

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information 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:

MA Gender Equity

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

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**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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**:

In the MA in Education, Behavioral Science Gender Equity program, courses in the program give students the opportunity to work and develop their oral communication skills. Core courses such as EDTE 251 Multiculturalism for a Pluralistic Society and EDTE 268 Gender Perspectives in Schooling, Past and Present gives students the opportunity to analyze the social and cultural impact gender and race has on society and schooling. The PLO of Oral Communication is also woven into EDTE 266 Women and Education and EDTE 268 Gender Perspectives in Schooling, Past and Present through various individual and group assignments which require students to become proficient in their public speaking skills. The goals of this program also meet the Bachelor Learning Goals for the Values and Pluralism requirement. As stated on the Expectations for the GLG students should have theoretical knowledge of how to interact with diverse audiences and respect for those who are different from oneself, ability to work collaboratively with those who come from diverse cultural backgrounds and the ability to recognize and understand the implications of various social structures and the ways people are grouped by such characteristics as status, race, ethnicity, gender, sexual orientation. The PLO of Oral Communication in group and/or individual presentation assignments helps students interact and build communication skills with other students from various diverse backgrounds. Each core course in the Behavioral Science Gender Equity program address the GLG goals for Value and Pluralism by encouraging students to develop efficacy on their Oral Communication skills on issues of gender and race constructs, particularly issues of intersectionality.

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**)

Section 2: Report One Learning Outcome in Detail

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):

Oral 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.

Since many of our graduate students will pursue a degree in K-12 teaching, higher education teaching, leading organizations, and training others on equity issues, it is appropriate that students reach a high level of efficacy in their Oral Communication Skills. Our goal is to expect 80% of our students to achieve at least a score of 3 or higher in all areas of the Oral Communication Value Rubric (attached below).

Q2.2.


Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

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

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

No file attached

 OralCommunication Rubric AACO(1).pdf
163.03 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 style="width: 600px; height: 20px;" type="text"/>

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?

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:

Data was collected from the course EDTE 268-Gendered Perspectives in Schooling, Past and Present. There were 11 graduate students from the MA Gender Equity Program in this class and each student had a half hour teaching presentation on a theoretical construct that stemmed from a weekly reading in this course. EDTE 268: Women and Education was the other class where data was collected from student presentations. A total of 23 graduate students were assessed. The teacher/evaluator critiqued students by using the Oral Communication Value Rubric and assessed them in five different areas on their presentation.

(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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

1)Presentation Assignment:

Choose two or three themes from the weekly reading on a theoretical gender and race construct. Your goal is to engage your peers with interesting information based on these themes and make it relevant to current issues today. You will have a half hour to deliver this information effectively expanding on ideas presented in the reading and use various visual or learning tools (statistics, other research, video clips, examples, illustrations, questions) to expand students' critical thinking and knowledge on the reading. The rubric will be submitted on Canvas for your review before presenting. (Students will present in pairs).

2)Students will be asked to work with another student and collaborate to come up with a compelling and knowledgeable presentation. Students will have the opportunity to show efficacy in the five areas (organization, language, delivery, supporting material, central message) of the Oral Communications Value Rubric.



OralCommunication Rubric AACO 2017-2018.doc
107.5 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.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

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.)?

Due to the small number of students in our graduate program, we used the total amount of students from our program that were enrolled in our two courses.

Q3.6.1.

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

See above.

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

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:

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, please enter 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:

 No file attached

 No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

Chart and table attached.



Oral Communication Percentages.docx
53.75 KB





2017-2018 Chart Oral Communication Percentages.docx
43.85 KB

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?

Our goal was for 80% of students to achieve a capstone score of a "3" or higher in each of the five categories of the Oral Communication Value Rubric. We met our goal with 91% of our students scoring a "3" or "4" in most areas. A couple of students scored a "2" or a "1" in the areas of Language, Delivery, and Message. Instructors will explain each of these areas more fully in class and give them more opportunities to practice these skills within small groups to ensure their future success in oral communication. Instructors will also outline and role model what an effective presentation is and give them a chance to break down all of the components of a presentation in class.

 No file attached

 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.

Q5.1.2.

