

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in Communication Sciences and Disorders

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	SLO 5: Demonstrate effective interpersonal and team communication skills	<p>In CMSD 435, we evaluated self-perception and group member perception of participation in team activities. Students self-selected to one of 9 groups of 4 students, and all 4 students participated in 5 group activities. Groups were then separated into 2 groups for 2 more extensive group activities (including final projects). Students were asked to rate the amount of involvement of each student in their group across the group projects. All members were ranked from 0-100%. Students ranked themselves as well.</p>	<p>Only 3/35 students received lower than average ratings. One group had 2 students that were rated lower (from 88-100%) involvement. One student had lower rankings for 2 of the activities; one was rated lower for 3 activities. One group had one student that was rated lower for 6 of the activities. She was rated at 80-100% involvement.</p>	<p>The overwhelming majority of students rated their group members as fully participating in all the team projects. It is important to note that the rating is used to lower grades of those students who are not fully participating not as a way to measure how well they participate with each other. We can call students in who are having some difficulty and talk to them about their behavior. Perhaps this could be revised to better capture their teamwork abilities.</p>
	Not specific to a particular SLO, but nonetheless extremely important to monitoring the effectiveness of our SLOs, the faculty evaluated data collected	<p>Senior survey was administered to all students in CMSD 441, a spring semester course that CMSD students take in their final semester with us. The survey consists of qualitative questions</p>	<ul style="list-style-type: none"> • 20 CSUC CMSD MA program • 6 Other MA CMSD Program • 7 SLPA and other related • 6 Credential program SOE 	<p>To summarize what was gleaned from this year's senior survey is that over 50% of our BA graduates either go directly into a master's program in SLP or they plan to do so in the near</p>

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	from the spring 2016 & 2017 Senior Survey.	<p>that allow the faculty as a whole to examine where our students are headed post CMSD BA. Student responses inform the faculty on the appropriateness of the new SLOs.</p> <p>Survey prompts:</p> <ol style="list-style-type: none"> 1. I am graduating later in Fall, 2017 or Spring, 2018. What are your plans? <ol style="list-style-type: none"> a. Apply to a CMSD graduate program? b. Apply to a credential, other graduate program, or other educational training? Please describe. c. Other plans when I graduate later? 2. I am graduating <i>now</i>, Spring 2017, and attending an SLP or AUD graduate program in the fall? Where? 3. I am graduating <i>now</i>, Spring, and attending a credential or other graduate program? Where? What for? 4. I am graduating <i>now</i>, Spring 2017, and I have employment or other plans? Where? What? 5. I don't feel like I know what 	<ul style="list-style-type: none"> • *16 FT work (3 plan future CMSD MA app) • 1 Family • 7 Fall 2017 Grad; planned CMSD MA app • 8 No response • 28 of the 33 seniors who applied for CMSD grad programs last year were accepted at Chico State or somewhere else. 	future. Additionally, the majority of those not continuing on for a master's degree are seeking work related to CMSD: SLPA, teaching or other work with special populations, communications, or service related work.

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		I'm doing for sure. Tell me where and what you're considering. 6. I am attending the CSUC CMSD MA program starting Fall, 2017.		
Fa15-Sp16	Demonstrate ability to utilize professional oral and written communication skills.	A Survey was developed and distributed in CMSD 560 across both fall and spring semesters: 36 students participated. Student feedback helped determine whether or not to continue requiring self-evaluations of oral presentations.	These results indicate that the overwhelming majority of students in the CMSD 560 course had positive feedback regarding self-evaluations, which suggests that this activity is worth the effort. This course will continue to utilize self-evaluations as part of the learning process for improving oral presentation skills. To improve the way videos are recorded, in the spring 2016 class the instructor purchased desktop tripods that hold a wide variety of cell phones. Students consistently used their own phones to record their presentations. This seemed to work very well and addressed some of the issues students had about recording equipment in fall. The results were shared	All instructors of CMSD courses that include an oral presentation component are encouraged to utilize the self-evaluation to improve student oral presentation skills. For the next time this SLO is evaluated, include a student written interpretation of their self-evaluation indicating how they can improve their oral presentation performance.

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			with students in the class and in future classes, with faculty, and may be something we report for accreditation.	
Fa14-Sp15	SLO 5: Think and write critically	CMSD 488: Implemented a learning module for explicit instruction on APA and then graded research papers with the rubric	Results (pre-treatment- 2013 and post-treatment- 2014): Rating Fall 2013 (n=52) Fall 2014 (n=69) Effective 74% 66% Adequate 19% 32% Inadequate 4% 3%	We determined that it was difficult to decide if explicit instruction really improved use of APA on a research paper because we had a greater number of students in each section, and therefore, had fewer opportunities to work with students on their papers. We will be looking into capping this WP course at 30 and/or having in class assistance to help students with their writing.
Fa13-Sp14	Think and write critically	A grading Rubric has been developed and will be used this semester by instructors in CMSD 488 to grade paper written in the class. Update Fall 2012: The rubric was returned to students before analysis could be completed. So, we are going to use this SLO again this year for analysis. A new instructor as be added (David McCoy) who is	A grading rubric was implemented and grading analysis indicated students continue to struggle with aspects of writing, specifically the use of APA.	APA learning modules were assigned in the research methods courses along with APA activities to allow students specific practice with the use of the writing style.

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		teaching the course in place of Shelley Von Berg.		
Fa12-Sp13	Demonstrate knowledge of characteristics and etiology of speech and language disorders	Pre-post assessment were conducted for 7 of 13 courses. This was an improvement in number from last year but we recognize the need to implement assessments across all UG courses. Of the 6 courses in which no pre-post assessment was conducted, 6 were taught by part-time instructors. Results were analyzed for the following courses: 290, 321, 435, 440, 451, 488, 363.	Statistically significant improvements were seen in all courses from pre to post testing. Analysis by Dr. Lawrence indicated that students scored relatively high on pre-test; therefore, she has adjusted her testing methods from multiple choice to short answer	After the post-test was administered in CMSD 290, the instructor found that on a question to name the 4 systems of the speech mechanism 37% gave a complete manner and an additional 17% gave a partially correct answer. This was particularly interesting given the fact that these 4 systems were the main focus of another course taken at the same time by all students in the class. The instructor then posed a question using this concept and found that they had difficulty answering it. It appeared to her that there is a lack of common language being used. Also, faculty expect students to make connections between classes; however, they do not appear to be doing so. Therefore, the focus of our discussions this year will be to determine where we can use common language and how we can help students

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	Think and write critically	A writing rubric was implemented to analyze: organization, content, English grammar, use of APA, and timeliness.	Results indicated that use of APA was the lowest area of performance across two separate sections taught by two different instructors.	make the connections between courses. APA learning modules will be developed and assigned in the research methods courses along with APA activities to allow students specific practice with the use of the writing style.