**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: \_\_\_Liberal Studies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Degree \_\_B.A.\_\_\_

Assessment Coordinator: \_\_Frederick Peinado Nelson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please list the learning outcomes you assessed this year.

SLO B. Students will develop discipline area literacies while building an awareness of multiple literacies used in communities.

SLO A1. Students will identify the key concepts for each discipline, including: reading, languages, and literature; **history and social sciences**; mathematics; science; visual and performing arts; physical education; and human development.

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

**SLO B**

Method 1: *LS110WS: Writing in the K-8 Classroom*

* In our previous assessment report that included LS 110WS, we assessed the following assignment:
	+ Inquiry into the Teaching of Writing. In order to apply what you are learning about the teaching of writing in a real-world situation, this semester you will engage in an inquiry into the teaching of writing. For this assignment, you will spend time in a K-8 classroom meeting with a teacher, observing their instruction, and working one-on-one with a student to plan and implement individualized writing instruction. Throughout the semester, you will write reflections based on your experiences. We will also spend time in class discussing what you have observed and the work you are doing with your focal student.
* Due to the COVID-19 Pandemic, virtual learning, and closed school sites, our previously assessed assignment for this course was no longer feasible for this SLO B. The assignment will be reinstated when all course sections and school sites are back to in-persson completely. For the 2020-2021 AY assessment of SLO B in LS 110WS, the following assignment was used:
	+ Research Paper [[Complete Description Attached]](https://docs.google.com/document/d/131W5jUBcWUFd2ZiL0ksKAnw7ok58SB7Grs7NC5Hqf7A/edit?usp=sharing):
		- The purpose of this assignment is to learn more about an issue in education that is of interest to you. Think carefully about what interests you, what is current, or what you need to know and have an opinion about as a future educator. You might consider something you have observed during your time at a local school site: Have you seen something that bothers you or something about which you would like to know more? Find something that really matters, as the best essays are the ones that mean something to you.
		- You will have to do research, but you need not limit yourself exclusively to the library. Information from interviews, the internet, surveys, or media coverage are also potentially acceptable. However, at least **three** of your sources must be “traditional” —academic journal articles, essays, books, book chapters, etc.
		- Our course text, *They Say/I Say: The Moves That Matter in Academic Writing,* course tutorials and the Inquizitive quizzes have provided you with weekly practice in preparation for this research paper. If you feel stuck along the way, you can refer back to the text chapters.
		- **Assessment Criteria:**
			* Students submitted a 2-part proposal to the instructor for feedback and revisions requested prior to the submission of draft #1 to their writing group.
			* Students wrote individual research papers but participated in a writing group, providing specific feedback to each other for improvements.
				+ Students engaged in a multi-draft writing process
			* Rubrics [[attached]](https://docs.google.com/document/d/131W5jUBcWUFd2ZiL0ksKAnw7ok58SB7Grs7NC5Hqf7A/edit?usp=sharing) were provided for the 2-part proposal and the final research paper.
	+ The research paper aligns with SLO B as it meets disciplinary literacy skills and connects to an additional assignment on Grant Writing for local school teachers.
		- Students used information from their research paper and worked with their writing groups to extend into their Grant Writing work.
* Rubrics [[attached]](https://docs.google.com/document/d/131W5jUBcWUFd2ZiL0ksKAnw7ok58SB7Grs7NC5Hqf7A/edit?usp=sharing) were used to assess students’ progress on topic, research questions/statement, purpose for the paper, content, argument, references, and APA formatting.

**SLO A1**

Method 2: Course syllabus review for alignment with CTC ESM Content Specifications for these courses--SSCI110 California Studies.

Required Content Specifications from Domains of Subject Matter (California Commission on Teacher Credentialing, 2021, p. 35).

Domain 3: California History

3.1 The Pre-Columbian Period through the Gold Rush. Candidates for Multiple Subject Teaching Credentials identify the impact of California’s physical geography on its history. They describe the geography, economic activities, folklore and religion of California’s American Indian peoples. They discuss the impact of Spanish exploration and colonization, including the mission system and its influence on the development of the agricultural economy of early California. They describe Mexican rule in California. They state the causes of the war between Mexico and the United States and its consequences for California. They describe the discovery of gold and its cultural, social, political and economic effects in California, including its impact on American Indians and Mexican nationals.

3.2 Economic, Political, and Cultural Development Since the 1850’s. Candidates for Multiple Subject Teaching Credentials identify key principles of the California Constitution, including the Progressive-era reforms of initiative, referendum and recall, and they recognize similarities and differences between it and the U. S. Constitution. They identify patterns of immigration to California, including the Dust Bowl migration, and discuss their impact on the cultural, economic, social and political development of the state. They identify the effects of federal and state law on the legal status of immigrants. They describe historical and contemporary perspectives on cultural diversity in the United States and in California. Candidates understand the development and identify the locations of California’s major economic activities: mining, large-scale agriculture, entertainment, recreation, aerospace, electronics and international trade. They identify factors leading to the development of California’s water delivery system, and describe its relationship to California geography.