Do you have a plan to assess the **impact of the changes** that you anticipate making?

- 1. Yes, describe your plan:

- 2. No
- 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify: <input style="width: 400px; height: 20px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.2.1.

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

When reviewing the courses in the program more emphasis is focused on the PLO's and how assignments and curriculum are developed to meet the Graduate PLO goals. Our faculty is more aware of the external assessments and the importance of collecting data to determine how a particular goal is being met by students work and assessments.

Q5.3.
To what extent did you apply **previous assessment 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 checked="" type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input 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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

Based on the 2016-2017 Annual Assessment Report recommendations, more attention was given to the curriculum and development of assignments in order to meet the PLO's overarching goals.

(Remember: **Save your progress**)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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 explain how this year's assessment activities help you address recommendations from your department's last program review?

The feedback from the 2016-2017 Annual Assessment Report helped inform what data our program needed to collect for this year's assessment. Faculty teaching in our program discuss the PLO being reviewed prior to the semester. Faculty agreed on the rubric and methods of data collection for this year's PLO. We will do the same for the 2018-2019 assessment review. Particular attention was given to the PLO Oral Communication goal for this assessment. More time and development went into reviewing the Oral Communication Value Rubric and aligning this with course goals and assignments. Also, faculty worked on creating measurable goals for this PLO and developed a clearer assessment of the data.

Q9. Please attach any additional files here:

No file attached	No file attached
No file attached	No file attached

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (Required)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

Select Program

Q11.

Report Author(s):

Dr. Sherrie Carinci and Dr. Angela Leslie

Q11.1.

Department Chair/Program Director:

Elizabeth Liles

Q11.2.

Assessment Coordinator:

Q12.

Department/Division/Program of Academic Unit (select):

Education - Graduate

Q13.

College:

College of Education

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

45 students

Q15.

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:

Q16. Number of **undergraduate 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 undergraduate program?

N/A

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

MA in Education, Behavioral Science Gender Equity

Q17.2. How many concentrations appear on the diploma for this master's program?

N/A

Q18. Number of **credential programs** the academic unit has?

N/A

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

N/A

Q19.1. List all the names:

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20.1. 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"/>

Q20.2. (Required)

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

 **GLO Assessment 2016-2017 matrix.docx**
39.37 KB


Q21.

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

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

Q21.1.

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

 Curriuclum Map MA Gender Equity.docx
10.81 KB

Q22.

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

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

Q23.

Does your program have a capstone class?

- 1. Yes, specify:

- 2. No
- 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

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

(Remember: Save your progress)

Save When Completed!

ver. 10.31.17

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

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Definition

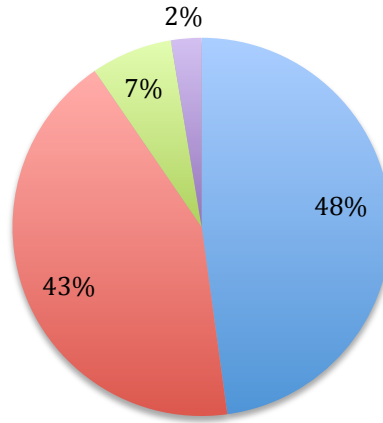
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Oral Communication Value Rubric

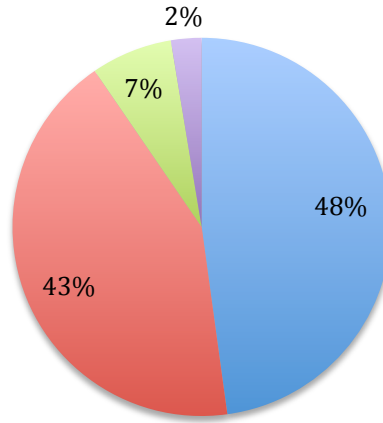
■ Capstone 4
 ■ Capstone 3
 ■ Capstone 2
 ■ Capstone 1



	Capstone 4	Capstone 3	Capstone 2	Capstone 1	
Organization	43.48%	52.17%	4.35%	0.00%	100.00%
Language	52.17%	39.13%	8.70%	0.00%	100.00%
Delivery	47.83%	39.13%	8.70%	4.35%	100.00%
Material	52.17%	39.13%	0.00%	8.70%	100.00%
Message	43.48%	43.48%	13.04%	0.00%	100.00%

