

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: MA in Communication Studies

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 #1 – Discipline and sub-areas knowledge SLO #2 – Communication Theory SLO #3 – Research Methods	Assessment of 5 Comprehensive Exams, 2 question areas each, for a total of 10 Student Answers. The CMST Exam Rubric was applied to student exams by faculty. No theses were completed.	100% of students reached the Proficiency Benchmark of receiving at least an Acceptable overall rating. For SLOs #1-#3, 80% of student work was rated as “Acceptable,” in their first exam attempt. Two answers (20%) needed to re-write small portions of their work to earn the Acceptable rating.	Faculty discussed the results and made the following observations and plans: (1) Students are not actually “writing” their work during the exam time, they are pre-writing the answers at this point. The exam needs to adjust for that and either return to a more impromptu question approach or embrace a different approach to writing essays rather than exam answers. (2) Should we address the quality of work, as students are reaching Acceptable ratings in most all areas, few still needing re-writes. Do we want a higher benchmark that aspires to Exceptional ratings? Should questions be revised in a new direction? (3) In terms of reassessment, the changes implemented in 14/15 have achieved less stress among students in preparing and taking the exams. (4) The changes have not lead to more depth, challenge, or curiosity in the answers, i.e. quality. (5) Cont. problem with Self-plagiarism, must define for students and faculty. <u>Plan:</u> This will be discussed further before the 17/18 cohort prepares for exams in Spring 19.
	SLO #4 – Demonstrate Specialized Knowledge - written	-Assessment of Comprehensive Exams, Exam Rubric was applied to student exams by faculty.	100% of students reached the Proficiency Benchmark of receiving at least an Acceptable overall rating. 80% reached the benchmark in their first attempt, 20% reached it in their second attempt.	
	SLO #4 – Demonstrate Specialized Knowledge - orally	-Assessment of Comprehensive Exam Oral Defense	80% of students reached the Proficiency Benchmark of passing their Oral Defense. 20% reached acceptable in their second attempt.	