Dr. Dan Cady (History) and Dr. Frederick Peinado Nelson (Liberal Studies) conducted a review of the content in seven sections of SSCI110 California Studies taught during Fall 2021. Two sections were taught by Dr. Cady, three by Dr. James Mulooly, and two by Dr. John Pryor.

The content in all of these sections, taught by three different faculty in two departments (Anthropology and History) is aligned appropriately with the California History section of the Domains of Subject Matter. The pedagogical approaches and learning experiences in the courses vary.

**Liberal Studies Graduate Survey**

The Liberal Studies Graduate Survey was not administered in Spring 2021, due to the disruption from the COVID-19 pandemic and the sabbatical of Dr. Nelson. The survey will be revised and administered in Spring 2022.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

**SLO B**

Dr. Van Horn assessed students at four stages throughout the [Research Paper Assignment](https://docs.google.com/document/d/131W5jUBcWUFd2ZiL0ksKAnw7ok58SB7Grs7NC5Hqf7A/edit?usp=sharing) Writing Process. Below are a series of tables with the assessment data of students at varying levels of proficiency in each stage of the assignment process. Each table’s data is described below the table.

Table 1. Research Paper Proposal--Part 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LS 110WS Section #** | **# of Students Assessed** | **# of Students *Proficient and/or Advanced*** | **# of Students *Developing*** | **# of Students *Beginning*** |
| 02 | 25 | 18 | 5 | 2 |
| 04 | 25 | 15 | 7 | 3 |
| 06 | 23 | 19 | 1 | 3 |

Table 1 shows the data of students upon assessment of their Proposals--Part 1. This portion of the assignment required:

* + In a proposal of 250-300 words, you will provide
		- the topic or issue that you will be researching;
		- why this topic is relevant or important
		- your primary research question
	+ You will receive an approval or feedback for revisions from Dr. Van Horn

Table 2. Research Paper Proposal--Part 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LS 110WS Section #** | **# of Students Assessed** | **# of Students *Proficient and/or Advanced*** | **# of Students *Developing*** | **# of Students *Beginning*** |
| 02 | 25 | 10 | 6 | 9 |
| 04 | 25 | 7 | 12 | 6 |
| 06 | 23 | 8 | 10 | 5 |

Table 2 shows the data of students upon assessment of their Proposals--Part 2. This portion of the assignment required:

* + After you receive an approval from Dr. Van Horn, you will submit your APA formatted reference page:
		- Must have at least 5 credible sources
		- 3 sources must be from peer-reviewed journal articles
	+ You will receive an approval or feedback for revisions from Dr. Van Horn

Table 3. Research Paper--Draft #1

|  |  |  |  |
| --- | --- | --- | --- |
| **LS 110WS Section #** | **# of Students Assessed** | **# of Students *On-Time Submission*** | **# of Students *Provided Feedback to Group Members*** |
| 02 | 25 | 25 | 25 |
| 04 | 25 | 23 | 25 |
| 06 | 23 | 22 | 22 |

Table 3 shows the data of students upon assessment of their On-time submissions of draft #1 to their writing groups and feedback they provided to their writing group members. This portion of the assignment required:

* + - You will share your first draft (3-page minimum) in your Writing Group Shared Google Folder bySunday, April 24th @ 11:59pm
		- Comment on your group members’ drafts
			* Each member reads the drafts of each group member
				+ Feedback:

1-2 Positive, specific comments

1-2 substantial comment where the writer could dig deeper

Use language like “You might consider trying…” or “I have a question about…”

* + - * Meet to discuss drafts, feedback, & questions you may have for the writer or your readers
			* Schedule a Writing Group Meeting
				+ Meet for 30-60 minutes
				+ Record this Writing Group Meeting

Zoom Recording

“Host” submits the link to the Zoom recording

All other members submit a list of your group members’ names in the assignment portal comments

Must meet by Sunday, May 2nd @ 11:59pm

* + - * + Discuss your feedback to each group members’ paper

Share the feedback you have for your group members

Ask questions about the feedback you received

Connect & support each other where needed to complete final revisions

Table 4. Research Paper--Final

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LS 110WS Section #** | **# of Students Assessed** | **# of Students *Proficient and/or Advanced*** | **# of Students *Developing*** | **# of Students *Beginning*** |
| 02 | 25 | 23 | 2 | 0 |
| 04 | 25 | 25 | 0 | 0 |
| 06 | 23 | 21 | 2 | 0 |