Oral Communication Value Rubric

■ Capstone 4
 ■ Capstone 3
 ■ Capstone 2
 ■ Capstone 1



	Capstone 4	Capstone 3	Capstone 2	Capstone 1	
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Language	52.17%	39.13%	8.70%	0.00%	100.00%
Delivery	47.83%	39.13%	8.70%	4.35%	100.00%
Material	52.17%	39.13%	0.00%	8.70%	100.00%
Message	43.48%	43.48%	13.04%	0.00%	100.00%

	Capstone 4	Capstone 3	Capstone 2	Capstone 1
Organization	10	12	1	0
Language	12	9	2	0
Delivery	11	9	2	1
Material	12	9	0	2
Message	10	10	3	0
Total:	55	49	8	3

Program Name: MA in Education, Behavioral Science Gender Equity

Year: 2017

Graduate Learning Goals Report

The Graduate Learning Goals policy can be found at: <http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/15-16fs-115%20graduate%20learning%20goals.pdf>

Curriculum Map						
Coursework	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
EDUC 165 core course	X	X	X	X	X	X
EDTE 250 core course	X	X	X	X	X	X
EDTE 251 core course	X	X	X	X	X	X
EDTE 266 core course	X	X	X	X	X	
EDTE 290 core course	X	X	X	X		
EDTE 268 Elective	X	X	X	X	X	X
EDUC 160 Elective	X	X	X	X		X
EDTE 280 Elective	X	X		X		
Coms 222 Elective		X	X	X	X	
EDTE 506 Culminating Experience	X	X	X	X	X	X

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence			
		Direct	Indirect	Evaluation Parameters	
<i>Disciplinary Knowledge</i>	PLO 1 Expertise PLO 3 Intellectual Curiosity	1. Assignments in core courses 2. Completion of culminating experience	1. Mid-course assessments 2. Course assignments 3. Program exit interview 4. Employment in research area	In all core courses, assignments ask students to demonstrate topic knowledge and to intellectual curiosity and examine the topic through various lenses. Included is an example of a	To ensure that all courses in the program provide rubrics for the signature assignments, examining expertise, disciplinary knowledge and intellectual curiosity in the writing and reflections.

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		
				rubric used in EDTE 266 assignment demonstrating subject knowledge and intellectual curiosity skills being applied.	
<i>Communication</i>	PLO 2 Leadership/Change Agent PLO 3 Intellectual Curiosity	<ol style="list-style-type: none"> 1. Communication assignments directly related to coursework 2. Presentations in courses 3. Course group work 4. E-communication via Skype, email, e-groups 5. Presentation at scholarly meetings or in colloquia series 6. Papers/articles/books/grants 7. Thesis proposal Culminating	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Employment 3. Program exit interview 	In EDUC 165, EDTE 251, and EDTE 266 students are required to provide an in-depth lecture on an educational practice or problem and/or diversity issue. Students demonstrate their leadership, public speaking skills and ability to teach the adult learner. Throughout all the courses in the program, students engage in small group dynamics using communication skills and the opportunity to lead others and be a	All courses that incorporate an opportunity develop leadership skills in a presentation format are asked to use a rubric in order to determine the various communication modalities being used and ways students demonstrate being a leader on their topic. Included is a presentation rubric used in EDTE 251.

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		
		experience.		change agent in the education field.	
<i>Critical Thinking / Analysis</i>	PLO 3 Intellectual Curiosity PLO 4 Research	<ol style="list-style-type: none"> 1. Assignments in content courses 2. Proposal and IRB submission 3. Demonstration of applied understanding of expertise 4. Papers/articles/books/grants 5. Thesis proposal Culminating experience	<ol style="list-style-type: none"> 1. Reflection assignments to demonstrate personal understanding of material 2. Mid-course assessments 3. Program exit interview 	In all core courses in the MA program allow student to use critical thinking skills in various assignments and class activities. In EDTE 250 , Research Methods, students review studies using different types of research modalities. The assignment in this course, asks students to critically examine if the methodology cited was appropriate for the particular study. Students also analyze and critical examine whether the findings and discussion are fully developed or if the author could have navigated the	Faculty will be asked to highlight assignments and class activities in all core courses which foster the use of critical thinking and analytical skills. This data will be collected and reviewed annually to ensure that the program is meeting this Graduate Learning Goal.

