

2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: Humanities

Department: Chicana/o Studies

Program: Undergraduate

Assessment liaison: Rosa RiVera Furumoto (on Sabbatical-Fall 2013)

1. Overview of Annual Assessment Project(s). Provide a brief overview of this year's assessment plan and process.

Part of the CHS Dept assessment process is an active Assessment Committee composed of faculty, chair, and the department's assessment liaison. The committee meets every two weeks throughout the year. The Department plan and process included:

®Assessment of CHS151 Freshman Speech Communication

®Assessment of CHS113AB, 114AB, 115-Approaches to University Writing

®Planning and execution of a one-day Department Faculty Retreat on Writing and Critical thinking (Spring 13)

®Review and revision of the Rubric and Process for assessing writing courses

®Creation of a CHS Moodle Resource Page for Faculty

®Planning for assessment of the capstone research paper required in CHS497 Seminar in Chicana/o Studies

2. **Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

The Assessment plan for the Academic Year 2012-13 was discussed at the first Faculty meeting in the Fall 12 and a Retreat Planning Committee was formed. Follow up reports on the committee progress were made at subsequent faculty meetings and the faculty as a whole discussed their concerns. The Retreat Planning Committee organized the agenda guided by faculty concerns about writing. To confirm the significance of the Writing Retreat, the Department provided lunch and a small stipend for the faculty who attended the writing retreat scheduled at the end of Spring 2013. The Retreat Committee synthesized and prioritized recommendations and planned activities for implementation. During the summer of 2013, writing faculty met to review and discuss the writing rubric and writing portfolio. At the first Faculty meeting in Fall 2013, the Retreat committee informed the faculty about the new Moodle Resource page, encouraged ongoing contributions, and shared the long range goals and assessment plan. The goal of the Moodle page is to create a dialogue among the faculty, share resources and ultimately improve student learning.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

SLO 2: Demonstrate competency in oral, written, and research skills

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking_____X
- Oral Communication_____X
- Written Communication ___ X
- Information Literacy_____X

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

Yes. CHS Department SLO2 is being addressed: "Demonstrate competency in oral, written and research skills." A central SLO for the CHS Department: "Demonstrate an ability to think critically, analytically, and creatively about the Chicana/o experience in the local and global society," guides the curriculum. CHS writing courses and speech courses readings and films are required to include diverse perspectives and students are required to complete research, compose essays and oral presentations related to the field of Chicana/o studies, attending to how ethnicity, race, gender, sexuality, immigration status, national origin, and class shape the Chicana/o experience in the U.S.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

DIRECT:

Assessment of the SLO was completed in the speech and writing classes:

Speech Communication Classes:

All students enrolled in CHS 151 were asked to complete a T/F pre-test and a post test that measured the GE SLOs for the course.

Writing Classes:

All students enrolled in CHS 113, 114a, 114b and 115 were required to complete a portfolio that included a reflective essay and a research paper. Faculty used a rubric to score student reflective essays and the research essays.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Speech Communication Classes:

Students enrolled CHS151 were asked to complete a T/F Pre-test during the first two weeks of the Fall 12 semester (248 students completed the pre-test). During the last three weeks of the Fall 12 semester (157 students completed the post-test). Scores were tabulated and compared.

Writing Classes:

Students were assessed at the end of the Spring 2013 semester. Writing faculty used a rubric to score a reflective letter and a research paper. Part of our Five Year Plan is to collect data from students in the writing courses and consider it an entry point for our major and minors; then, we will collect data in the CHS 497, our capstone class and use it as an exit point. It will not be feasible to attempt a longitudinal study; it will be a cross sectional comparison.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

Speech Communication classes:

Pre-Test Results: (N=248)	Post Test Results (N=157)
16% attained 72% correct	7% attained 72% correct
28% attained 81% correct	13% attained 81% correct
25% attained 90% correct	40% attained 90% correct.
15% attained a perfect score	26% attained a perfect score

(Remainders below 72% or completed incorrectly)

The results indicate significant improvement on post test scores. Speech purposes, ethics, and fallacies were among the topics that the questions addressed. Sixty-six percent of the students scored above 90% on the Post test; 87% achieved a passing score. Most of the students surveyed were unable to answer correctly the question that asked them to define

extemporaneous speaking. Thus, more attention needs to be given to the type of deliveries in the classroom. Although students often engage in extemporaneous speaking exercises, they failed to recognize the proper term for that delivery style.

Writing classes:

Overall rubric scores for the reflective essay and the research essay were recorded for students in each course section. A score of one=not acceptable, a score of two=acceptable, and a score of three=highly acceptable for the reflective essay. For the research essay, a score of one=not passing, two=low passing, three=passing, and four=high passing. Overall averages based on these scores were tabulated across sections. Average scores indicate that students are writing at “acceptable levels” rather than “highly acceptable” levels. The breakdown by specific course is as follows:

CHS 113 – Fourteen sections were offered with 273 students enrolled. Of 273 students, 249 submitted a reflection essay with an overall average score of 2.51 (range of 1-3) and 241 submitted a research essay with an overall average score of 2.75 (range of 1-4). The average scores suggest that students are writing at acceptable levels, but have yet to reach “highly acceptable” writing scores.

CHS 114A – One section was offered with 16 students enrolled. Of the 16 students, only 4 submitted a reflection essay and a research paper. The overall average score for the both papers was 2.75 (range of 2-3). Once again, scores suggest that students’ writing is acceptable. However, given the limited sample size it is difficult to determine the writing capacity of students enrolled in this section. *Students enrolled in this course did not successfully complete CHS114A in the Fall 12 semester.

