

**CHICO STATE UNIVERSITY**  
**ASSESSMENT SUMMARY UPDATE**

PROGRAM: BA in XXXX

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?
Fa16-Sp17	<p><b>1. Foundational Knowledge.</b>            Students demonstrate foundational understandings, concepts and values in: reading, language and literature; history and social science; mathematics; science; visual and performing arts; health; and human development</p>	<p>California Subject Examination for Teachers: Multiple Subject Examination (CSET) was used to assess student content area knowledge. CSET subtests:            101 - History/Social Science and Reading/Lang Arts            102 - Mathematics &amp; Science            Prf &amp; Fine Arts/ Human Dvlpmnt/ Phys. Educ.</p>	<p><b>First/Subsequent Attempts</b>  <b>101</b> - Subtest I  <b>CSUC</b> passing rate: 54%            State first time passing rate: 76%   <b>102</b> - Subtest II –  <b>CSUC</b> passing rate: <b>76%</b>            State first time passing rate: 75%   <b>103</b> - Subtest III –  <b>CSUC</b> passing rate: <b>69%</b>            State first time passing rate: <b>71%</b></p>	<p>English course faculty will be improving their explicit teaching of the ESMs—in particular the information writing and reading. We will ask other faculty to engage in writing across the curriculum and be explicit about teaching students comprehension strategies for reading. We are in an entire curriculum revision process and will be addressing the past lack of writing intensive courses in the program. Students will be encouraged to take advantage of the Supplementary instruction for writing skills available on campus.</p>
	<p><b>3a. Writing.</b>            Students’ writing demonstrates their capabilities to analyze information, and use appropriate academic</p>	<p>California Subject Examination for Teachers: Writing Skills Test (CSET: Writing) (142) was used to assess student content area knowledge.</p>	<p><b>First/Subsequent Attempts</b>  <b>142</b>-Writing Skills –   <b>CSUC</b> passing rate: <b>40%</b>            State first time passing rate range: <b>77%</b></p>	<p>Students are scoring below the state average this year. LBST instructors will continue to be encouraged to using the GE Writing Rubric to provide feedback to students about their writing and to make it available to students.</p>

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	discourse and technologies.			LBST will explore the possibility of changing some of the required core courses to writing intensive courses. English course faculty will be improving their explicit teaching of the ESMs—in particular the information writing and reading. We will ask other faculty to engage in writing across the curriculum and be explicit about teaching students comprehension strategies for reading. We are in an entire curriculum revision process and will be addressing the past lack of writing intensive courses in the program. Students will be encouraged to take advantage of the Supplementary instruction for writing skills available on campus.
Fa15-Sp16	<b>1. Foundational Knowledge.</b> Students demonstrate foundational understandings, concepts and values in: reading, language and literature; history and social science; mathematics; science; visual and performing arts;	California Subject Examination for Teachers: Multiple Subject Examination (CSET) was used to assess student content area knowledge. CSET subtests: 101 - History/Social Science and Reading/Lang Arts 102 - Mathematics & Science 103 Prf & Fine Arts/ Human Dvlpmnt/ Phys. Educ.	<b>First/Subsequent Attempts</b> <b>101</b> - Subtest I – (n=89) <b>CSUC</b> passing rate: 71% State first time passing rate: 72% <b>102</b> - Subtest II – (n=92)) <b>CSUC</b> passing rate: <b>76%</b> State first time passing rate: 76% <b>103</b> - Subtest III – (n=91) <b>CSUC</b> passing rate: <b>73%</b> State first time passing rate: <b>71%</b>	First attempt passing rates of 71% or better indicate that LBST students are prepared in the content areas they will eventually teach.  No program improvement actions are planned based on consistently at or above average passing rates for the past ten years.