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?
Fa15-Sp16	<p>SLO #1 – Discipline and sub-areas knowledge</p> <p>SLO #2 – Communication Theory</p> <p>SLO #3 – Research Methods</p>	<p>Assessment of 7 Comprehensive Exams, 2 question areas each, for a total of 14 Student Answers. The CMST Exam Rubric was applied to student exams by faculty.</p> <p>Two theses were completed. Assessed using CMST Criteria for Outstanding Thesis Award.</p>	<p>100% of students reached the Proficiency Benchmark of receiving at least an Acceptable overall rating.</p> <p>For SLOs #1-#3, 79% of student work was rated as “Acceptable,” in their first exam attempt. Of that student work, 35% achieved Exceptional ratings.</p> <p>Three answers (21%) needed to re-write portions of their work to earn the Acceptable rating.</p> <p>Note: multiple re-writes were needed, indicating a very low level of final proficiency. There were also problems with self-plagiarism the committees had to address with the use of Turn-it-in.</p> <p>100% of theses were found to be Exceptional, as they were both given the top award in the program and considered for a university award.</p>	<p>Faculty discussed the results and made the following observations and plans:</p> <p>(1) The continued implementation of changes from 14/15, (increased time to write, use of any materials) seems to have slightly reduced some stress.</p> <p>(2) Some students achieved Exceptional quality while the majority was Acceptable and a few needed rewrites to improve an Unacceptable rating. Both increased and decreased quality outcomes.</p> <p>(3) Student’s overuse of their own previous written work was an unexpected problem, as they were able to use any materials to prepare, two cases used a previous paper for the majority of their answer. Plan: Address Self-plagiarism in Fall 2016.</p> <p>(4) It is possible that the interim situation for Graduate Coordinator may have had an impact, but the same procedures as the year prior were followed.</p> <p>(5) Student thesis work was impressive and indicates the program does prepare students for conducting research and producing high quality work. The students that complete a thesis must complete pre-work, (secure a chair, form committee, proposal acceptance) which works as a pre-assessment. If they are not successful in those tasks,</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?
	SLO #4 – Demonstrate Specialized Knowledge - written	<p>-Assessment of Comprehensive Exams, Exam Rubric was applied to student exams by faculty.</p> <p>-Both theses were nominated for Outstanding CMST Thesis and for the University Outstanding Thesis from the College of CME.</p>	<p>100% of students reached the Proficiency Benchmark of receiving at least an Acceptable overall rating.</p> <p>79% reached the benchmark in their first attempt, 21% reached it in their second attempt.</p> <p>100% of thesis work was found to be Exceptional (above proficiency benchmark), as both given the programs' Outstanding Thesis award, based on set criteria that requires Exceptional work. Both were also forwarded from the college and considered for a university award.</p>	<p>the thesis will not be pursued. What kind of pre-assessments can we devise for comps that would move students forward?</p> <p>(6) As the new GC comes on board, possible changes will be discussed in Fall 2016.</p>
	SLO #4 – Demonstrate Specialized Knowledge - orally	<p>-Assessment of Comprehensive Exam Oral Defense</p> <p>-Assessment of Thesis Oral Defense</p>	Same as above.	
Fa14-Sp15	<p>SLO #1 – Discipline and sub-areas knowledge</p> <p>SLO #2 – Communication Theory</p> <p>SLO #3 – Research Methods</p>	Assessment of 2 Comprehensive Exams, 2 question areas each, for a total of 4 Student Answers. The CMST Exam	100% of students reached the Proficiency Benchmark of receiving at least an Acceptable overall rating.	<p>Faculty discussed the results and made the following observations and plans:</p> <p>(1) Faculty discussed the implementation of changes to the exam process, based on previous assessments, with the objectives to</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?
		<p>Rubric was applied to student exams by faculty.</p> <p>One thesis was completed. Assessed using CMST Criteria for Outstanding Thesis Award.</p>	<p>For SLOs #1-#3, 50% of student work was rated as "Acceptable," in their first exam attempt.</p> <p>Two answers (50%) needed to re-write portions of their work to earn the Acceptable rating.</p> <p>The one thesis was found to be Acceptable (100% at Proficiency benchmark). It was not nominated for the program award based on the criteria, as it did not meet those standards that are considered Exceptional.</p>	<p>decrease student stress associated with exams, and increase quality of work. Changes implemented in Spring 2015: Reduction from 3 questions to 2, increased time to write (4hours instead of 2) and use of any materials during the exam with the explicit expectation that the final exam answers will be primarily original work.</p> <p>(2) The students expressed some positive feedback about the changes, a bit less stress and more focus with only 2 questions. Their ability to make a shift from what was prior practice seemed constrained, as cohorts tend to rely on the previous cohort for direction, more so than the faculty at times. It seems like these changes will need time to take effect and reassess.</p>
	SLO #4 – Demonstrate Specialized Knowledge - written	<p>Assessment of 3 Comprehensive Exams, Exam Rubric was applied to student exams by faculty.</p> <p>Assessment of Completed Thesis</p>	<p>100% of students reached the Proficiency Benchmark of receiving at least an Acceptable overall rating.</p> <p>Two answers (50%) needed to re-write portions of their work to earn the Acceptable rating.</p> <p>The one thesis was found to be Acceptable (100% at Proficiency benchmark).</p>	<p>(3) Overall quality was acceptable, for both the thesis and exams.</p> <p>(4) Plan is to continue supporting the changes, both in seminars and in the exam preparation process.</p>
	SLO #4 – Demonstrate Specialized Knowledge - orally	Assessment of Comprehensive Exams, Exam Rubric was applied	Same as Above	

