05-06 Assessment Reports

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Department : Speech Pathology and Audiology

Mission : The mission of the Department of Speech Pathology and Audiology is to train competent professionals in speech, language pathology and audiology with an appropriate scientific background, clinical skill and an appreciation for the need to continue learning beyond formal academic training. The Speech Pathology program at CSUS is fully accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Outcome : 1. Analyze ideas and make critical evaluations. 2. Understand and apply research literature to selected disciplines. 3. Demonstrate professional communication skills. 4. Understand and apply fundamental information in anatomy, physiology, neurology, and the psychology of communication. 5. Assess speech, language and hearing performance and appropriately interpret and apply information. 6. Plan, implement, evaluate and modify educational or clinical interventions across a wide range of patients. 7. Develop effective professional relationships with patients, caregivers and other professionals. 8. Appreciate, understand and apply multicultural information in assessment and therapy. 9. Recognize the need for and participate in professional activities that promote lifelong learning. 10. Earn appropriate credential, licenses and/or certifications.

Description : 1. Written Comprehensive Exam/Project/Thesis. Each comprehensive exam, thesis or project will be evaluated with regard to knowledge, analysis and synthesis. The comprehensive examination is 12 hours and covers multiple areas of speech-language pathology and one audiology question for speech pathology majors and multiple areas of audiology and one speech-language pathology question for audiologists. The project and thesis is a major integrative paper with the first reader primarily responsible for directing the project. The primary difference between the two major papers is that the thesis has a research component and the project does not. 2. Writing Assessment. The WPE is required of all undergraduate and transfer graduate students. Additionally, each clinic requires extensive writing assignments for each patient. Each patient seen for a hearing and/or speech-language evaluation requires a report and several classes have major writing components. Finally, in each of the culminating experiences (comprehensive examination, project or thesis) there is extensive writing required. 3. Employer Survey. A survey will be sent to area employers. The results of each item will be averaged. 4. Alumni Survey. Each alumnus will receive a survey to determine if he or she has acquired any of the following: a. California Clinical Rehabilitative Services Credential b. California Clinical Rehabilitative Services Credential with Special Classroom Authorization c. California License in Speech-Language Pathology d. California License in Audiology e. Certificate of Clinical Competence – Speech-Language Pathology f. Certificate of Clinical Competence – Audiology g. California Hearing Aid Dispenser License 5. Minutes of Advisory Committee. Selected professionals from
Sacramento who are speech-language pathologists and audiologists in schools, hospitals, public and private agencies and private practice provide feedback regarding program development. The advisory committee meets four times a year. In addition to the chair and one faculty liaison attending each meeting, the minutes will be reviewed for strengths and weaknesses by the faculty. 6. Client Survey. Each client/patient in the Maryjane Rees Language, Speech and Hearing Center will be provided with a survey regarding services they received. Those items reflecting student clinician performance will be tracked across semesters. 7. PRAXIS. The national examination required for California State Licensing and national certification (Certificate of Clinical Competence in either Speech-Language Pathology or Audiology) will be assessed regarding pass/fail rate for each emphasis.

