

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:

BA Social Sciences

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**:

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. SSCI is the ideal course for assessment of Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs).

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.

Our Oral Communications assessment is based on the VAUE rubric from the American Association of Colleges and Universities (AAC&U). Oral Communication is assessed on (1) Organization, (2) Language, (3) Delivery, (4) Supporting Material, and (5) Central Message.

The PLO is also aligned with:

Sacramento State Baccalaureate Student Learning Goals

<http://www.csus.edu/ethn/overview/sacramento%20state%20baccalaureate%20learning%20goals.pdf>

The History Social Science Framework in California Public Schools (2016)

See: <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>

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:

See Attachment 1: SSCI 193 Syllabus Spring 2018 with Oral Communication Value Rubric. See Attachment 1a: Oral Communication Value Rubric.



Social Science 193 Syllabus Spring 2018.pdf
511.74 KB



OralCommunicationValueRubric.pdf
886.77 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 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: The PLOs and Standards of Performance are on the Social Science website and routinely discussed in advising sessions in preparation for the SSCI 193 capstone course.

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

Q3.1.

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

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

Q3.1.1.

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

1

Q3.2.

Was the data **scored/evaluated** for this PLO?

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

Q3.2.1.

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

All students in SSCI 193 (Integrating History/Social Science) were required to give a 5-7 minute oral presentation discussing coursework and materials from his/her e-portfolio that provides evidence of 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 **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:

See Attachment 2: SSCI 193 Oral Communication Presentation Prompt.



Social Science 193 Final Presentation_Spring 2018.docx
11.92 KB



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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.

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.)?

All students from SSCI 193 were evaluated.

Q3.6.1.

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

All students in SSCI 193 were required to do an oral presentation at the end of the semester.

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:

 No file attached No file attached**Q3.7.2.**

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

Q3.7.3.

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

Q3.7.4.

If surveys were used, 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:

The Social Science Program also utilizes the Department Factbook published by the Office of Institutional Research. The Social Science Program is also learning to use predictive analytics such as Smart Planner, EMB, Cognos, and Tableau to measure student progress to degree.

 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](#)):

Figure 1
SOCIAL SCIENCE 193 ASSESSMENT
SPRING 2018
ORAL COMMUNICATION (Numerical)

VALUE RUBRIC RAW NUMBERS (N=28)

Levels Criteria Areas	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Organization	7	20		1
Language	6	21		1
Delivery	8	18	1	1
Supporting Material	8	19		1
Central Message	11	16		1

 Figure 1_SOCIAL SCIENCE 193 ASSESSMENT Spring 2018.docx
12.38 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?

**FIGURE 2
SOCIAL SCIENCE 193 ASSESSMENT
SPRING 2018
ORAL COMMUNICATION (Percentages)**

VALUE RUBRIC RAW NUMBERS (N=28)

Levels Criteria Areas	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Organization	25%	74%		3.6%
Language	21.6%	75%		3.6%
Delivery	28.5%	64.3%	3.6%	3.6%
Supporting Material	28.5%	67.9%		3.6%
Central Message	39.3%	57.1%		3.6%

Students performed very well on their oral presentations. 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.



Figure 2 SOCIAL SCIENCE 193 ASSESSMENT_Spring 2018.docx
12.38 KB



No file attached

Q4.3.

For the selected PLO, the student performance:

- ☒ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

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

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

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

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

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate ***making any changes*** for your program (e.g. course structure, course content, or modification of PLOs)?

- ☐ 1. Yes
☒ 2. No (skip to **Q5.2**)
☐ 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe ***what changes*** you plan to make in your program as a result of your assessment of this PLO.

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 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 checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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: <input type="text"/>	<input checked="" 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:

The assessment data above is consistent with Sacramento State Baccalaureate Student Learning Goals and followed the recommendation the Social Science program assess a different PLO. In addition, the SSCI 193 syllabus specifically included the VALUE rubric and this was very helpful for students to know the performance expectations before the oral communication presentation.

Students showed improvements connecting to the various disciplines within the major (History, Government, Geography, and Economics). This is the result of increased advising, as well as streamlining and detailing directions on portfolio assignments.

