

2018 - 2019 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.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

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: All the Program Learning Outcomes Assessed

Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- ☐ 1. **Critical Thinking**
- ☐ 2. **Information Literacy**
- ☒ 3. **Written Communication**
- ☐ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☐ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work

- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. **Research**
- ☐ 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- ☐ 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

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

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information 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):

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

Q2.1.1.

Please provide the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% 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

Undo

Q2.2.a.

Please provide the standards of performance/expectations for this PLO:

We expect 80 percent of our students will score 2 or above and 60 percent will score 3 or above.

Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment(

[See Appendix 15 Sample Answer to Q2.3](#)):

See attached.



Written Communication Rubric_Capture.PNG
120.22 KB



Click here to attach a file

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

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**)

Undo

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**)

Undo

Q3.2.1.

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

All students in SSCI 193 (Integrating History-Social Science) were required to submit writing samples and reflective essays on the following areas: Historical Literacy, Geographic Literacy, Economic Literacy, and Economic Literacy. There are the Curriculum Strands based on standards from the California Commission on Teacher Credentialing (CCTC) and the History-Social Science Framework.

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

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**)

Undo

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 **attach the assignment instructions that the students received to complete the assignment** ([See Appendix 1 Sample Answer to Q3.3.2](#)):

See Attachment.



Social Science 193 Essays.docx
15.39 KB



[Click here to attach a file](#)

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.**)

Undo

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

Undo

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

Undo

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

Undo

Q3.5.

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

2

Q3.5.1.

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

2

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

Undo

Q3.6.

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

All students from SSCI 193 (spring 2019) were evaluated.

Q3.6.1.

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

Writing samples from the writing assignments were randomly chosen.

Q3.6.2a.

Please enter the number (#) of students ***from ONLY your program*** that were assessed for this program learning outcome (not all students in the class).

13

Q3.6.3a.

Please enter the number (#) of samples of student work ***from ONLY your program*** that were evaluated for this program learning outcome.

Q3.6.4.

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

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:

[Click here to attach a file](#)[Click here to attach a file](#)**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**)

Undo

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**)

Undo

Q3.8.3.

If other measures were used, please specify:

 Click here to attach a file Click here to attach a file

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

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](#).) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

Figure 1
Social Science 193 Assessment
Spring 2019
WRITTEN COMMUNICATION (Numerical)

Value Rubric Raw Numbers (N=13)

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Context of and Purpose for Writing	7	3	3	
Content Development	7	3	3	
Genre and Discipline Conventions	6	5	2	
Sources and Evidence	4	5	4	
Control of Syntax and Mechanics	3	7	3	

 Click here to attach a file Click here to attach a file

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 ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

Figure 2
Social Science 193 Assessment
Spring 2019
WRITTEN COMMUNICATION (Percentages)

Value Rubric Raw Numbers (N=13)

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Context of and Purpose for Writing	54%	23%	23%	
Content Development	54%	23%	23%	
Genre and Discipline Conventions	47%	38%	15%	
Sources and Evidence	31%	38%	31%	
Control of Syntax and Mechanics	23%	54%	23%	

We expect 80 percent of students will score 2 or above, and 60 percent will score 3 and above. Students met Written Communication expectations in all areas.



Social Science 193 Figures 1 and 2_Spring 2019.docx
13.59 KB



Click here to attach a file

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

Undo

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

Undo

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

Undo

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**)

Undo

Q5.1.1.

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

The area with the lowest percentage of students meeting expectations was Sources and Evidence. We will place more emphasis will be placed on students to show greater competency in this area in the future.

Q5.1.2.

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

- ☒ 1. Yes, describe your plan:

We will look closely at Sources and Evidence the next time we assess Written Communication.

- ☐ 2. No
☐ 3. Don't know

Undo

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. Improved specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modified curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revised learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revised rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Undo 1-12

Undo 12-23

6. Developed/updated 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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input 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:

Students were informed early and often during advising about requirements for SSCI 193. They were informed about the rubrics. Knowing when students plan to take SSCI 193 helps to advise students on which PLO and VALUE Rubric they will be assessed.

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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

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

Regular advising helps to prepare students for SSCI 193, which PLOs will be assessed, and which rubric will be used.

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)


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

 Click here to attach a file

 Click here to attach a file

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:

N/A

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. **Research**
- ☐ 21. 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?

Using signature assignments from our SSCI 193 Capstone course has proven to be very effective.

Q9. Please attach any additional files here:

Social Science 193 Syllabus Spring 2019_Vang.pdf
509.87 KB



Click here to attach a file



Click here to attach a file



Click here to attach a file

Q9.1.

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

Written Communication Rubric

SSCI 193 Essays (Spring 2019)

SSCI 193 Figures 1 and 2 (Spring 2019)

SSCI 193 Syllabus (Spring 2019)

Social Science Assessment Plan

Social Science Roadmap

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 2016 is the latest data from the Office of...

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:

Undo

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?

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

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.	2.	3.	4.	5.	6.	7.	8.
<input type="button" value="Undo"/>	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	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**:

 **BA Soc Sci Assessment Plan.pdf**
53.78 KB

Q21.

Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

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

Undo

Q21.1.

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



4YrSSCI_Roadmap Precred.docx
134.97 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

Undo

Q23.

Does your program have a capstone class?

- ☒ 1. Yes, specify:

- ☐ 2. No
☐ 3. Don't know

Undo

Q23.1.

Does your program have a capstone project(s)?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Undo

Q24.

BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

- ☒ 1. PLO Assessed (**Q1.1, Q2.1**)
☒ 2. Definition of the PLO(s) (**Q2.1.1**)
☒ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (**Q2.3**)
☒ 4. Direct Measures (**Q3.3.2**)
☒ 5. Data Table(s) (**Q4.1**)
☒ 6. Curriculum Map (**Q21.1**)
☒ 7. The Most Updated Assessment Plan (**Q20.2**)

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.11.19

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

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
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

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 193
Sociopolitical 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 the following areas as they relate to sociopolitical literacy:

1. understand the close relationship between social and political systems;
2. understand the close relationship between society and the law; and
3. understand comparative political systems.

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 page 19 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.

Figure 1
Social Science 193 Assessment
Spring 2019
WRITTEN COMMUNICATION (Numerical)

Value Rubric Raw Numbers (N=13)

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Context of and Purpose for Writing	7	3	3	
Content Development	7	3	3	
Genre and Discipline Conventions	6	5	2	
Sources and Evidence	4	5	4	
Control of Syntax and Mechanics	3	7	3	

Figure 2
Social Science 193 Assessment
Spring 2019
WRITTEN COMMUNICATION (Percentage)

Value Rubric Row Numbers (N=13)

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Context of and Purpose for Writing	54%	23%	23%	
Content Development	54%	23%	23%	
Genre and Discipline Conventions	47%	38%	15%	
Sources and Evidence	31%	38%	31%	
Control of Syntax and Mechanics	23%	54%	23%	

California State University, Sacramento

Social Science Program

Social Science 193: Integrating History and Social Science
Spring Semester 2019

Instructor: Dr. Chao Vang

Email: vangchao@gmail.com

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

Office Location/Hours: by appt.

Location: Mendicino Hall 2009

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 (up to 200 points): Will be due on April 24 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 Assignments (up to 200 points): Will be due on at various dates and included with your portfolio (see below). These written assignments are 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 the last day of instruction 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 Written 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 7 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.
Assignment (Lesson Plan)	Up to 200 pts.
Assignment (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 23	Overview and Expectation Learning Communities/Community Agreements Setting up and using Google Site/Google Classroom
2	January 30	Introduction to the Framework Goals and Curriculum Strands Readings: Framework (1-11) Due: Landing Pages and Biography
3	February 6	Knowledge and Cultural Understanding: Historical and Socio-Political Literacy National, World, Citizens and State Perspectives Readings: Framework, pp. 12-19 (Review)
4	February 13	Knowledge and Cultural Understanding: Geographic Literacy Principles of Geography Readings: Framework, pp. 12-19 (Review) Due: Bring Artifacts from the Major
5	February 20	Knowledge and Cultural Understanding: Economic Literacy Principles of Economics Readings: Framework (20-31) Due: Historical Literacy Analysis draft (hard copy, final versions to be included in portfolio)
6	February 27	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: Geographic Literacy Analysis (hard copy, final versions to be included in portfolio) Guest Speaker: TBA

8	March 14	Developing the Unit and Lesson Plan 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: Economics Literacy Analysis (hard copy, final versions to be included in portfolio)
11	April 3	Multicultural Education in Social Studies Readings: Multiculturalism's Five Dimensions Guest Speaker: TBA Due: Sociopolitical Literacy Analysis (hard copy, final versions to be included in portfolio)
12	April 10	E-portfolio Work Session
13	April 17	Lesson Plan and Commentary
14	April 24	California History/Social Science Project Due: Final Assignment 1
15	May 1	E-portfolio Work Session Due: Final Assignment 2, Portfolios Guest Speaker: TBA
16	May 8	Final Presentation Portfolio Due!

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

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

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

	Capstone 4	3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
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Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Social Science 193
Historical Literacy Essay Question

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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

Social Science 193
Sociopolitical 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 the following areas as they relate to sociopolitical literacy: 1) understand the close relationship between social and political systems; 2) understand the close relationship between society and the law; and 3) understand comparative political systems.

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 page 19 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 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 2.2 Information Literacy 2.3 Written Communication 2.4 Oral Communication 2.5 Inquiry and Analysis	2.1 Basic Study Skills 2.2 Critical Thinking Skills 2.3 Participation Skills	2.1 Critical Thinking 2.2 Information Literacy 2.3 Written Communication 2.4 Oral Communication 2.5 Inquiry and Analysis	in the Capstone Course SSCI 193 e-portfolio.
3. Personal and Social Responsibility 3.1 Civic knowledge and engagement 3.2 Intercultural knowledge and competence	3. Democratic Understanding and Civic Values	3. Apply personal and social responsibility 3.1 Civic knowledge and engagement 3.2 Intercultural knowledge and competence	Measured through specific assignments required in the Capstone Course SSCI 193 e-portfolio.
4. Integrated Studies	4. Integration	4. 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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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



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*See <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>

SOCIAL SCIENCE (Subject Matter Program)




FOUR ♦ YEAR PLAN

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

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YEAR 1	Sem. 1	HIST 17A (GE D)	GOVT 1 (GE D)	A1	Elective	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	B5: UD GE	Elective	15 UNITS
	Sem. 6	Nat'l Perspective (SSCI)	Nat'l Perspective (HIST)	HIST 100	C4: UD GE	Elective	15 UNITS
YEAR 4	Sem. 7	GEOG 121	HIST 183B	GOVT 180 GE D	State Perspective	WI/Elective UD GE	15 UNITS
	Sem. 8	SSCI 193	EDUC 170	HLSC 136	Ethical Perspective	ECON 113	EDUC 100 A/B

KEY:

	Major requirements
	GE/graduation requirements
	Electives

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

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

TOTAL = 121 UNITS

