2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: | BS Speech Pathology & Audiology |

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [**Check all that apply**]

☑ 1. Critical Thinking

☐ 2. Information Literacy

☐ 3. Written Communication

☐ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 6. Inquiry and Analysis

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☐ 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. Other, specify any assessed PLOs not included above:

a. [   ]
b. [   ]
c. [   ]

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

This is the first assessment report for the Second Bachelor of Science in Speech Pathology and Audiology (SBSSPA) Program. All students in the program possess a baccalaureate degree in a field other than Speech Pathology and Audiology or Communication Sciences and Disorders. Students desiring a career in these fields must possess a Master's Degree to apply for the required credentials for practice. Application to a graduate program requires the completion of an undergraduate degree in Speech Pathology and Audiology, Communication Sciences and Disorders, or its equivalent. This program provides access to our fields to those students. The second cohort of the program began the 16 month course sequence, which is offered through the College of Continuing Education (CCE), in the fall of 2015. The cohort will complete all coursework in fall 2016. Disaggregated data was not

Q1.2.1.
Do you have rubrics for your PLOs?

⦿ 1. Yes, for all PLOs

◯ 2. Yes, but for some PLOs

◯ 3. No rubrics for PLOs

◯ 4. N/A

◯ 5. Other, specify: [   ]

Q1.3.
Are your PLOs closely aligned with the mission of the university?

⦿ 1. Yes

◯ 2. No

◯ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

⦿ 1. Yes

◯ 2. No (skip to **Q1.5**)

◯ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

⦿ 1. Yes

◯ 2. No

◯ 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

⦿ 1. Yes

◯ 2. No, but I know what the DQP is

◯ 3. No, I don't know what the DQP is

◯ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

⦿ 1. Yes

◯ 2. No

◯ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Overall Competencies in the Major/Disicpline

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

See Q1.2

Q2.2.
Has the program developed or adopted **explicit** standards of performance for this PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q2.3.
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

This year, we chose to report on two direct measures. Indirect measures would not be valid, because the students from Cohort 1 and Cohort 2 have not yet taken the Praxis exam or begun work in the field and because the students in Cohort 2 are not yet ready to complete the Undergraduate Experience Exit Survey.

1. Learning Outcomes Assessment

2016 learning_outcome_assesment_questionairre key.docx
29.63 KB

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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☐	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☑	☑	☑	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☑	☑	☑	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☑	☑	☑	6. In the assessment or program review reports, plans, resources, or activities
☑	☐	☐	7. In new course proposal forms in the department/college/university
☑	☑	☑	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?

- ● 1. Yes
- ○ 2. No (skip to **Q6**)
- ○ 3. Don't know (skip to **Q6**)
- ○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

2

Q3.2.
Was the data **scored/evaluated** for this PLO?

- ● 1. Yes
- ○ 2. No (skip to **Q6**)
- ○ 3. Don't know (skip to **Q6**)
- ○ 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

> The Learning Outcomes Assessment is distributed in selected course sections. Through this process, it is completed by each student in our program. Each question has one "correct" answer. That data are compiled through survey monkey and analyzed by the Department Chair and Faculty using the alignment table previously provided.
>
> The chair consults with the office of the Registrar and monitors students' progress to degree monthly through the
> graduation application process

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ● 1. Yes
- ○ 2. No (skip to **Q3.7**)
- ○ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

- ☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☐ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☑ 8. Other, specify: Learning Outcomes Assessment/GPA in the major

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

Please see attached Learning Outcomes Assessment and description above

📎 **2016 learning_outcome_assesment_questionairre key.docx**
29.63 KB   📎 **No file attached**

Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

◉ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: _____ (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

All full time faculty participate in the development and refinement of the Learning Outcomes Assessment.

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

All full time faculty participate …

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All students complete the Learning Outcomes Assessment. We reviewed all of these.

Q3.6.1.
How did you **decide** how many samples of student work to review?

We reviewed all Learning Outcome Assessments completed by students attending school on the day(s) of administration.

Q3.6.2.
How many students were in the class or program?

30

Q3.6.3.
How many samples of student work did you evaluated?

29

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

- ○ 1. Yes
- ◉ 2. No (skip to **Q3.8**)
- ○ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☐ 3. College/department/program student surveys or focus groups
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify: _____

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

Indirect measures would not be valid, because the students from Cohort 1 and Cohort 2 have not yet taken the Praxis exam or begun work in the field and because the students in Cohort 2 are not yet ready to complete the Undergraduate Experience Exit Survey.

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Q3.7.2.
If surveys were used, how was the sample size **decided**?

Q3.7.3.
If surveys were used, how did you **select** your sample:

Q3.7.4.
If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify:

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

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(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Direct Measure 1: Learning Outcomes Assessment

In 2015-16, the data indicates that, by the second semester (Spring 2016), 73% or more students are answering 4 of 11 of the **basic knowledge** questions correctly. Questions 3 and 23 require further examination because of the low rate of passage.