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?
	health; and human development			
	<p><b>3a. Writing.</b> Students' writing demonstrates their capabilities to analyze information, and use appropriate academic discourse and technologies.</p>	<p>California Subject Examination for Teachers: Writing Skills Test (CSET: Writing) (142) was used to assess student content area knowledge.</p>	<p>First/Subsequent Attempts 142-Writing Skills – (n = 28) CSUC passing rate: 81% State first time passing rate range: 79%</p>	<p>For the past four years the CSU, Chico LBST students' average passing rate has been 83% in writing skills exceeding the state average which is 79%</p> <p>LBST instructors will continue to be encouraged to using the GE Writing Rubric to provide feedback to students about their writing and to make it available to students. LBST will explore the possibility of changing some of the required core courses to writing intensive courses.</p>
Fa14-Sp15	<p><b>1. Foundational Knowledge.</b> Students demonstrate foundational understandings, concepts and values in: reading, language and literature; history and social science;</p>	<p>California Subject Examination for Teachers: Multiple Subject Examination (CSET) was used to assess student content area knowledge. CSET subtests: 101 - History/Social Science and Reading/Lang Arts 102 - Mathematics &amp; Science 103 Prf &amp; Fine Arts/</p>	<p><b>First/Subsequent Attempts</b> <b>101</b> - Subtest I – (n=90/39) <b>CSUC</b> passing rate: <b>79%/38%</b> State first time passing rate: 72% <b>102</b> - Subtest II – (n=97/45) <b>CSUC</b> passing rate: <b>88%/44%</b> State first time passing rate: 76% <b>103</b> - Subtest III – (n=83/25) <b>CSUC</b> passing rate:</p>	<p>First attempt passing rates of 79% or better indicate that LBST students are prepared in the content areas they will eventually teach.</p> <p>No program improvement actions are planned based on consistently at or above average passing rates for the past ten years.</p>

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?
	mathematics; science; visual and performing arts; health; and human development	Human Dvlpmnt/ Phys. Educ.	<b>86%/36%</b> State first time passing rate: <b>72%</b>	
	<b>3a. Writing.</b> Students' writing demonstrates their capabilities to analyze information, and use appropriate academic discourse and technologies.	California Subject Examination for Teachers: Writing Skills Test (CSET: Writing) (142) was used to assess student content area knowledge.	"First/Subsequent Attempts 142-Writing Skills – (n = 33/10) CSUC passing rate: 76%/20% State first time passing rate range: 82%"	For the first time in the past four years the CSU, Chico LBST students' passing rate is lower than the state passing rate.  LBST instructors will continue to be encouraged to using the GE Writing Rubric to provide feedback to students about their writing and to make it available to students. LBST will explore the possibility of changing some of the required core courses to writing intensive courses.
	<b>4a. Collaborative skills.</b> Students demonstrate interpersonal and collaborative skills.	Program coordinator developed a student and a faculty self- assessment survey based on resources from the Association of American Colleges and Universities, Turning Point National Program and University of Vermont.	Student survey respondents rated themselves as often or almost always using collaborative skills. They felt that they sometimes or often experienced opportunities to develop collaborative skills in program coursework. Benefits from collaborative work included enhanced comprehension of content and	<ul style="list-style-type: none"> <li>• Provide resources (e.g., articles, books, media) for faculty to access through the BBLearn LBST Instructors' Organization and/or webpage.</li> <li>• Encourage faculty to implement community sevice/involveme nt as part of collaborative projects</li> <li>• Invite faculty to seek CELT grant</li> </ul>

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			<p>making friendships. The main challenges were scheduling meeting times and balancing effort and work distribution among members.</p> <p>Faculty stated that they observed students using collaborative skills less often than the students felt they did. Both groups felt that project requirements and assessment process were clear. They also agreed that the areas of growth were having opportunities to collaborate on community-based projects and receiving/providing feedback on student use of collaborative skills.</p>	<p>to support effort to identify and share best practices for implementing and assessing collaborative learning.</p>
Fa13-Sp14	<p><b>1. Foundational Knowledge.</b> Students demonstrate foundational understandings, concepts and values in: reading, language and literature; history and social science; mathematics; science; visual and performing arts; health; and human development</p>	<p>California Subject Examination for Teachers: Multiple Subject Examination (CSET) was used to assess student content area knowledge.</p> <p>CSET subtests:</p> <p>101 - History/Social Science and Reading/Lang Arts</p> <p>102 - Mathematics &amp; Science</p> <p>Prf &amp; Fine Arts/ Human Dvlpmnt/ Phys. Educ./ Health</p>	<p><b>First/Subsequent Attempts 101</b> - Subtest I – (n=97/45) <b>CSUC</b> passing rate: <b>72%/27%</b></p> <p>State first time passing rate: 72%</p> <p><b>102</b> - Subtest II – (n=102/19) <b>CSUC</b> passing rate: <b>88%/37%</b></p> <p>State first time passing rate: 82%</p> <p><b>103</b> - Subtest III – (n=102/30) <b>CSUC</b> passing rate: <b>81%/43%</b></p>	<p>First attempt passing rates of 72% or better indicate that LBST students are prepared in the content areas they will eventually teach. No program changes are required.</p>

