

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in Humanities

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2012 – 2013	SLO4b. Students can make clear, well organized, and substantive oral presentations	a 10-15 minute oral presentation of a research project was evaluated using a 3 point rubric	Scoring a 3 out of 3: 3 students Scoring a 2 out of 3: 3 students Scoring a 1 out of 3: 1 student 83% of majors reached the benchmark	We plan to require future students of HUMN 400 to attend the CORH Student Symposium to benefit from seeing quality presentations by peers. To do this the instructor will either move presentations earlier in May, or the department will move the Symposium to an earlier date. We will reassess this in two years.
2013 – 2014	SLO2. Students will be able to apply methodological approaches of at least two academic disciplines in the humanities.	In HUMN 220, a series of two-course writing assignments was assessed using a scoring rubric; the benchmark consisted of making a significant increase in performance from the first to the second assignment or not having a decrease in performance.	47% of the total students (44% of non-majors) and 80% of majors demonstrated either improvement or no decrease in performance from the first to the second assignment	None planned
2014 – 2015	SLO4b (reassessment). Students can make clear, well organized, and	<u>HUMN 224 Arts and Ideas: Asia</u> : The assessment was embedded in the course's	100% of students achieved the benchmark in both classes.	To improve performance in this SLO, the program needs to continue to require that oral communication be taught and practiced at the introductory level (in at

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	substantive oral presentations.	<p>final tutorial. Performance was assessed by means of the departmental Oral Communication Assessment Rubric. The benchmark for the exercise was an average score of 2 from among the rubric's four dimensions.</p> <p><u>HUMN 400 Seminar in Humanities</u>: The last week of class students gave a 10-15 minute oral presentation on their research project (a 15-20 page thesis paper), including fielding questions from their peers. Oral presentations were evaluated using a 3-point rubric.</p>	<p><u>HUMN 224</u>: In the next iteration of the course, the instructor will urge majors to invest more heavily in rehearsing their presentations.</p> <p><u>HUMN 400</u>: All students reached the benchmark in part because of experience in seminar through the semester, for example offering a short presentation on a particular reading, as well as by circulating an oral communication rubric at the beginning of the semester and referring back to effective presentation strategies as the formal presentation approached. Almost all students in the capstone had little presentation experience coming into class. Increasing opportunities to present student research will lead to improved oral communication skills, while the student audience at these events often receives examples of strong student presentations.</p>	<p>least HUMN 224). But it also needs to be taught at the developed level, before students enter HUMN 400. The program intends to add an additional course into the required courses for the major (HUMN 300Z Great Books and Ideas: Arts and Humanities Capstone). We will require that oral presentation to be part of the course SLOs.</p>
2015 – 2016	SLO #3. Students can perform close	We used embedded assessment of	Across all three assignments and all three traits, 81%% of	The instructor of HUMN 222 plans to add a second Mock ID assignment

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	analysis of or assess a given cultural artifact with reference to standards appropriate to the medium, cultural origin and time period of the work.	identification of terms on the midterm and final exams of HUMN 222 and the midterm exam of HUMN 400, all in spring 2016. We used a 4-level rubric and determined that students achieving one of the top two levels was a benchmark of success on this SLO and that our target is 75% of students achieving the benchmark.	students achieved the benchmark level of success. Significant improvement was seen from the midterm to the final in HUMN 222. The weakest performance on all assessments was on Trait 3, historical and cultural significance, which requires the highest level of analysis.	earlier in the semester so that students will have two rounds of feedback on this type of assignment prior to the midterm. She will also give slightly greater attention to matters of historical and cultural significance, since performance on this trait was slightly weaker than on the other two.
2016 – 2017	SLO #4a. Students can make clear, well organized, and substantive written presentations.	In HUMN 222, students wrote two essays, each with a rough and final draft. Both rough and final drafts were evaluated using the General Education Writing Rubric. In HUMN 400, the assignment assessed was the final draft of the capstone seminar research paper, a 15-20 page essay that had been built on top of a	Of the three majors in HUMN 222 (a GE class), Student 1 was an exceptional writer with work of high written quality for all categories, Student 2 showed improvement over the course of the semester, and Student 3 showed improvement from the rough to the final draft in several areas for the first essay. Four of the five students in HUMN 400 met the benchmark in all	HUMN 400 instruction, focus, and revision was effective, according to the data, although one student had a tremendous deficit in grammar and surface features that multiple revisions were not able to remedy completely. Instruction did <i>not</i> emphasize a central issue covered in the writing rubric: sequencing of ideas and transitions. Future versions of the course will have a unit in sequencing ideas and the way that topic sentences can link paragraphs together.

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		<p>number of scaffolded assignments, including a 2-3 page topic exploration, an annotated bibliography, a 5-8 page section of paper, and a full rough draft that was returned with comments sometimes multiple times.</p>	<p>areas. The lowest score collectively was in Organization and Argumentation, closely followed by Sources and Evidence. 80% of majors met the benchmark.</p>	