**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

|  |  |  |
| --- | --- | --- |
| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Communicative Sciences and Disorders** | **Elena Dukhovny** | **Nidhi Mahendra** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

|  |
| --- |
| Bachelor of Science in Speech-Language PathologyStudents graduating with a B.S. in Speech-Language Pathology from California State University East Bay will: 1) Master the foundational knowledge for advanced professional training in speech-language pathology or related disciplines2) Integrate knowledge from basic and behavioral sciences and humanities with contemporary theory and practice in speech-language pathology 3) Describe typical and atypical communicative development and behavior across the lifespan4) Demonstrate skills in working collaboratively5) Explain the importance of cultural competence, social justice, ethics, and advocacy in serving diverse individuals Mapping to CSUEB Institutional Learning Outcomes:Thinking and reasoning – SLO1Specialized Education – SLO 2, 3, 5Collaboration – SLO4Diversity – SLO 3 (lifespan), SLO 5Master of Science in Speech-Language Pathology Students graduating with an M.S. in Speech-Language Pathology from California State University East Bay will:1) Screen, assess and treat individuals with a variety of communicative disorders across the lifespan2) Communicate and collaborate effectively with clients, families, and other professionals 3) Evaluate and apply clinical research, recognizing the need for evidence to support best practices in clinical service delivery 4) Consistently apply ethical professional standards, recognize and respect the limits of their professional preparation and clinical skills, and work effectively with other professionals5) Demonstrate cultural competence and commitment to advocacy for persons with communicative disordersMapping to CSUEB Institutional Learning Outcomes:Thinking and reasoning – SLOs 1, 3, 4Communication – SLOs 2, 5Collaboration – SLO 2Diversity – SLO 5Specialized Education – SLOs 1, 2, 3, 4, 5ease list all outcomes in the box below, and append a curriculum map showing alignment of the Program Student Learning Outcomes and CSUEB Institutional Learning Outcomes. |

**B. Program Student Learning Outcome(s) Assessed**

|  |
| --- |
| The assessment conducted in CSD was most closely related to Undergraduate SLO 1 (mastering foundational knowledge). |

**C. Summary of Assessment Process**

|  |
| --- |
| We assessed student utilization of various advising tools available in the department, with the goal of identifying current patterns and the optimal way to lead students through appropriate class sequences in the CSD major. To this end, we created a student survey to assess efficiency and accuracy of advising, and student perceptions about facilitators and barriers to advising. The survey was created on SurveyMonkey and a link was sent to all current undergraduate students in the major, as well as all current graduate students. About 68 students (39 % of combined undergraduate and graduate enrollment) responded to the survey. |

**D. Summary of Assessment Results**

|  |
| --- |
| According to the results of the survey, 90% of respondents use the department website at least once a quarter for advising information, about 50% use the Clinic Handbook, about 45% use the CSUEB catalog and about 45% get information from a faculty advisor at least once a quarter. Approximately 60% of respondents reported wanting access to better, more accurate and more timely advising, with primary complaints being lack of 2-year roadmaps of required classes, inconsistency in advising across advisors, and limited availability of faculty advisors. To respond to some of these concerns, CSD will be releasing 2-year roadmaps for all student cohorts no later than June 21st, 2013. We are also modifying the timing and format of initial advising sessions and designating specific group and individual advising roles. These changes will be implemented effective Fall quarter 2013. Subsequently, we will use the same survey to re-assess student access to academic advising by the end of AY 2013-2014. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

|  |
| --- |
| It would be helpful for new faculty involved in the process to get a brief overview of the roles and responsibilities of the various credentialing / assessment organizations to whom the FACT project answers, and whether they are at the level of the Cal State system, CSUEB-specific, or college-specific.  |

Thank you for your hard work for the past year, and have a Great Summer!