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		
				research another way. This assignment gave students the opportunity to use their intellectual curiosity and research skills.	
<i>Information Literacy</i>	PLO 1 Expertise PLO 3 Leadership/Change Ag. PLO 4 Research PLO 5 Academic Writing	<ol style="list-style-type: none"> 1. Assignments in content courses 2. Early writing assessment 3. Demonstration of e-literacy 4. Proposal and IRB submission 5. Presentation at scholarly meetings or in colloquia series 6. Papers/articles/books/grants Culminating experience	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Use of information literacy in career/profession 3. Program exit interview 	All core courses in the MA program require students to use electronic data bases for class assignments, presentations, and student/course inquires, and literature review. Students apply their expertise on information literacy by researching academic journals in courses EDUC 165, EDTE 251, EDTE 266, EDTE 290. Students leave the program with Academic Writing (PLO 5) as a focus for	Courses in the program use rubrics and assignment criteria to determine the depth of knowledge in information literacy. In EDTE 290 students completed their literature review for their thesis/project. This assignment demonstrates student's use and understanding of Information literacy and highlights their expertise intellectual curiosity, understanding of research and academic writing on their research topic.

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		
				students success in the program. Students are to know the conventions of a variety of academic genres and understand the role information literacy plans in PLO 5 skill set.	
<i>Professionalism</i>	PLO 1 PLO 2	<ol style="list-style-type: none"> 1. Assignments in content courses 2. Collaborates with other students, faculty. 3. Presentation at scholarly meetings or in workplace settings <p>Through coursework and class interaction demonstrates an understanding of integrity</p>	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Demonstrates reflective decisions in profession 3. Shows honesty and care in working with others 	In EDTE 266, students are required to lead the class in a teaching demonstration supported by research and academic inquiry. This activity allows students to showcase their teaching talents and their skills as a professional in their field. Students present and display their research findings at the College of Education Student	As professionalism is part of the PLO 1 Expertise and PLO 2 Leadership Change Agent in the program learning goals, faculty will ensure that students are given the opportunity to reflective on their professional progress through their academic journey.

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		
				Research Showcase. In many of the courses, EDTE 250, 251, 266 assignments are created in order to provide students the opportunity to collaborate with other students on areas of research interests.	
<i>Intercultural / Global Perspectives</i>	PLO 1 PLO 2 PLO 3	<ol style="list-style-type: none"> 1. Assignments in content courses 2. Areas of research focus 3. Course content with social justice focus 4. Presentation at scholarly 	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Career focus Volunteerism 	EDTE 251, Multiculturalism in a Pluralistic Society and EDUC 165 Sex role Stereotyping in American Education are courses that designed around intercultural and global perspectives. Intersectionality and the role race, gender, and class play in our society are central to these course objectives and outcomes. Students	Currently students who pass successfully EDTE 251 and EDUC 165 demonstrate that they have met the goals and objectives of these courses. Faculty will continue to keep the curriculum in these courses current and reflective of the diverse student population at CSUS.

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		
		meetings, campus events 4. Papers/articles/books/grants 5. Thesis and IRB proposal Culminating experience		demonstrate their expertise, leadership, and intellectual curiosity as it applies to global awareness and intercultural understanding.	
<i>Research*</i>					

*Required for Doctoral Programs

MA in Education, Behavioral Science Gender Equity

July 2018

Program Roadmap to Curriculum Completion and Graduation Success

Course Sequence	Semester
EDTE 165 and Elective	Fall Year 1
EDTE 251 and Elective	Spring Year 1
EDTE 250 and EDTE 266 (Write Proposal and Human Subjects)	Fall Year 2
Thesis/Project Advisor designated	Fall Year 2
EDTE 290 and Elective (Begin writing chapters 1-3, begin study)	Spring Year 2
EDTE 506 and Elective (Complete chapters 4-5, graduate)	Fall Year 2