

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**ANNUAL PROGRAM ASSESSMENT REPORT**

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Date: \_\_\_\_\_

**Due: 9/30/2019**

**I. Assessment of Student Learning Outcomes**

**1. Program Name and Contact Information of Program Assessment Coordinator:**

Susan Steffani, Ph.D., CCC-SLP  
 ssteffani@csuchico.edu

**2. Student Learning Outcomes**

CMSD BA SLOs:

- 1) Demonstrate ability to think critically, flexibly and creatively, analyze and integrate learning, reason, express informed opinions, information literacy, and utilize judgment across diverse concepts and problems.
- 2) Demonstrate knowledge of normal aspects of communication and culturally linguistic differences across the lifespan
- 3) Demonstrate knowledge of communication disorders and culturally linguistic differences across the lifespan, including etiology, symptomatology, prevention, diagnosis and treatment
- 4) Demonstrate ability to utilize professional oral and written communication skills
- 5) Demonstrate effective interpersonal and team communication skills

**3. Course Alignment Matrix:**

UG SLO-Course Alignment Matrix																
	SLO 1			SLO 2			SLO 3			SLO 4			SLO 5			
	I	P	M	I	P	M	I	P	M	I	P	M	I	P	M	
156																
220	✓			✓			✓									
290	✓			✓	✓		✓									
321	✓			✓			✓	✓		✓						
341				✓			✓				✓			✓		
351				✓	✓											
362	✓	✓		✓	✓									✓		
363	✓	✓		✓	✓		✓									
431		✓			✓	✓		✓	✓							
435		✓	✓					✓	✓		✓	✓		✓	✓	
440	✓			✓			✓									
441	✓						✓									
451	✓						✓	✓		✓	✓		✓	✓		
470		✓	✓					✓	✓		✓	✓		✓	✓	
488			✓					✓			✓			✓		
560	✓	✓		✓							✓	✓				

#### 4. What is your current Assessment Plan

Previous assessment was for SLO 4 and 5 and 2 and 3 specific to cultural and linguistic differences. This year we further assessed this area based on student feedback.

Additionally, we plan to choose at least one SLO per academic year to evaluate. Rather than developing a multiple year plan of which SLOs to evaluate, the program faculty feel that given the nature of our program and the demands of the accreditation standards that span the undergraduate “pre-requisites” of the accredited graduate program, we need to be flexible in choosing which SLO is most appropriate to assess at that time and will do so at the faculty retreat in August prior to each academic year.

#### 5. Learning Outcome(s) Assessed in AY 2020-2021:

We assessed SLOs 2 and 3 specific to cultural and linguistic differences again this year. We thought that we had sufficiently addressed this content in our courses as evidenced by our Course Objectives. However, student input indicated that they did not feel that this information was addressed sufficiently in the classroom. They suggested adding a class to our curriculum. Our accrediting body requires this content be covered. We feel that it is important to introduce this at the undergraduate level. Hence, we have 2 SLOs that include addressing cultural and linguistic differences: one for normal aspects and one for disordered populations.

#### 6. Assessment Methodology Used:

In discussion, all faculty agree that this information should be included in coursework. We found last year that SLOs 2 and 3 were included in all but 3 course syllabi. It should be noted that these SLOs are broad for normal and disordered aspects but also include the cultural and linguistic differences. Because of this, the SLOs are included in all class syllabi but not always for the cultural and linguistic differences aspect. For instance, CMSD 362 is an anatomy and physiology course that covers both normal development and disorders. Therefore, SLOs 2 and 3 are included. However, there are no cultural or linguistic differences that are included in the course. For this review, we started by looking at syllabi specifically to see if there is any mention of cultural and linguistic differences listed in the course schedule indicating that it is a specific topic of discussion.

#### 7. Assessment Results:

Please describe/report outcomes of assessment. How well did students perform on the assessment task? Feel free to use the table below to report results, adapting the table as necessary, or provide narrative describing the assessment results.

Student Learning Outcome	Sample and Sample Size	Measure	Performance Levels	Percent of Students Meeting Benchmark
SLO 2 and 3	12 courses	Review of syllabi to see if there were weeks/days in the Course Schedule dedicated to cultural and linguistic differences		N/A

#### 8. Analysis / Interpretation /Dissemination of Results

We reviewed the syllabi from the 12 courses we identified last year. We looked at the 2019-20 academic year. We picked those specifically because they are the ones we had looked at last year. Also, we had a number of faculty out during the 20-21 year, so we had lecturers teaching the classes. We wanted to make sure and look at the syllabi for faculty. Specifically, we looked at the Course Schedule to see if there were weeks/classes which had the topic of cultural and linguistic differences or similar language. As a reminder, CMSD 290 and 362 are not

expected to have this content. In discussion with the faculty, CMSD 440: Audiology was added to this list. Therefore, they are not included in the review. We found that the following courses did have days/weeks dedicated the cultural and linguistic differences: CMSD 156, 220, 435, and 470. This meant that 8 courses had SLO 2 and 3 as objectives but not a specific class/week dedicated to the cultural and linguistic content.

During a faculty meeting, these results were discussed. Our accrediting body suggests that the best way to address cultural and linguistic differences is to infuse the information into courses as opposed to a dedicated course. All faculty felt that they included discussion on this topic in their courses throughout the course; however, few had a specific class/week dedicated to the information. Hence, the information is infused into course content as appropriate. Based on student comments, it is clear that they do not feel as though the information is covered. In review of other CSU CMSD programs, it was found that 8 of 12 do indeed have a dedicated course. We currently have a fairly large number of program units. This is a consideration as we discuss whether a course should be added.

## **9. Closing the Loop: Planned Program Improvement Actions**

The will the assessment data and their evaluation be used to improve and/or maintain the program? Address items a, b, c, d and/or e only if they apply to this report cycle, not all items would necessarily be addressed.

### **a) Planned curriculum changes for improved learning outcomes.**

No changes to the curriculum were made at this time. However, we are going to continue to explore options for how to either infuse this information into our classes with specificity so students know it is there or to make curricular changes of adding a course.

### **b) Planned Revision of Measures or Metrics (if applicable)**

N/A

### **c) Planned Revisions to Program Objectives or Learning Outcomes (if applicable)**

The SLOs are not changing. However, this is a discussion item right now as well. It is possible that we need to separate the cultural and linguistic differences into its own SLO since there are classes that address SLO 2 and 3 but only the normal and disordered aspects.

### **d) Changes to Assessment Schedule (if applicable)**

No.

### **e) No Change Being Made**

## **10. Information for Next Year**

We have not come to a conclusion about how best to address this issue. We will continue to explore options during the 21-22 academic year.

## **II. Appendices (please include any of the following that are applicable to your program)**

### **A. Assessment Data Summaries (Details that elaborate on item 6, above.)**

### **B. Measurement Instruments (Rubrics, Surveys, etc.)**

**Please submit completed reports electronically to your college assessment coordinator by 9/30/19.**  
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