There were also new requirements that students revise, resubmit, and meet with the instructor and program director before final submission of assignments.

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 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"/> See above.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

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

See response to 5.2.1.

(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:

N/A

 No file attached

 No file attached

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?

See response to 5.2.1.

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:

Attachment 1 Syllabus with Rubric
 Attachment 1a Rubric
 Attachment 2 Final Presentation Directions
 Figure 1
 Figure 2
 Social Science Assessment Plan

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]

BA Social Sciences

Q11.

Report Author(s):

Timothy P. Fong

Q11.1.

Department Chair/Program Director:

Timothy P. Fong

Q11.2.

Assessment Coordinator:

Timothy P. Fong

Q12.

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

Social Science

Q13.

College:

College of Social Sciences & Interdisciplinary Studies

Q14.

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

131 (Fall 2017)

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?

1

Q16.1. List all the names:

Social Science

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

0

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

0

Q17.1. List all the names:

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

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

Q18.1. List all the names:

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

Q19.1. List all the names:

When was your Assessment Plan...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. 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"/>
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**:



SSCI Assessment Plan_Aligned Socia Science_CCTC_Sac State Learning Objectives_2017.docx
15.51 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**:



4YrSSCI_Precred_May2018.pdf
383.2 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:

Social Science 193

- ☐ 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

California State University, Sacramento Social Science Program

Social Science 193: Integrating History and Social Science
Spring Semester 2018

Instructor: Dr. Chao Vang

Email: vangchao@gmail.com

Meeting: Wednesdays 5:30pm-8:20pm

Office Location/Hours: by appt.

Location: Calaveras Hall 141

Course Description

Social Science 193 is a "capstone" course for individuals completing subject matter preparation for the California Single Subject Teaching Credential as legislated by SB 2042 under the auspices of the California Commission on Teaching Credentialing (CTC). This course serves as a "bridge" between academic preparation and entry into the professional preparation program

Course Objectives

As a subject matter program designed to meet standards of quality and effectiveness mandated by California's Commission on Teacher Credentialing (CTC), this course partially fulfills several required CTC 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 Texts

- *History-Social Science Framework for California Public Schools*, 2001
<https://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>
- *California Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, 2010
<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsststandards.pdf>

Additional Materials:

- Sign up for a free Google account to use Google Sites to create your e-portfolio.
- 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 Google Classroom.

Course Requirements

Attendance/Participation: Since we only meet once a week, your attendance is vitally important in order to grasp the great deal of information that will be quickly passed along and for enhancing the quality of class discussion. Attendance will be taken weekly. Consequently, attendance at all 16 classes is required. More than two absences will result in lowering of final grade.

Major Assignments

Written Assignment 1 (up to 200 points): Will be due on ____ and is based on your individual lesson plan. Assignment 1 is due with your portfolio and will not be accepted if late! 20 points will be deducted for each day the assignment is late.

Written Assignment 2 (up to 200 points): Will be due on ____ with your portfolio (see below) and is based on your integration of history and social sciences via analysis papers. Assignment 2 is due with your portfolio and will not be accepted if late! 20 points will be deducted for each day the assignment is late.

E-Portfolio (up to 300 points): Will be due on ____ and is a compilation of work from this course and other relevant materials. Educators have come to believe that grades alone (formative assessments) do not adequately reflect what a student has learned. Nor do grades alone provide a picture of the extent to which a student is able to reflect upon and apply the content that has been learned. Today, universities, employers, and credentialing agencies are demanding more comprehensive assessments (summative assessments) at the conclusion of a student's program of study. For the student fulfilling the requirements for the Social Science Subject Matter Program, this summative assessment will take the form of an e-portfolio.

The portfolio is expected to look professional and reflect your competencies in the Social Sciences. Portfolios are 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!

NOTE: STUDENTS WHO DO NOT COMPLETE SSCI 193 OR GET LESS THAN A C- WILL NOT BE CONSIDERED SUBJECT MATTER COMPETENT AND CANNOT BE ACCEPTED INTO A CREDENTIAL PROGRAM.

