

2013-2014 ANNUAL ASSESSMENT REPORT

Department of Speech Pathology and Audiology

by
Ann Blanton
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Part 1: Background Information

B1. Program name: [Department of Speech Pathology and Audiology]

B2. Report author(s): [Ann Blanton]

B3. Fall 2013 enrollment: [__293 UG, 72 Grad __]

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

	1. Critical thinking (WASC 1)*
	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were assessed in 2013-2014 but not included above: a. b. c.

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

Due to incipient changes in the detail that WASC will be requiring for each program in terms of learning and assessment, and due to forthcoming changes in the writing assessment and remediation (if necessary) plans that Sac State will be making, the Department of Speech Pathology and Audiology decided to look at the writing assignments we require our undergraduates to complete. We also examined our assessment of that writing.

Briefly, we found that we require application of several of the PLOs listed above in undergraduate writing: Inquiry and analysis; Creative thinking; Reading; Team work; Problem solving; Ethical reasoning; Foundations and skills for lifelong learning; Integrative and applied learning; Overall competencies in the major/discipline; – but we have no rubrics or “EXPLICIT standards of performance/expectations” for the writing itself. Professors in our department give very explicit instructions on WHAT to write, but not HOW to write it. This means that our program will need to develop standards and rubrics in order to meet a major WASC requirement, WASC 3.

Included below are several representative writing assignments given to our undergraduate students in various courses by full-time faculty. Formatting has been altered and some content not specific to writing has been deleted to reduce page space needed for the texts.

As can be seen, almost no instruction is given for the writing other than some verb tense requirements and APA formatting in the Research Project, and deduction of points for writing mechanics in the Vocabulary Intervention Assignment.

Lab 2: Vowel Lab

1. Answer the following questions:
 - a. How does the waveform look? Describe it.
 - b. What are the axes of the waveform?
 - c. Is the waveform aperiodic or periodic? Explain why.
 - d. If it is aperiodic, what would make it that way? (Hint: Think about the definitions of periodic and aperiodic.)
2. If the Fundamental Frequency is the number of cycles (repeated patterns) of a wave per second, can you determine the Fundamental Frequency from looking at this waveform? Provide an estimate of this value. (Hint: 1 second = 1000 ms, so there are ten 100ms segments in a second). From this, estimate the period and the wavelength using the equation you know from lecture.
Fundamental Frequency: _____
Period: _____
Wavelength: _____

Article Review (AR) Assignment #2 – Chapter #4

Question #2, Page 153 – Download, print, and read article by Jacobs & Thompson (2000).

Answer all of the study questions listed in textbook.

Directions: Please follow all of the multiple-step instructions.

In-class group work:

Print and bring a copy of the Article Review Table to class. During small group time, work together to complete one table per article.

Homework:

Using your completed Article Review Table, type your responses to question #2 (page 153 of text). Be sure to refer to the rubric to guide you. Turn in a hard copy of your responses with the grading rubric stapled on top. Be sure to add your name on the grading rubric.

Completed Packet:

Submit stapled, hard copy, completed packet to instructor on due date in the following order:

- 1) Grading Rubric
- 2) Typed responses to questions
- 3) Hand-completed Article Review Table
- 4) Copy of the articles, including any handwritten notes or highlighting

Points:

Possible 50 points, per student.

RESEARCH PROJECT

Design and implement a research project from hypothesis to discussion. Just about anything goes, the research does not have to be related to communication disorders, but you need to pick a topic for which you can use some related research to write a literature review. You may gather data from observation, surveys, or use archival data. Think in terms of group differences or simple relationships among variables.

STEP 1

1. Obtain randomly assigned group assignments from instructor.
2. Move and sit with your group members.

STEP 2

Be prepared to discuss your project during class. Your group will have a chance to briefly discuss your project ideas with the instructor and classmates.

STEP 3

Each group should submit a one or two page **topic paper**. This paper does **NOT** have to be in APA format. Be sure to list all students in your group and group number.

Be sure to provide instructor with project roles -**who** will be responsible for and write each section of the paper including:

- Introduction section
- Literature Review section
- Method section
- Results section
- Discussion sections

This paper should clearly identify and discuss the following:

- Your research topic
- Research question
- Research strategy/design
- Your independent and dependent variables

STEP 4

Group prospectus, PowerPoint presentations, and paper.

Each group should formally present and discuss their project including:

- Research topic
- Research question
- Research design
 - Participants
 - Materials
 - Procedures i.e. Data collection methods
 - Your independent and dependent variables

Prospectus approval will be granted by the instructor once group members demonstrate understanding of any recommendations and instructor changes.