**Date and Time**: 2005 and 2006

**Result**: 1. Written Comprehensive Exam/Project/Thesis. All students complete either the comprehensive exam, thesis or project. All students passed the comprehensive exams in both 2004-2005 and 2005-2006. Students must prepare for these exams by reviewing all material from their undergraduate and graduate coursework. The comprehensive examination is 12 hours and covers multiple areas of speech-language pathology and one audiology question for speech pathology major. Passing these exams indicates strong performance with regard to knowledge, analysis and synthesis of all subject matters. The project and thesis is a major integrative paper with the first reader primarily responsible for directing the project. The primary difference between the two major papers is that the thesis has a research component and the project does not. 2. Writing Assessment. All undergraduate and transfer graduate students have passed the WPE from 2004-2006. All students in the graduate program successfully completed the comprehensive exams or wrote and passed their thesis. 3. Employer Survey. We received 14 complete employer surveys in the spring 2006. Thirteen of the 14 surveys indicated that our students were either equally well trained over the years or better trained in the most recent five years or so. The majority of employers found that students were well prepared in most areas of training. No more than 3 employers found that students needed more preparation in the areas of voice diagnostics and therapy and augmentative communication assessment. 4. Alumni Survey. We are in the process of developing our alumni survey. We have been in contact with the alumni center to obtain a list of our alumni and our initiating an alumni chapter this year. We plan to send out our alumni surveys in the Spring of 2007. 5. Minutes of Advisory Committee. The advisory board met fall 2004, spring 2005, fall 2005, spring 2006 and fall 2006. Minutes from the meetings indicate that the curriculum is sufficient in all areas with some concerns regarding preparing students for working with complex cognitive issues with head injured adults. 6. Client Survey. Twenty Five completed Client Surveys from Spring 2006 indicate that 88% of clients felt the clinicians were very well prepared to provide therapy and 8% felt clinicians were moderately well prepared to provide therapy. And 100% felt they were treated with respect and courtesy and their privacy was respected at all times. 7. PRAXIS. Student pass rates have improved from 67% to 85% from 2004 to 2006. The faculty responded to the lower pass rate in 2004 by changing the information provided to students preparing for the comprehensive exams. Prior to 2005, students were given areas to focus on to prepare for the comprehensive exams; now students are instructed to prepare to be evaluated on all material from their undergraduate and graduate coursework. This new preparation process is consistent with the breadth of material on the Praxis. Students have also been strongly encouraged not to take the Praxis until after
completing the comprehensive exams. The significant improvement in pass rate is strong evidence that this new strategy is improving student performance.

program_change: The M.S. program in Audiology closed with the final students graduating in the spring of 2005. The new entry level for Audiology (beginning January 1, 2007) is a clinical doctorate in Audiology (Au.D.). A Master’s degree will no longer be accepted for the Certificate of Clinical Competence (CCC) beginning in 2007. Because the state of California does not allow the CSU system to offer a doctorate or clinical doctorate, it will be necessary for all state universities to find a partner with whom they can jointly offer a clinical doctorate degree. CSU, Sacramento is closing only the Audiology program (not Speech-Language Pathology) on hold until such time that a partner can be found.

procedure:

academic_change:

Upcoming_year: We plan to include the following measures to our assessment plan in 2006-2007: 1. Written Comprehensive Exam/Project/Thesis. We will continue to track the students performance on the comprehensive exams and the thesis projects 2. Employer Survey. A survey will be sent to area employers. The results of each item will be averaged. 3. Alumni Survey. Each alumnus will be sent a survey. The results for each item will be averaged. Each alumnus will receive a survey to determine if he or she has acquired any of the following: a. California Clinical Rehabilitative Services Credential b. California Clinical Rehabilitative Services Credential with Special Classroom Authorization c. California License in Speech-Language Pathology d. California License in Audiology e. Certificate of Clinical Competence – Speech-Language Pathology f. Certificate of Clinical Competence – Audiology g. California Hearing Aid Dispenser License 4. Minutes of Advisory Committee. Selected professionals from Sacramento who are speech-language pathologists and audiologists in schools, hospitals, public and private agencies and private practice provide feedback regarding program development. The advisory committee meets four times a year. In addition to the chair and one faculty liaison attending each meeting, the minutes will be reviewed for strengths and weaknesses by the faculty. 5. Client Survey. Each client/patient in the Maryjane Rees Language, Speech and Hearing Center will be provided with a survey regarding services they received. Those items reflecting student clinician performance will be tracked across semesters. 6. PRAXIS. The national examination required for California State Licensing and national certification (Certificate of Clinical Competence in either Speech-Language Pathology or Audiology) will be assessed regarding pass/fail rate for each emphasis. 7. The Applied Communication Sciences Lab (ACSL) Research Success ACSL is a collaborative research lab co-directed by three faculty members in the department of Speech Pathology and Audiology. ACSL was founded in the fall of 2000 and each year approximately 10 undergraduate students and 4 graduate students actively participate in research projects under the direction of a particular faculty member or graduate student. Recently ACSL has expanded it’s success by providing research support to members of the Greater Sacramento Community in order to facilitate the growth of evidenced based practice in the fields of speech pathology and audiology. We will track the number of successful publications and presentations produced by ACSL.
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