2016-2017
Annual Assessment Report Template

For instructions and guidelines visit our website or contact us for more help.

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

BA Liberal Studies

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) did you assess? [Check all that apply]

☐ 1. Critical Thinking
☐ 2. Information Literacy
☐ 3. Written Communication
☐ 4. Oral Communication
☐ 5. Quantitative Literacy
☐ 6. Inquiry and Analysis
☐ 7. Creative Thinking
☐ 8. Reading
☐ 9. Team Work
☐ 10. Problem Solving
☐ 11. Civic Knowledge and Engagement
☐ 12. Intercultural Knowledge, Competency, and Perspectives
☐ 13. Ethical Reasoning
☐ 14. Foundations and Skills for Lifelong Learning
☐ 15. Global Learning and Perspectives
☐ 16. Integrative and Applied Learning
☐ 17. Overall Competencies for GE Knowledge
☐ 18. Overall Disciplinary Knowledge
☐ 19. Professionalism
☐ 20. Other, specify any assessed PLOs not included above:
   a. 
   b. 
   c. 

Q1.2.
Please provide more detailed background information about EACH PLO you checked above and other information including how your specific PLOs are explicitly linked to the Sac State BLGs/GLGs:
Q1.2.1. Do you have rubrics for your PLOs?
- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

Q1.3. Are your PLOs closely aligned with the mission of the university?
- 1. Yes
- 2. No
- 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))? 
- 1. Yes
- 2. No (skip to Q1.5)
- 3. Don't know (skip to Q1.5)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?
- 1. Yes
- 2. No
- 3. Don't know

Q1.5. Did your program use the Degree Qualification Profile ("DQP", see http://degreeprofile.org) to develop your PLO(s)?
- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable?
- 1. Yes
- 2. No
- 3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1. Select OR type in ONE(1) PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

Written Communication

If your PLO is not listed, please enter it here:
Q2.1.1.
Please provide more background information about the specific PLO you've chosen in Q2.1.

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

Q2.2.
Has the program developed or adopted explicit standards of performance for this PLO?
1. Yes
2. No
3. Don't know
4. N/A

Q2.3.
Please provide the rubric(s) and standards of performance that you have developed for this PLO here or in the appendix.

See Attachment 1 Written Communication VALUE Rubric.

Q2.4. PLO  Q2.5. Stndd  Q2.6. Rubric
Please indicate where you have published the PLO, the standard of performance, and the rubric that was used to measure the PLO:

1. In SOME course syllabi/assignments in the program that address the PLO
2. In ALL course syllabi/assignments in the program that address the PLO
3. In the student handbook/advising handbook
4. In the university catalogue
5. On the academic unit website or in newsletters
6. In the assessment or program review reports, plans, resources, or activities
7. In new course proposal forms in the department/college/university
8. In the department/college/university's strategic plans and other planning documents
9. In the department/college/university's budget plans and other resource allocation documents
10. Other, specify: __________________________
Q3.1.
Was assessment data/evidence **collected** for the selected PLO?
- 1. Yes
- 2. No (skip to Q6)
- 3. Don't know (skip to Q6)
- 4. N/A (skip to Q6)

Q3.1.1.
How many assessment tools/methods/ measures **in total** did you use to assess this PLO?
- 1

Q3.2.
Was the data **scored/evaluated** for this PLO?
- 1. Yes
- 2. No (skip to Q6)
- 3. Don't know (skip to Q6)
- 4. N/A (skip to Q6)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

(A remember: **Save your progress**)

**Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)**

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?
- 1. Yes
- 2. No (skip to Q3.7)
- 3. Don't know (skip to Q3.7)

Q3.3.1.
Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [Check all that apply]
- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

Q3.3.2.
Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:
See Attachment 2 for the Text-Centered Project description. Each student in the course submitted two essays that were reviewed by three individuals: ENGL 116B Instructor (Amy Anderson), Liberal Studies Director (Timothy Fong), and English Professor/Liberal Studies Faculty Advisor (Mi-Suk Seo).