CHS 114B – Five sections were offered with 97 students enrolled. Of the 97 students, 88 submitted a reflection essay with an overall score of 2.63 (range of 1-3) and 84 submitted a formal research essay with an overall average score of 2.92 (range of 1-4). The average scores indicate that students are writing at acceptable levels, but have yet to reach “highly acceptable” writing scores.

CHS 115 – One section was offered with 25 students enrolled. Of the 25 students, 16 students submitted a reflection paper with an overall average score of 2.56 (range of 1-3) and a research essay with an average score of 2.92 (range of 1-4). Once again, students are writing at acceptable levels, but have not reached “highly acceptable” levels.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

As a result of the discussion at the CHS Faculty Retreat, the CHS Moodle Page was created to centralize and provide easy access to: the Department SLOs, sample rubrics, online teaching sources and other instructional materials. Among concerns expressed by faculty noted that students' had difficulty differentiating between primary and secondary sources and peer reviewed vs. popular sources. Faculty may now find resources that address Information Competency, and Standard Citation form on the Moodle page; it includes links to the Oviatt Library repository lessons. Faculty may quickly and easily import Modules into their Moodle pages.

Speech Communication-CHS151: Assessment Results will be shared with faculty during Fall 2013. The need to encourage Faculty "buy in" is reflected in the discrepancy between the numbers of pre and post tests completed and the fact that six out of nine sections of CHS151 participated in the intramural. To begin addressing this issue, the "Temporary Lecturer Announcements for Positions" (AY2013-14) included the provision that "participation in assessment activities is expected." The statement allows the Personnel Review Committee to evaluate temporary faculty in light of this expectation and provide positive recognition when they do participate or note when they do not so it becomes. We anticipate that making participation in assessment part of the evaluation process will encourage faculty "buy in."

Approaches to University Writing-CHS115 & 113AB & 114AB: Based on 2012-13 assessment results, CHS Writing Faculty revised the Rubric used to evaluate the Research Paper written in CHS writing courses and the rubric to evaluate portfolios students create at the end of the semester. The rubric was reviewed, streamlined, and then shared with Writing Faculty before the Fall 2013 semester so they could adjust their course materials accordingly. In addition, a separate norming session has been developed at the mid-term to better communicate expectations and timelines for completion of the portfolio. We are continuing to provide faculty development for those teaching the stretch composition courses. On August 19th about ten Chicana/o Studies instructors participated in a stretch workshop. We also had break out sessions on very specific aspects of the curriculum. We will continue our efforts to train instructors and to give them additional

support to develop the curriculum for stretch writing courses. Furthermore, Writing Lab tutors have been actively providing workshops on grammar, MLA style, and thesis development (to name a few) to students who make appointments and for faculty who bring their students to the Writing Lab.

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

The Rubric for CHS Writing courses was revised in AY2012-13 and will be used in AY2013-14.

The Writing Retreat was productive and resulted in a concrete outcome that will provide new resources to all Faculty. The Rubric for evaluating students at an entry level was simplified so it may be used in the Capstone course. AY2013-14 we will use the rubric to assess research papers collected from CHS497. The Resource Moodle Page will be an ongoing project. We continue to discuss the creation of E-Portfolios and have concluded that the way to do this will be through the Capstone course. “Buy in” from the faculty will be cultivated through workshops and evaluation.

5. Changes to SLOs? Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

NA

6. Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C,

The five year assessment plan provided direction for last year’s assessment and a blueprint for future assessment activities. We were reminded that assessment of multiple sections of courses requires labor intensive communication and follow-up and coordination. Given the number of part time faculty teaching many of our courses, we must carefully plan and coordinate assessment activities.

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

NO

8. Other information, assessment or reflective activities or processes not captured above.

Faculty discussion indicated diverse points of view on how well content may be conveyed alongside the development of students' writing and research skills. As a result of that discussion, two Selected Topics courses will be offered in Spring 2013 to explore creative ways to enhance students communication skills: CHS495 C -"Developing Vocabulary through Latin/Greek Etymologies" & CHS495 D -"Chicana/o Studies Documentary Film Production" The courses will be offered one time, but we will administer a pre-test and a post test to students enrolled in the course to assess the vocabulary growth and use the documentary production class assignments to explore creative ways to develop E Portfolios.

Developing an E-Portfolio as an exit project for Majors is part of an ongoing dialogue. To date, we have identified some courses that can support this process and possible signature assignments. We are also identifying and refining rubrics and other reflective tools for use in the e-portfolio process.

Hybrid Classes:

In the Fall of 2012, a hybrid section of CHS151 was offered. The same faculty member taught a hybrid course and a "face to face" course. Students were given the same assignments, tests, and quizzes. Data was collected from the hybrid courses and the non hybrid course: the score on the mid-term and the final grade were compared. No significant difference in students' performance was found. We did find that the demographic profile of the students enrolled in the hybrid course differed from that of the students enrolled in the non hybrid course: 85% of the students in the non-hybrid course were Latinos and 66% of the students in the hybrid course were Latinos.

Some positive comments about the Hybrid course:

*Students enjoyed the interaction during the face to face meetings and did not feel cheated by the online elements of the course

*Students grew comfortable in skills and learned coping techniques

Some areas in needing improvement:

*Problems accessing Moodle consistently

*More in class time doing workshops on how to write the speeches