Attached you will find copies of the Social Science 193 Portfolio Rubric that clearly indicates what is expected in a portfolio and how it will be assessed. Additionally your presentation will be assessed using the AACU Oral Communication Value Rubric.

Final Presentation

Each presentation will have several parts:

E-Portfolio Presentation: Discuss your individual e-portfolio. Place particular emphasis on the work samples from Social Science courses you have taken, how they contributed to your developing knowledge of the social sciences, and how do they relate to the Goals and Curriculum Strands and 7-12 Curriculum Standards found in the *California Social Science Framework*.

Lesson Plan Presentation: Briefly review your lesson plan that focus on just one standard for one grade level and discuss what you learned in this process.

Your presentation should be no more than ____ minutes in length.

Grading and Evaluation

Class work, projects, and written assignments will be weighed for the total course grade according to the following weighted scale:

Attendance/Participation/Discussion Board Contribution	Up to 100 pts.
Presentation	Up to 200 pts.
Assignment1 (Lesson Plan)	Up to 200 pts.
Assignment 2 (Analysis Papers)	Up to 200 pts.
E-Portfolio	Up to 300 pts.

- *Paper copy of each analysis paper with artifact should be submitted for feedback to instructor. Final versions to be included in e-portfolio.*

Work will be evaluated according to rubrics and criteria established for assignments. In work will be evaluated according to standards of quality including critical thinking, use of resources, and carefully edited conventions of English and expository writing. Since the total points may vary according to instructor discretion, *pleased be advised that the grading scale will be based on percentages as follows:*

A = 93-100%	B+ =87-89%	C+ = 77-79%	D+ = 67-60%
A- = 90-92%	B =83-86%	C = 73-76%	D = 63-66%
	B- =80-82%	C- = 70-72%	D- = 60-62%
			F = 59% and below

Reasonable Accommodation Policy:

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the Services to Students with Disabilities website. They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice), (916) 278-7239 (TDD only) or via email at sswd@csus.edu. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

Tentative Course Schedule, SSCI 193

The course is organized into two major segments: Part I) Integration of Studies and Part II) Teaching, Learning, and Assessment in the History/Social Sciences. Woven throughout the course is an exploration and analysis of ideas, research and perspectives on to Diversity, Equity and Democratic Principles in Education in general and the Social Sciences in particular. This aspect of the course provides prospective teachers 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. The text for this section, *Annual Editions, Multicultural Education*, includes web sites that have been carefully researched and selected to complement and expand upon the articles in each unit.

PART I: INTEGRATION OF STUDIES The first portion of the course focuses on the integration of world and U.S. history, economics, political science and geography emphasizing relationships among the major themes and concepts of these disciplines. This is intended to help prospective teachers learn and apply methods of inquiry, analysis and interpretation that are used in history and the social science disciplines as identified in the History-Social Science Framework for California Public Schools: Kindergarten through Grade 12 (pp. 3 and 116). *Week 1-7*

PART II: TEACHING AND LEARNING and ASSESSMENT IN HISTORY/SOCIAL SCIENCES Focuses on examining a variety of teaching, learning and assessment strategies appropriate to history/social science, including the appropriate use of instructional technology. Prospective teachers are asked to reflect upon and assess their subject matter competence as well as reflecting on themselves as learners and understanding the ways in which historical and social science content and skills are conceived and organized for instruction as found in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve. This part of the course includes a segment on beginning lesson planning, discussion of teaching and learning styles, appropriate technology in planning and instruction, and innovative curriculum practices. There will also be an introduction of the compelling reasons for assessing teaching and learning. *Week 8-16*

(This is a tentative schedule – Check Google Classroom for Updates: assignments, readings, and meeting days are subject to change.)