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?
		<p>to student exams by faculty.</p> <p>Assessment of Completed Thesis</p>		
Fa13-Sp14	<p>SLO #1 – Discipline and sub-areas knowledge</p> <p>SLO #2 – Communication Theory</p> <p>SLO #3 – Research Methods</p> <p>SLO #4 – Demonstrate Specialized Knowledge - written</p>	<p>Assessment of 3 Comprehensive Exams, 3 question areas each, for a total of 9 Student Answers. Exam Rubric was applied to student exams by faculty.</p> <p>Three theses were completed. Assessed using University Criteria for Outstanding Thesis Award.</p> <p>-Assessment of Comprehensive Exams, Exam Rubric was applied to student exams by faculty.</p>	<p>100% of students reached the Proficiency Benchmark of receiving at least an Acceptable overall rating.</p> <p>For SLOs #1-#3, 78% of student work was rated as "Acceptable," in their first exam attempt.</p> <p>Two answers (22%) needed to re-write portions of their work to earn the Acceptable rating.</p> <p>All three theses met Proficiency (100% at Acceptable benchmark) using the Criteria. One thesis was rated as Exceptional and was selected as the Outstanding thesis for the program.</p> <p>100% of students reached the Proficiency Benchmark of receiving at least an Acceptable overall rating.</p>	<p>Faculty discussed the results and observed the following:</p> <ul style="list-style-type: none"> -Students seems to experience a tremendous amount of stress associated with the exams, to the point that they are incapable of handling the oral defense due to emotions. This may or may not be impacting the quality of answers. -As we have changed the process of comps to a committee of the whole, perhaps the exams themselves should also evolve to address the stress and quality. <p>Plan: Faculty made an improvement plan that includes a reduction from 3 questions to 2, increased time to write (4 hours instead of 2) and use of any materials during the exam with the explicit expectation that the final exam answers will be primarily original work. Impacts will be addressed in Spring 2015.</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?
		Assessment of Completed Thesis	<p>Two answers (22%) needed to re-write portions of their work to earn the Acceptable rating.</p> <p>All three theses met Proficiency (100% at Acceptable benchmark) using the Criteria. One thesis was rated as Exceptional.</p>	
	SLO #4 – Demonstrate Specialized Knowledge - orally	-Assessment of Comprehensive Exam Oral Defense	<p>100% of students reached the Proficiency Benchmark of receiving at least an Acceptable overall rating</p> <p>Two defenses (22%) needed re-writes to earn the Acceptable rating.</p>	

Fa12-Sp13	<p>SLO #1 – Discipline and sub-areas knowledge</p> <p>SLO #2 – Communication Theory</p> <p>SLO #3 – Research Methods</p>	<p>Assessment of 2 Comprehensive Exams, 3 question areas each, for a total of 6 Student Answers. Exam Rubric was applied to student exams by faculty.</p> <p>One thesis was completed. Assessed using CMST criteria for Outstanding Thesis Award.</p>	<p>-100% students achieving proficiency (i.e. passing) -students achieved an acceptable level</p> <p>- 100% student achieving proficiency (i.e. thesis was completed and awarded the program Outstanding Award for the year).</p>	<p>1. Feedback from the assessment is discussed with Faculty to consider in teaching specific seminars and how they impact SLOs. Are there assignments that can increase student achievement?</p> <p>2. Faculty were encouraged to incorporate the Comprehensive Exam Rubric in appropriate seminar assignments, so students become familiar with the expectations and levels for performance.</p> <p>3. Increasing student competency beyond “acceptable” needs to be addressed in future exams and will be on a Fall 2013 meeting agenda.</p>
	<p>SLO #4 – Demonstrate Specialized Knowledge - written</p>	<p>Assessment of Comprehensive Exams, Exam Rubric was applied to student exams by faculty.</p> <p>Assessment of Completed Thesis</p>	<p>100% students achieving proficiency (i.e. passing) -students achieved an acceptable level</p> <p>- 100% student achieving proficiency (i.e. thesis was completed and awarded the program Outstanding Award for the year).</p>	
	<p>SLO #4 – Demonstrate Specialized Knowledge - orally</p>	<p>Assessment of Comprehensive Exams, Exam Rubric was applied to student exams by faculty.</p> <p>Assessment of Completed Thesis</p>	<p>100% students achieving proficiency (i.e. passing) -students achieved an acceptable level</p> <p>- 100% student achieving proficiency (i.e. thesis was successful at the Oral Defense).</p>	