Research Prospectus Document Instructions:

The prospectus will include:

Introduction section

Literature Review section, including your research question(s).

1. Your literature review should include at least 2-3 peer-reviewed articles per person.

2. Refer to your text book (Chapter 2) for details on how to plan and write these sections.
3. The prospectus is to be written in the FUTURE tense i.e. “The researchers will investigate”, “Participants will be asked to....”
4. Prospectus must be typed and turned in.
5. The prospectus should be 4 pages in length.

STEP 5 Data Collection and Analysis

1. Collect your data.
2. Analyze the results for the Results section.

STEP 6 Writing the project (final) paper – Due the day your group presents

There will be five sections to this paper:

Introduction (1-2 pages)

Literature review (3-4 pages) including purposes and research question(s)

Method section (1-2 pages)

Results section (2-3 pages)

Discussion section (1-2 pages) including Limitations to the Study, Future Directions and Recommendations.

Write up each section listed above. Be sure to adhere to APA format. Refer to your text book for additional guidance in how best to prepare and writing/formatting suggestions. Graphic display of your results will enhance your presentation of data.

Remember: The final copy is written in PAST tense: “The participants performed...,” “Data was collected”

Finally, each group will complete one article review table for a work cited in your paper.

STEP 7 Presenting the Final Paper

Time limit is 30 minutes including questions and answers.

2. VOCABULARY INTERVENTION ASSIGNMENT

You will gather 3 children’s books—new or gently used (ages 0-12 years). You will choose one vocabulary word, from each book, to emphasize in therapy. On the form provided in your Simply Brilliant book, you will describe three specific activities to teach the vocabulary word you have chosen. On the due date, you will give me the 3 children’s books and your written assignment. I will keep the 3 books to give to under-resourced children, and will return your graded assignment sometime after spring break. There are several examples of how to do the assignment in your Simply Brilliant book, and we will go over them together in class. The assignment will be worth 30 points—10 points per book. One point will be taken off for each typo, spelling error, and grammatical error. Complete sentences are required.

VI. Scenario 1 (12 points).

Cindy is born after a normal pregnancy and delivery. She develops chronic ear infections shortly after her birth. The ear infections are not treated until they become painful enough for her to cry, alerting family members to the issue. She was treated with antibiotics beginning at 18 months of age.

Discuss:

- a.) Which of Locke's four phases may be initially affected by Cindy's situation?
- b.) How may subsequent phases be affected? Don't just list the subsequent phases. Tell exactly what happens (or doesn't happen) in each phase.
- c.) Would Locke say that Cindy is at risk for long-term language problems/language processing problems? Why would he say that?

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

X	1. Yes
	2. No (If no, go to Q1.4)
	3. Don't know (Go to Q1.4)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

X	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile (DQP)** to develop your PLO(s)?

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for ALL PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for SOME PLOs assessed in 2013-14.
X	3. No (If no, go to Q2.2)
	4. Don't know (Go to Q2.2)
	5. Not Applicable (Go to Q2.2)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

Q2.2. Have you published the **PLO(s)/expectations/rubric(s)** you assessed in **2013-2014**?

	1. Yes
X	2. No (If no, go to Q3.1)

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence **collected** for 2013-2014?

	1. Yes
X	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
X	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet developed a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
X	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet updated the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment of **student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

A5. Does the program have any capstone class?

	1. Yes
X	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [_____]

A6. Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: [Master's Degree Program in Speech Pathology]

A8. Department in which the academic unit is located: [Speech Pathology and Audiology]

A9. Department Chair's Name: [Ann Blanton]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [__2__]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
X	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):

A12. Number of undergraduate degree programs the academic unit has: [__1__]

A12.1. List all the name(s): [Bachelor of Science Degree in Speech Pathology and Audiology]

A12.2. How many concentrations appear on the diploma for this undergraduate program? [__0__]

Master Degree Program(s):

A13. Number of Master's degree programs the academic unit has: [__1__]

A13.1. List all the name(s): [Master of Science Degree in Speech Pathology]

A13.2. How many concentrations appear on the diploma for this master program? [__0__]

Credential Program(s):

A14. Number of credential degree programs the academic unit has: [__1__]

A14.1. List all the names: [Clinical Rehabilitative Services Credential]

Doctorate Program(s)

A15. Number of doctorate degree programs the academic unit has: [__0__]

A15.1. List the name(s): [__NA__]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
X	2. No

16.1. If yes, please specify the name of each program: _____

16.2. If yes, please specify the name of each diploma concentration: _____