Week	Date	Topics and Assignments
1	January 24	Overview and Expectation Learning Communities/Community Agreements Setting up and using Google Site/Google Classroom
2	January 31	Introduction to the Framework Goals and Curriculum Strands Readings: Framework (1-11) Due: Landing Pages and Biography
3	February 7	Knowledge and Cultural Understanding: Historical and Socio-Political Literacy National, World, Citizens and State Perspectives Readings: Framework, pp. 12-19 (Review)
4	February 14	Knowledge and Cultural Understanding: Geographic Literacy Principles of Geography Readings: Framework, pp. 12-19 (Review) Due: Bring Artifacts from the Major
5	February 21	Knowledge and Cultural Understanding: Economic Literacy Principles of Economics Readings: Framework (20-31) Due: National Perspective Analysis (hard copy, final versions to be included in portfolio)
6	February 28	California Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Readings: CCCSS Literacy Skills (79-89) Guest Speaker: TBA
7	March 7	The Primary K-8 Secondary 9-12 Curriculum Readings: Framework (32-115) Readings: Framework (116-178) Due: World Perspective Analysis (hard copy, final versions to be included in portfolio) Guest Speaker: TBA

8	March 14	Developing the Unit and Lesson Plan Due: State Perspective Analysis (hard copy, final versions to be included in portfolio!) Due at end of class: Lesson Plan Topic/Template Guest Speaker: TBA
9	March 21	Spring Break
10	March 28	Social Studies Teaching Strategies Approaches to Learning/Document Based Questions Due: Draft Assignment 1 Due: Economics Perspective Analysis (hard copy, final versions to be included in portfolio)
11	April 4	Multicultural Education in Social Studies Readings: Multiculturalism's Five Dimensions Due: Citizenship Perspective Analysis (hard copy, final versions to be included in portfolio) Guest Speaker: TBA
12	April 11	E-portfolio Work Session
13	April 18	Lesson Plan and Commentary Due: Geography Perspective Analysis (hard copy, final versions to be included in portfolio)
14	April 25	California History/Social Science Project Due: Final Assignment 1
15	May 2	E-portfolio Work Session Due: Final Assignment 2, Portfolios Guest Speaker: TBA
16	May 9	Final Presentation AACU Oral Communication VALUE Rubric

Assignment Descriptions

Assignment 1: Review the course descriptions for grades 6 through 12 in the History-Social Science Framework for California Public Schools. Narrow your lesson plan to just one subheading within a standard from one grade level. Your lesson plan should cover the following:

1. Title
2. Grade/Pertinent Content Standards
3. Literacy Standards
4. Duration
5. Concepts
6. Goals
7. Objectives
8. Activities/Procedures
9. Materials/Resources
10. Homework
11. Evaluation/Assessment
12. Vocabulary
13. Reteach

Your Lesson Plan should be as long as you think necessary. A template will be provided.

Assignment 2: Provide work samples from prior Social Science course/s. These can be either graded copies from your instructor (preferable) or clean copies of papers from your own files. The work samples must cover the following subject matter areas: World Perspective, National Perspective, State Perspective, Citizen Perspective, Principles of Economics, and Principles of Geography.

Work sample should include the following: (these assignments can be interdisciplinary)

A cover sheet that lists:

1. The title of the paper
2. The course title and number
3. The semester taken and the instructors name
4. The letter grade for the course
5. A brief 2-3 sentence statement about the assignment
6. A copy of the paper or assignment itself (**scan and upload**)

Essays focusing on the subject matter areas should include the following:

1. What you learned from each course
2. How the paper demonstrates your scholarship and analytical abilities
3. What ways did this paper contribute to your developing knowledge of the social sciences
4. How the paper relates to the goals/curriculum strands and 7-12 grade curriculum standards found in the *California Social Science Framework*
5. Each essay should be 4-6 pages in length

Social Science 193

Historical Literacy Essay Question

The goal of knowledge and cultural understanding is pursued by developing students' literacy in history and other humanities (including ethics), geography, economics, sociology, and political science. Certain essential learnings are integral to the development of each of these literacy strands.

History-Social Science Framework for California Public Schools, p. 12

Utilizing knowledge and information gathered from previous Social Science courses and your own research, thoughtfully discuss your understanding of at least FOUR of the following areas as they relate to historical literacy:

1. develop research skills and a sense of historical empathy;
2. understand the meaning of time and chronology;
3. analyze cause and effect;
4. understand the reasons for continuity and change;
5. recognize history as common memory, with political implications; and
6. understand the importance of religion, philosophy, and other major belief systems in history.