Q3.4.
What tool was used to evaluate the data?
- 1. No rubric is used to interpret the evidence (skip to Q3.4.4.)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to Q3.4.2.)
- 3. Used rubric developed/modified by a group of faculty (skip to Q3.4.2.)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to Q3.4.2.)
- 5. The VALUE rubric(s) (skip to Q3.4.2.)
- 6. Modified VALUE rubric(s) (skip to Q3.4.2.)
- 7. Used other means (Answer Q3.4.1.)

Q3.4.1.
If you used other means, which of the following measures was used? [Check all that apply]
- 1. National disciplinary exams or state/professional licensure exams (skip to Q3.4.4.)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to Q3.4.4.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to Q3.4.4.)
- 4. Other, specify: __________________________ (skip to Q3.4.4.)

Q3.4.2.
Was the rubric aligned directly and explicitly with the PLO?
- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.
Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?
- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.
Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?
- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data collection of the selected PLO?
Q3.5.1. How many faculty members participated in the evaluation of the assessment data for the selected PLO?

The instructor of ENGL 116B, the Liberal Studies director, and the Liberal Studies faculty advisor were involved in the planning.

Q3.5.2. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

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

Q3.6. How did you select the sample of student work (papers, projects, portfolios, etc.)?

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

Q3.6.1. How did you decide how many samples of student work to review?

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

Q3.6.2. How many students were in the class or program?

33

Q3.6.3. How many samples of student work did you evaluated?

33

Q3.6.4. Was the sample size of student work for the direct measure adequate?

☐ 1. Yes
☐ 2. No
☐ 3. Don't know
Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?
- 1. Yes
- 2. No (skip to Q3.8)
- 3. Don't Know (skip to Q3.8)

Q3.7.1.
Which of the following indirect measures were used? [Check all that apply]
- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

Q3.7.2.
If surveys were used, how was the sample size decided?

Q3.7.3.
If surveys were used, how did you select your sample?
Q3.7.4.
If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to Q3.8.2)
- 3. Don't Know (skip to Q3.8.2)

Q3.8.1.
Which of the following measures was used? [Check all that apply]
- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify: [Blank]

Q3.8.2.
Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to Q4.1)
- 3. Don't know (skip to Q4.1)

Q3.8.3.
If other measures were used, please specify:

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

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in Q2.1:
### Table I: The Results for Written Communication Skill

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

Q4.2. Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?
Sixty percent (60%) of our students will score 3.0 or above and 85 percent will score 2.0 and above using the VALUE Rubric.

Table II: Critical Thinking Data Collection Sheet

<table>
<thead>
<tr>
<th>Different Levels</th>
<th>Capstone (4)</th>
<th>Milestone (3)</th>
<th>Milestone (2)</th>
<th>Benchmark (1)</th>
<th>Total (N=33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of and Purpose for Writing</td>
<td>8</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>(N=33)</td>
</tr>
<tr>
<td>Contextual Development</td>
<td>13</td>
<td>10</td>
<td>19</td>
<td>0</td>
<td>(N=33)</td>
</tr>
<tr>
<td>Genre and Disciplinary Conventions</td>
<td>8</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>(N=33)</td>
</tr>
<tr>
<td>Sources and Evidence</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>(N=33)</td>
</tr>
<tr>
<td>Control of Syntax and Mechanics</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>(N=33)</td>
</tr>
</tbody>
</table>

Q4.3. For the selected PLO, the student performance:
1. **Exceeded** expectation/standard
2. **Met** expectation/standard
3. **Partially** met expectation/standard
4. Did not meet expectation/standard
5. No expectation/standard has been specified
6. Don’t know

Question 4A: Alignment and Quality

Q4.4. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?
1. Yes
2. No
3. Don’t know

Q4.5. Were all the assessment tools/measures/methods that were used good measures of the PLO?
1. Yes
2. No
3. Don’t know

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

Q5.1. As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate making any changes for your program (e.g. course structure, course content, or modification of PLOs)?
1. Yes
2. No (skip to Q5.2)
3. Don’t know (skip to Q5.2)

Q5.1.1.
Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

There are no plans for changes in this area.