Table 4 shows the data of students upon assessment of their final research paper submissions [[rubric attached]](https://docs.google.com/document/d/131W5jUBcWUFd2ZiL0ksKAnw7ok58SB7Grs7NC5Hqf7A/edit?usp=sharing). This portion of the assignment required:

* Submit two editable Google Docs links to Canvas Assignment Portal
	+ Link #1: First Draft (includes comments)
	+ Link #2: Revisions/Comments in “Suggesting Mode”
	+ (Optional) Link #3: Clean Copy with revisions
* Do not submit to the Canvas Assignment Portal until you have completed all requirements

Dr. Van Horn’s assessment of the LS 110WS, Research Paper Assignment shows the early feedback and intervention in Proposal, Parts 1 and 2, supported students development of the overall paper, identified issues with student understanding of peer-reviewed and credible resources, as well as APA formatting. Dr. Van included additional APA formatting support throughout that time and included writing group discussion connecting their papers to work in schools. The writing group supported students with accountability and commitment to the growth of others. They submitted videos of their Zoom meetings to Dr. Van Horn for review. This work with the writing groups, along with the early feedback from Dr. Van Horn, supported each section of the course in reaching 90% or above proficiency on this assignment.

**SLO A1**

We examined course syllabi from three instructors, two in the Anthropology Department and one in the History Department. While the content is generally consistent and aligned with the Domains of Subject Matter, some specific content is not explicitly included in all course syllabi, such as the California Constitution and the development of California’s water delivery system. The extent to which different course learning experiences connect to the elementary classroom is unclear.

1. What changes, if any, do you recommend based on the assessment data?

**SLO B**

Based on assessment data, we recommend that Dr. Van Horn continues this assignment (even when the previously assessed assignment returns). Possibly consider including the data on the APA supports (e.g. pre-/post-assessment data on their understanding of APA).

**SLO A1**

We recommend the verbiage from the [Domains of Subject Matter](https://www.ctc.ca.gov/docs/default-source/educator-prep/files/domains-of-subject-matter-requirements.pdf?sfvrsn=dcd525b1_2) for California History and reference to the [California History Social Science Framework](https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter7.pdf) for Grade 4 be included in the course syllabus for SSCI110. We encourage faculty teaching the courses to engage in discussion of pedagogical approaches and learning activities relevant to the needs of future elementary teachers. We also request that departments work with the COSS Associate Dean to equitably schedule and staff the course to provide a diversity of perspectives on the discipline.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during the next academic year?

**SLO C**

For academic year 2022-2023, we will be collecting data on SLO C--Students will integrate technology to enhance their learning of subject matter knowledge. Data will be collected from sections of the KINES152 Pedometer Activity:

This assignment begins by registering yourself on the website www.peclogit.org (10 points) and completing the step goal document found on Blackboard (20 points) by Sept 6. Students will be required to purchase a pedometer as part of the class. (Pedometers can be purchased at a number of sporting goods stores or at an all-purpose store such as Wal-Mart or Target. Pedometers cost approximately $10- 20). Each student will be required to wear the pedometer to class (and for the rest of the day) and record the number of steps taken on the above website. The students will also be required to wear the pedometer on one additional day during the week and record steps. (However, students are encouraged to wear the pedometer and record their steps on additional days of the week also.) The assignment requires that you wear and record your steps for 8 weeks (at least 3 days each week). The website recording aspect of the assignment is worth 40 points (5 points per week). Please note that the website will only allow you to enter steps for the previous 6 days. Following the completion of the experience, students will submit a one-page reflection paper (30 points). See Blackboard for the reflection paper requirements.

**SLO A1**

Course syllabus review for alignment with CTC ESM Content Specifications for these courses: MATH 100 Exploring Mathematics and NSCI115 Introduction to Environmental Earth and Life Science.

**Liberal Studies Graduate Survey**

We will also be implementing a revised Liberal Studies Graduate Survey. This revised survey will include items addressing graduate satisfaction with subject matter courses and credential program course experiences in the Integrated Teacher Education Program option.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

In the Program Review Action Plan, the need to revise the SOAP was identified.

With the approval of the Liberal Studies program for Elementary Subject Matter requirements by the California Commission on Teacher Credentialing (CTC), there is now a need for monitoring of alignment of content to the CTC Domains of Subject Matter. Due to the number of sections of courses in the Liberal Studies program, it is inefficient to examine curriculum at a fine grain size, so we revised the SOAP to provide for regular audit of syllabi from the seven content areas (Reading, Language, & Literature; History and Social Science; Mathematics; Natural Science; Visual and Performing Arts; Physical Education; and Human Development) over a five year period. We have identified signature assignments in courses that are now explicitly aligned to the Student Learning Outcomes articulated in the SOAP.