Details of each of the above areas found on pages 12 and 14 in the *History-Social Science Framework for California Public Schools*.

Your essay should be between 4 to 6 pages in length. Your essay should be typed, double-spaced, and written in essay form--it should not be an outline. Your essay should look professional. This includes providing a separate bibliography page and using citations whenever appropriate. You should not use excessively large margins or quadruple space between the paragraphs. An economics professor will evaluate your essay based on overall quality, integration of your selected readings, clarity, and organization.

Social Science 193

Geography Literacy Essay Question

The goal of knowledge and cultural understanding is pursued by developing students' literacy in history and other humanities (including ethics), geography, economics, sociology, and political science. Certain essential learnings are integral to the development of each of these literacy strands.

History-Social Science Framework for California Public Schools, p. 12

Utilizing knowledge and information gathered from previous Social Science courses and your own research, thoughtfully discuss your understanding of at least three of the following areas as they relate to geographic literacy: (1) an awareness of place; (2) locational skills and understanding; (3) human and environmental interaction; (4) human movement; and (5) world regions and their historical, cultural, economic and political characteristics.

Your essay should include a discussion of how each of the aspects of geographic literacy you select contributes to the understanding of specific places, human activities, and events. Details of each of the above areas are found on pages 16 and 17 in the *History-Social Science Framework for California Public Schools*.

Your essay should be between 4 to 6 pages in length. Your essay should be typed, double-spaced, and written in essay form--it should not be an outline. Your essay should look professional. This includes providing a separate bibliography page and using citations whenever appropriate. You should not use excessively large margins or quadruple space between the paragraphs. A geography professor will evaluate your essay based on overall quality, the extent of your understandings about the aspects of geographic literacy you discuss, integration of your selected readings, clarity, and organization.

Social Science 193

Economics Literacy Essay Question

The goal of knowledge and cultural understanding is pursued by developing students' literacy in history and other humanities (including ethics), geography, economics, sociology, and political science. Certain essential learnings are integral to the development of each of these literacy strands.

History-Social Science Framework for California Public Schools, p. 12

Utilizing knowledge and information gathered from previous Social Science courses and your own research, thoughtfully discuss your understanding of at least three of the following areas as they relate to economic literacy: (1) the basic economic problems confronting all societies; (2) comparative economic systems; (3) the basic economic goals, performance, and problems of our society; and (4) the international economic system. Details of each of the above areas are found on pages 17 and 18 in the *History-Social Science Framework for California Public Schools*.

Your essay should be between 4 to 5 pages in length. Your essay should be typed, double-spaced, and written in essay form--it should not be an outline. Your essay should look professional. This includes providing a separate bibliography page and using citations whenever appropriate. You should not use excessively large margins or quadruple space between the paragraphs. An economics professor will evaluate your essay based on overall quality, integration of your selected readings, clarity, and organization.

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 15 UNITS

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



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.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



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.

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.