Q5.1.2.
Do you have a plan to assess the impact of the changes that you anticipate making?

- 1. Yes
- 2. No
- 3. Don’t know

Q5.2.
Since your last assessment report, how have the assessment data from then been used so far?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improving specific courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Modifying curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Improving advising and mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Revising learning outcomes/goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Revising rubrics and/or expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Developing/Updating assessment plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Annual assessment reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Program review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Prospective student and family information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Alumni communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. WSCUC accreditation (regional accreditation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Program accreditation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. External accountability reporting requirement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Trustee/Governing Board deliberations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Strategic planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Institutional benchmarking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Academic policy development or modifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Institutional improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Resource allocation and budgeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. New faculty hiring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Professional development for faculty and staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Recruitment of new students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Other, specify:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:
Review of the assessment strategies, course syllabi, and course assignments are very important to meet the Elementary Subject Matter Domain Standards from the California Commission on Teacher Credentialing (CCTC). Meeting Domain Standards is now required for all Elementary Subject Matter Waiver programs. Being an approved Subject Matter Waiver program is vitally important because it allows majors in Liberal Studies to apply directly into a Teacher Credential program without taking the California Subject Examination for Teachers (CSET).

Q5.3.
To what extent did you apply last year's feedback from the Office of Academic Program Assessment in the following areas?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Standards of Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Rubrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Alignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Data Collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Data Analysis and Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Use of Assessment Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Other, please specify:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

(Remember: Save your progress)

Additional Assessment Activities

Q6.
Many academic units have collected assessment data on aspects of their program that are not related to the PLOs (i.e., impacts of an advising center, etc.). If your program/academic unit has collected data on program elements, please briefly report your results here:

N/A

Q7.
What PLO(s) do you plan to assess next year? [Check all that apply]
1. Critical Thinking
2. Information Literacy
3. Written Communication
4. Oral Communication
5. Quantitative Literacy
6. Inquiry and Analysis
7. Creative Thinking
8. Reading
9. Team Work
10. Problem Solving
11. Civic Knowledge and Engagement
12. Intercultural Knowledge, Competency, and Perspectives
13. Ethical Reasoning
14. Foundations and Skills for Lifelong Learning
15. Global Learning and Perspectives
16. Integrative and Applied Learning
17. Overall Competencies for GE Knowledge
18. Overall Disciplinary Knowledge
19. Professionalism
20. Other, specify any PLOs not included above:
   a. 
   b. 
   c. 

Q8. Please attach any additional files here:
   - No file attached
   - No file attached
   - No file attached
   - No file attached

Q8.1. Have you attached any files to this form? If yes, please list every attached file here:
   - Attachment 1 Written Communication VALUE Rubric
   - Attachment 2 ENGL 116B Text-Centered Project Directions
   - Table I: The Results for Written Communication Skill
   - Table II: Critical Thinking Data Collection Sheet
   - Attachment 3: Liberal Studies Assessment Plan/Aligned Liberal Studies and Sacramento State Learning Objectives
   - Attachment 4: Liberal Studies Four Year Plan Roadmap

Program Information (Required)

Program: 

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

Q9. Program/Concentration Name: [skip if program name appears above]
BA Liberal Studies

Q10. Report Author(s):
Timothy P. Fong

Q10.1. Department Chair/Program Director:
Q10.2. Assessment Coordinator:
Timothy P. Fong

Q11. Department/Division/Program of Academic Unit
Liberal Studies

Q12. College:
College of Social Sciences & Interdisciplinary Studies

Q13. Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):
507 (Fall 2015; 469 (Fall 2016)

Q14. Program Type:
1. Undergraduate baccalaureate major
2. Credential
3. Master's Degree
5. Other, specify:

