. What are your views about why we study history and social science/studies? Reach way back into your memory to recall how your K-12 teachers and university professors framed their courses to convey why their topics are worthy of study. After you finish your blog, provide a rationale for your unit and lesson (as best you can--I know you're still framing these out) that explains why each is relevant. Make sure you discuss this process on your Narrative page.

Remember to carefully integrate and make reference to the assigned readings in your blog, and provide a title the signifies the main thrust of your composition.

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Week 8 Online Session Social Science Fields: History and Geography

In Week 8 of our course we build on the previous week's exploration of the purposes of history and social science education by looking at specific fields within the area of study. Again, we use the textbook *Designing Effective Instruction for Secondary Social Studies* to guide our thinking. Chapter 3 looks at two fields, History and Geography, and discusses them from a pedagogical perspective. As you have likely realized time and again this semester, being a student of history and social science is vastly different from being a teacher in these disciplines. This chapter delineates various philosophical, conceptual, and skill considerations that strong teachers account for as they develop courses, units, and lessons.

As you read, make note of the ideas that resonate with you. As always, reflect on facets of your undergraduate education that relate to this week's readings. Consider for instance the pedagogical strategies of your professors and how they relate to ideas from this chapter. Compose a blog about the two or three ideas that were most compelling to you. Include direct quotes, accurate paraphrasing, and/or key ideas or phrases to integrate the readings into your blog.* Make sure to address both history and geography components of the readings. Apply these ideas to your unit and lessons and reflect on this process in your narrative, incorporating meaningful links where helpful.

In addition to this work, continue to develop your unit and lesson activities. Make use of the feedback I'm providing in class if you're struggling with how to push your work further along.

*Some folks' blog entries are not integrating the readings very meaningfully, so I'm providing more explicit guidelines here. Just FYI.

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Week 10 Online Session Social Science Fields: Political Science and Economics

In Week 10, we use the textbook *Designing Effective Instruction for Secondary Social Studies* to guide our thinking about two additional disciplines: political science and economics. As you read, make note of the ideas that resonate with you. As always, reflect on facets of your undergraduate education that relate to this week's readings. Consider for instance the pedagogical strategies of your professors and how they relate to ideas from this chapter. Compose a blog about the two or three ideas that were most compelling to you. Include direct quotes, accurate paraphrasing, and/or key ideas or phrases to integrate the readings into your blog. Make sure to address both political science and economics components of the readings. Apply these ideas to your unit and lessons and reflect on this process in your narrative, incorporating meaningful links where helpful.

In addition to this work, continue to develop your unit and lesson activities. A full draft of your unit, lessons, and lesson materials are due by Wednesday, April 6th.

Social Science Assessment Plan
Aligned Social Science and Sacramento State Learning Objectives
2017

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. Skills Attainment/ Social Participation:	2. Demonstrate intellectual and practical skills:	All core competencies (2.1-2.5) are measured through specific

<p>2.1 Critical Thinking</p> <p>2.2 Information Literacy</p> <p>2.3 Written Communication</p> <p>2.4 Oral Communication</p> <p>2.5 Inquiry and Analysis</p>	<p>2.1 Basic Study Skills</p> <p>2.2 Critical Thinking Skills</p> <p>2.3 Participation Skills</p>	<p>2.1 Critical Thinking</p> <p>2.2 Information Literacy</p> <p>2.3 Written Communication</p> <p>2.4 Oral Communication</p> <p>2.5 Inquiry and Analysis</p>	<p>assignments required in the Capstone Course SSCI 193 e-portfolio.</p>
<p>3. Personal and Social Responsibility</p> <p>3.1 Civic knowledge and engagement</p> <p>3.2 Intercultural knowledge and competence</p>	<p>3. Democratic Understanding and Civic Values</p>	<p>3. Apply personal and social responsibility</p> <p>3.1 Civic knowledge and engagement</p> <p>3.2 Intercultural knowledge and competence</p>	<p>Measured through specific assignments required in the Capstone Course SSCI 193 e-portfolio.</p>
<p>4. Integrated Studies</p>	<p>4. Integration</p>	<p>4. Synthesize integration of studies</p>	<p>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 <i>History-Social Science Framework</i>. Students were also required to</p>

		<p>develop detailed lesson plans integrating interdisciplinary approaches to teaching and learning.</p> <p>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.</p> <p>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</p>
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			Subject Examination for Teachers (CSET).
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*See <http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>

SOCIAL SCIENCE (Subject Matter Program)

FOUR ♦ YEAR PLAN

Minimum total units required for BA Degree: 120 ▪ (74 units required for Major)

▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4
 This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1	Sem. 1	ECON 1A (GE)	HIST 50 (GE C1)	C3	A2	E (FYS)	15 UNITS
	Sem. 2	ECON 1B (GE)	HIST 51 (GE C4)	A1	A3	B1/B3	15-16 UNITS

YEAR 2	Sem. 3	HIST 17A (D3A/+)	GOVT 35	College Comp. 2	B4	C2	15 UNITS
	Sem. 4	HIST 17B	GEOG 100	Govt 1/150 (D3b/c)	B2/B3	Elective/FL	15-16 UNITS

YEAR 3	Sem. 5	HIST 100	GOVT 180 (UD GE)	GEOG 121	ECON 113	Elective/FL	15 UNITS
	Sem. 6	HIST 133	Nat'l Perspective (History)	World Perspective (Soc.Sci)	B5: UD GE	Elective	15 UNITS

YEAR 4	Sem. 7	HIST 183B	Nat'l Perspective (Soc.Sci)	World Perspective (History)	D2: UD GE	HLSC 136	15 UNITS
	Sem. 8	SSCI 193	EDUC 170	State Perspective	Ethical Perspective	WI/Elective	EDUC 100A/B

KEY:

- Major requirements
- GE/graduation requirements
- Electives

UD Upper Division
+ Race & Ethnicity
***** Writing Intensive (Complete WPJ or substitute ENGL 109W/M)
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives
WI Writing Intensive

NOTES:
 Minimum grade of "C-" is required in all courses applied toward major.
 9 units of overlap between GE and Major: Hist 50, 51, 17A.
 Writing Intensive may overlap with SSCI major by taking Ethn 100 or Govt 165 for Nat'l Perspective-Soc.Sci

TOTAL = 121 UNITS