Portfolio Rubric for SSCI 193 Senior Summative Portfolio Evaluation

	DISTINGUISHED (10-9)	PROFICIENT Acceptable (8-7)	NOVICE Acceptable w/Revision (6-4)	BELOW NOVICE Unacceptable (3-0)
OVERALL APPEARANCE AND CONTENT OF PORTFOLIO	<ul style="list-style-type: none"> Highly organized and paginated with a table of contents and professional introductory statement Tabs for easy location of artifacts Information carefully selected Rationale included for selected artifacts for all sections Easy to read, streamlined All present, labeled and easy to locate 	<ul style="list-style-type: none"> Organized and includes complete table of contents and professional introductory statement Tabs may be used; specific information is difficult to locate Explanations included on relevance of selected artifacts for all selections Easy to read, streamlined All present 	<ul style="list-style-type: none"> Notebook is loosely organized, has cursory table of contents and introductory statement Tabs not used; specific information is difficult to locate Brief explanations of artifacts in some sections Readability is diminished Most present 	<ul style="list-style-type: none"> Notebook is loosely organized, no table of contents or introductory statement Appears to be hastily prepared Sections not logically sequenced Explanations not included Generally below graduation level Artifacts missing or not included
SSCI 193 INQUIRIES	<ul style="list-style-type: none"> All inquiries are present, well written Demonstrates thorough and critical consideration of the assigned topic consistent with competence in social studies and educational principles inherent in social science teaching 	<ul style="list-style-type: none"> All inquiries are present, well written Demonstrates thoughtful consideration of the assigned topic consistent with competence in social studies and educational principles inherent in social science teaching 	<ul style="list-style-type: none"> Most inquiries are present Demonstrates basic consideration of the assigned topic consistent with competence in social studies and educational principles inherent in social science teaching 	<ul style="list-style-type: none"> Few inquiries are present Demonstrates inadequate consideration of the assigned topic consistent with competence in social studies and educational principles inherent in social science teaching
UNIT/LESSON PLAN	<ul style="list-style-type: none"> Plan and supporting materials demonstrate a thorough understanding of the History- Social Science framework and instructional elements for specific social studies content 	<ul style="list-style-type: none"> Plan and supporting materials demonstrate good understanding of the History- Social Science framework and instructional elements for specific social studies content 	<ul style="list-style-type: none"> Plan and supporting materials demonstrate only a basic understanding of the History-Social Science framework and instructional elements for specific social studies content 	<ul style="list-style-type: none"> Plan and/or supporting elements not present or incomplete understanding of the History-Social Science framework and instructional elements for specific social studies content

PREVIOUS WORK ARTIFACTS/SAMPLES	<ul style="list-style-type: none"> All required artifacts present and labeled clearly 	<ul style="list-style-type: none"> All required artifacts present 	<ul style="list-style-type: none"> Most artifacts present 	<ul style="list-style-type: none"> Some artifacts present
REFLECTION ON PREVIOUS WORK <i>(Reflection is evident and addresses both strengths and areas for improvement.)</i>	<ul style="list-style-type: none"> Well written self-reflection consistent with artifacts Demonstrates a thorough and critical understanding of history social science disciplines Specifically and explicitly relates work samples to the <i>History- Social Science Framework for California Public Schools</i> in great detail 	<ul style="list-style-type: none"> Well written self reflection consistent with artifacts Demonstrates a thoughtful understanding of history social science disciplines Directly relates work samples to the <i>History- Social Science Framework for California Public Schools</i> in detail 	<ul style="list-style-type: none"> Statement less well written and less consistent with artifacts Demonstrates a basic understanding of history social science disciplines Generally relates work samples to the <i>History- Social Science Framework for California Public Schools</i> 	<ul style="list-style-type: none"> Reflection on previous work not present Demonstrates an inadequate understanding of history social science disciplines Does not relate work samples to the <i>History- Social Science Framework for California Public Schools</i>
REFLECTION ON PREVIOUS EARLY FIELD EXPERIENCE <i>(Reflection is evident and addresses both strengths and areas for improvement.)</i>	<ul style="list-style-type: none"> Well written self-reflection consistent with artifacts Demonstrates a thorough and critical understanding of history- social science disciplines Specifically and explicitly relates work samples to the understanding of subject matter content and how social studies and history content was more comprehensible to tutee in great detail 	<ul style="list-style-type: none"> Well written self reflection consistent with artifacts Demonstrates a thoughtful understanding of history- social science disciplines Directly relates work samples to the understanding of subject matter content and how social studies and history content was more comprehensible to tutee in detail 	<ul style="list-style-type: none"> Statement less well written and less consistent with artifacts Demonstrates a basic understanding of history- social science disciplines Generally relates work samples to the understanding of subject matter content and how social studies and history content was more comprehensible to tutee 	<ul style="list-style-type: none"> Reflection on previous work not present Demonstrates an inadequate understanding of history- social science disciplines Does not relate work samples to the understanding of subject matter content and how social studies and history content was more comprehensible to tutee

01/2009

"Distinguished" (10-9), "Proficient" (8-7), "Novice" (6-4), "Unacceptable" (3-0)

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.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact valuel@aacu.org



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.

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 3	2	Benchmark 1
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.