Q15. Number of undergraduate degree programs the academic unit has?
2

Q15.1. List all the names:
Traditional (Teaching) and Non-Traditional (non-Teaching)

Q15.2. How many concentrations appear on the diploma for this undergraduate program?
10+

Q16. Number of master's degree programs the academic unit has?
N/A

Q16.1. List all the names:
Concentration in Linguistics
Concentration in Literature
Concentration in Foreign Language
Concentration in United States History
Concentration in World History
Concentration in California Studies
Concentration in American Studies
Concentration in Multicultural Studies
Concentration in Mathematics
Concentration in Natural Science
Concentration in Art
Concentration in Music
Concentration in Theatre
Concentration in Physical Education
Concentration in Human Development

Q16.2. How many concentrations appear on the diploma for this master's program?
0
Q17. Number of credential programs the academic unit has?
N/A

Q17.1. List all the names:

Q18. Number of doctorate degree programs the academic unit has?
N/A

Q18.1. List all the names:

When was your assessment plan...

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q19. developed?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q19.1. last updated?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q19.2. (REQUIRED)
Please obtain and attach your latest assessment plan:

[Liberal Studies Assessment Plan_Aligned Liberal Studies and Sacramento State Learning Objectives.docx](13.65 KB)

Q20.
Has your program developed a curriculum map?
1. Yes
2. No
3. Don't know

Q20.1.
Please obtain and attach your latest curriculum map:

[LIBS - 4 Year Plan Roadmap.pdf](171.48 KB)

Q21.
Has your program indicated in the curriculum map where assessment of student learning occurs?
1. Yes
2. No
3. Don't know
Q22. Does your program have a capstone class?
1. Yes, indicate: ____________________________
2. No
3. Don't know

Q22.1. Does your program have any capstone project?
1. Yes
2. No
3. Don't know

(Remember: Save your progress)
## Table I: The Results for Written Communication Skill
Liberal Studies Assessment 2017

<table>
<thead>
<tr>
<th>Five Criteria (Areas)</th>
<th>Different Levels²</th>
<th>Capstone (4)</th>
<th>Milestone (3)</th>
<th>Milestone (2)</th>
<th>Benchmark (1)</th>
<th>Total (N=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of and Purpose for Writing</td>
<td>24.2%</td>
<td>45.5%</td>
<td>30.3%</td>
<td>0%</td>
<td>(100%, N=33)</td>
<td></td>
</tr>
<tr>
<td>Contextual Development</td>
<td>39.4%</td>
<td>30.3%</td>
<td>30.3%</td>
<td>0%</td>
<td>(100%, N=33)</td>
<td></td>
</tr>
<tr>
<td>Genre and Disciplinary Conventions</td>
<td>24.2%</td>
<td>45.5%</td>
<td>30.3%</td>
<td>0%</td>
<td>(100%, N=13)</td>
<td></td>
</tr>
<tr>
<td>Sources and Evidence</td>
<td>30.3%</td>
<td>30.3%</td>
<td>30.3%</td>
<td>0.91%</td>
<td>(100%, N=13)</td>
<td></td>
</tr>
<tr>
<td>Control of Syntax and Mechanics</td>
<td>30.3%</td>
<td>30.3%</td>
<td>30.3%</td>
<td>0.91%</td>
<td>(100%, N=13)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Five Criteria (Areas)</th>
<th>Different Levels</th>
<th>(4)</th>
<th>(3)</th>
<th>(2)</th>
<th>(1)</th>
<th>Total (N=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of and Purpose for Writing</td>
<td>8</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>(N=33)</td>
<td></td>
</tr>
<tr>
<td>Contextual Development</td>
<td>13</td>
<td>10</td>
<td>19</td>
<td>0</td>
<td>(N=33)</td>
<td></td>
</tr>
<tr>
<td>Genre and Disciplinary Conventions</td>
<td>8</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>(N=33)</td>
<td></td>
</tr>
<tr>
<td>Sources and Evidence</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>(N=33)</td>
<td></td>
</tr>
<tr>
<td>Control of Syntax and Mechanics</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>(N=33)</td>
<td></td>
</tr>
</tbody>
</table>
English 116B