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?
			State first time passing rate: 72%	
	<p><b>3a. Writing.</b> Students' writing demonstrates their capabilities to analyze information, and use appropriate academic discourse and technologies.</p>	<p>California Subject Examination for Teachers: Writing Skills Test (CSET: Writing) (142) was used to assess student content area knowledge.</p>	<p><b>First/Multiple Attempts</b>  <b>142</b>-Writing Skills – (n = 48/7)   <b>CSUC</b> passing rate: <b>88%/29%</b>  State first time passing rate range: 84%</p>	<p>First time passing rate increased by 11% when compared to 2012-2013 (77%).  Because of the improvement in the passing rate, there will be no changes to the program.</p>
Fa12-Sp13	<p>1. Foundational Knowledge. Students demonstrate foundational understandings, concepts and values in: reading, language and literature; history and social science; mathematics; science; visual and performing arts; health; and human development</p>	<p>A. California Subject Examination for Teachers: Multiple Subject Examination (CSET) was used to assess student content area knowledge. (n = 603)  CSET subtests: 101 - History/Social Science and Reading/Lang Arts, 102 - Mathematics &amp; Science, 103 Prf &amp; Fine Arts/ Human Development/ Phys. Educ./ Health,</p>	<p>First/Subsequent Attempts: 101 - Subtest I – (n=94/41), CSUC passing rate: 72%/41%, State passing rate range: 65% - 74%; 102 - Subtest II – (n=87/33): CSUC passing rate: 89%/50%, State passing rate: 68% - 83%</p>	<p>First attempt passing rates of 77% or better indicate that LBST students are prepared in the content areas they will eventually teach. No program changes are required.</p>
	<p>3a. Writing. Students' writing demonstrates their capabilities to analyze information, and use appropriate academic discourse and technologies.</p>	<p>A. California Subject Examination for Teachers: Writing Skills Test (CSET: Writing) (142) was used to assess student content area knowledge.</p>	<p>First/Multiple Attempts: 142- Writing Skills – (n = 44/11), CSUC passing rate: 77%/18%, State passing rate range: 61% - 84%</p>	<p>Passing rate significantly decreased when compared to last year (93%). However, it is at the upper end of the state range and higher than the passing rates from 2008-2001. (21%, 35%, and 65%)</p>

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?
	4b. Cultural diversity - Students explore culturally diverse perspectives	LBST Advisory Board Assessment Committee develop a survey to measure the extent to which issues of diversity and underrepresentation are addressed in the major. It was vetted by various faculty with expertise on issues of diversity and survey development. Survey was distributed to all majors electronically using Survey Monkey.	Overall, students responding to the survey agreed that program courses addressed issues of diversity, allowed them to explore and express diverse perspectives and credited the program for increasing their likelihood to interact with individuals from diverse backgrounds (question 16 - 87%) and to advocate for perspectives other their own (question 17 - 88.8%). There was a higher percent of agreement on all questions regarding the Liberal Studies program in comparison to the University as a whole. Yet, the majority of the respondents also agreed that CSU, Chico creates safe environment and that it values diversity.	Instructors will be recommended to focus on: (1) bridging students' different learning styles, (2) building on students; background knowledge, (3) acknowledging/respecting/valuing diverse perspectives, and (4) creating opportunities in their classrooms and when possible outside of the class for students to interact with others who may have different backgrounds.