ATTACHMENT 2

Social Science 193 Spring 2018 Final Presentation

Each presentation will have several parts:

E-Portfolio Presentation: Discuss your individual e-portfolio. Place particular emphasis on the work samples from Social Science courses you have taken, how they contributed to your developing knowledge of the social sciences, and how do they relate to the Goals and Curriculum Strands and 7-12 Curriculum Standards found in the California Social Science Framework.

Lesson Plan Presentation: Briefly review your lesson plan that focus on just one standard for one grade level and discuss what you learned in this process.

Your presentation should be no more than 5-7 minutes in length.

The Oral Communication rubric is included in your course syllabus.

FIGURE 1
SOCIAL SCIENCE 193 ASSESSMENT
SPRING 2018
ORAL COMMUNICATION (Numerical)

VALUE RUBRIC RAW NUMBERS (N=28)

Levels	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Criteria Areas				
Organization	7	20		1
Language	6	21		1
Delivery	8	18	1	1
Supporting Material	8	19		1
Central Message	11	16		1

FIGURE 2
SOCIAL SCIENCE 193 ASSESSMENT
SPRING 2018
ORAL COMMUNICATION (Percentages)

VALUE RUBRIC RAW NUMBERS (N=28)

Levels Criteria Areas	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Organization	25%	74%		3.6%
Language	21.6%	75%		3.6%
Delivery	28.5%	64.3%	3.6%	3.6%
Supporting Material	28.5%	67.9%		3.6%
Central Message	39.3%	57.1%		3.6%

Students performed very well on their oral presentations. 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.

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

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

2.1 Critical Thinking	2.1 Basic Study Skills	2.1 Critical Thinking	in the Capstone Course SSCI 193 e-portfolio.
2.2 Information Literacy	2.2 Critical Thinking Skills	2.2 Information Literacy	
2.3 Written Communication	2.3 Participation Skills	2.3 Written Communication	
2.4 Oral Communication		2.4 Oral Communication	
2.5 Inquiry and Analysis		2.5 Inquiry and Analysis	
3. Personal and Social Responsibility	3. Democratic Understanding and Civic Values	3. Apply personal and social responsibility	Measured through specific assignments required in the Capstone Course SSCI 193 e-portfolio.
3.1 Civic knowledge and engagement		3.1 Civic knowledge and engagement	
3.2 Intercultural knowledge and competence		3.2 Intercultural knowledge and competence	
4. Integrated Studies	4. Integration	4. Synthesize integration of studies	All students in SSCI 193 are required to submit materials on an e-portfolio and provide evidence of his/her competency in the social sciences (history, government, geography and economics) as mandated by the California Commission on Teacher Credentialing standards and the <i>History-Social Science Framework</i> . Students were also required to develop detailed

			<p>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 Subject Examination for Teachers (CSET).</p>
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*See <http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>

SOCIAL SCIENCE (Subject Matter Program)


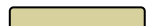

FOUR ♦ YEAR PLAN

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	HIST 17A (GE D)	GOVT 1 (GE D)	A1	B4	E (FYS)	15 UNITS
	Sem. 2	HIST 17B (GE D)	GOVT 35 (GE D)	A2	A3	B1/B3	15-16 UNITS
YEAR 2	Sem. 3	HIST 50 (GE C2)	ECON 1A (GE D)	College Comp. 2	C1	Elective/FL	15 UNITS
	Sem. 4	HIST 51 (GE C3)	ECON 1B (GE D)	Ethical Perspective	B2/B3	Elective/FL	15-16 UNITS
YEAR 3	Sem. 5	World Perspective (SSCI)	World Perspective (HIST)	HIST 133	GEOG 100	B5: UD GE	15 UNITS
	Sem. 6	Nat'l Perspective (SSCI)	Nat'l Perspective (HIST)	HIST 100	C/D: UD GE	Elective	15 UNITS
YEAR 4	Sem. 7	GEOG 121	HIST 183B	GOVT 180 GE D	State Perspective	C/D: WI/Elective UD	15 UNITS
	Sem. 8	ECON 113	EDUC 170	HLSC 136	EDUC 100 A/B	SSCI 193	15 UNITS

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