Text-Centered Project

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

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

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

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

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

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

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

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

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

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

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

### YEAR 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Major Requirements</th>
<th>GE/Graduation Requirements</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem. 1</td>
<td>ENGL 5</td>
<td>CHDV 35</td>
<td>CHDV 35F</td>
</tr>
<tr>
<td></td>
<td>GOVT 1</td>
<td>HIST 17A</td>
<td>ENGL 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Critical Thinking (A3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COMS 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15 UNITS</td>
</tr>
<tr>
<td>Sem. 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Liberal Studies Assessment Plan

## Aligned Liberal Studies and Sacramento State Learning Objectives

<table>
<thead>
<tr>
<th>Sacramento State</th>
<th>Liberal Studies</th>
<th>Where LBST SLOs are Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Competence in the Discipline</td>
<td>1. Synthesize fundamentals of interdisciplinary approaches as the basis for competence for primary school teaching and learning.</td>
<td>Measured throughout the interdisciplinary program in the areas of Language and Literature, Mathematics, Natural Science, Social Science, Visual and Performing Arts, Physical and Health Education, Human Development, Integrated Studies, and Field Experience. A grade of C- or better in all courses is required for Liberal Studies majors. In addition, Passage of the California Subject Examination for Teachers (CSET) is required of all Liberal Studies majors before acceptance into a teacher credential program.</td>
</tr>
<tr>
<td>2. Knowledge of Human Culture and the Physical and Natural World</td>
<td>2. Demonstrate knowledge of human cultures and the physical and natural world required for primary school educators.</td>
<td>Measured in coursework that focus on Social Science, Mathematics, Natural Science, Physical and Health Education, and Credential Prerequisites.</td>
</tr>
<tr>
<td>3. Intellectual and Practical Skills:</td>
<td>3. Demonstrate intellectual and practical skills:</td>
<td>Measured in specific required courses taken exclusively by all Liberal Studies majors:</td>
</tr>
<tr>
<td>3.1 Critical Thinking</td>
<td>3.1 Critical Thinking</td>
<td>Social Science (LBST 110)</td>
</tr>
<tr>
<td>3.2 Information Literacy</td>
<td>3.2 Information Literacy</td>
<td>Social Science (LBST 110)</td>
</tr>
<tr>
<td>3.3 Written Communication</td>
<td>3.3 Written Communication</td>
<td>Language and Literacy (ENGL 16, 107A, or 107B)</td>
</tr>
<tr>
<td>3.4 Oral Communication</td>
<td>3.4 Oral Communication</td>
<td>Social Science (LBST 110)</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>3.5 Quantitative Literacy</td>
<td>3.5 Quantitative Literacy</td>
<td>Mathematics (Math 107A, 107B)</td>
</tr>
<tr>
<td>3.6 Inquiry and Analysis</td>
<td>3.6 Inquiry and Analysis</td>
<td>Natural Science (BIO 7, CHEM 107, or PHYS 107)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Personal and Social Responsibility</th>
<th>4. Apply personal and social responsibility</th>
<th>Measured in specific required courses taken exclusively by all Liberal Studies majors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Civic knowledge and engagement</td>
<td>4.1 Civic knowledge and engagement</td>
<td>Field Experience (EDUC 124A/B, 125A/B, or 127A/B)</td>
</tr>
<tr>
<td>4.2 Intercultural knowledge and competence</td>
<td>4.2 Intercultural knowledge and competence</td>
<td>Social Science (LBST110) or Credential Prerequisites (EDUC 170)</td>
</tr>
</tbody>
</table>

| 5. Integrated Studies | 5. Synthesize integration of studies | Passage of the California Subject Examination for Teachers (CSET) required of all Liberal Studies majors before acceptance into a teacher credential program. |