2015-2016												
Cohort	% of students answering basic knowledge questions correctly											
2	2	3	4	5	8	9	11	12	13	18	23	

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Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

A triangulation of the data collected indicates that our students are on track for meeting or exceeding our overall program standards for this PLO1 (See below). One Direct Measure, our Learning Outcomes Assessment, does provide an opportunity for discussions across our curriculum with regard to specific topics that may require curricular emphasis.

Direct Measure 1: Learning Outcomes Assessment (Standard of Performance In Progress)

The standard of performance was met for 4/6 questions (67%) in the second of four semesters. Our goal for 73% of students to answer 6 of the basic knowledge questions by the senior year (fourth of four semesters). Questions 3

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Q4.3.

For the selected PLO, the student performance:

○ 1. **Exceeded** expectation/standard

◉ 2. **Met** expectation/standard

○ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ○ 1. Yes
- ○ 2. No
- ◉ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ◉ 1. Yes
- ○ 2. No (skip to **Q5.2**)
- ○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Questions 3 (Basic knowledge/voice & Resonance & Language) and 23 (Basic knowledge/AAC) require specific analysis by our faculty at our fall retreat to determine if the questions need further development (which affects the validity of this measure) or if curricular modifications or enhancements are appropriate.   The faculty will review the overall results from the Learning Outcomes Assessment, paying particular attention to these questions, at our fall faculty retreat. We will assess the impact of any changes as part of our ongoing cycle of review and revision to this annual measure.

The department chair and will continue to monitor GPA in consultation with the degree evaluation office through the graduation application process. The Curriculum Committee will also continue to monitor course passage rates and

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	○	○	○	◉
2. Modifying curriculum	○	○	○	○	◉
3. Improving advising and mentoring	○	○	○	○	◉

4. Revising learning outcomes/goals	○	○	○	○	◉
5. Revising rubrics and/or expectations	○	○	○	○	◉
6. Developing/updating assessment plan	○	○	○	○	◉
7. Annual assessment reports	○	○	○	○	◉
8. Program review	○	○	○	○	◉
9. Prospective student and family information	○	○	○	○	◉
10. Alumni communication	○	○	○	○	◉
11. WSCUC accreditation (regional accreditation)	○	○	○	○	◉
12. Program accreditation	○	○	○	○	◉
13. External accountability reporting requirement	○	○	○	○	◉
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	○	○	○	○	◉
16. Institutional benchmarking	○	○	○	○	◉
17. Academic policy development or modifications	○	○	○	○	◉
18. Institutional improvement	○	○	○	○	◉
19. Resource allocation and budgeting	○	○	○	○	◉
20. New faculty hiring	○	○	○	○	◉
21. Professional development for faculty and staff	○	○	○	○	◉
22. Recruitment of new students	○	○	○	○	◉

23. Other, specify:

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

The assessment report from last year's bachelor's program, which contains identical coursework to that found in the Second Bachelor program has been instrumental in the ongoing design of the Second Bachelor's Program. With subsequent cohorts, we will be able to use disaggregated data to inform program design and revision.

For example, the feedback we received helped us begin to better align our annual assessment to our PLOs. We also realized that we needed to update our Assessment Plans. The plans, along with curriculum maps, were successfully updated and have been submitted to the Office of Program Assessment at Sacramento State.

(**Remember**: Save your progress)

Additional Assessment Activities

Q6.
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

Our program measured two PLOs this year. Below are abbreviated results from the second PLO measured.

Question 1: PLO2 Critical Thinking

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Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

☐ 1. Critical Thinking

☐ 2. Information Literacy

☐ 3. Written Communication

☐ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 6. Inquiry and Analysis

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☐ 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. Other, specify any PLOs not included above:

a. [   ]
b. [   ]
c. [   ]

Q8. Please attach any additional files here:

📎 No file attached   📎 No file attached   📎 No file attached   📎 No file attached

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

Departmental Assessment Plan BS and SBSSPA.docx (curriculum map embedded indocument)

2016 learning_outcome_assesment_questionairre key.docx

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]

BS Speech Pathology & Audiology

P1.1.
Program/Concentration Name(s): [by department]

Speech Pathology & Audiology BS

P2.
Report Author(s):

Robert Pieretti, Ph.D., CCC-SLP

P2.1.
Department Chair/Program Director:

Robert Pieretti, Ph.D., CCC-SLP

P2.2.
Assessment Coordinator:

Robert Pieretti, Ph.D., CCC-SLP

P3.
Department/Division/Program of Academic Unit

Speech Pathology & Audio.

P4.
College:

College of Health & Human Services

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

Undergraduate: 330   Second
Bachelor's 31 Graduate: 84

P6.
Program Type:

○ 1. Undergraduate baccalaureate major

○ 2. Credential

○ 3. Master's Degree

○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

◉ 5. Other, specify: Second Bachelor of Science (PostBacc)

P7. Number of **undergraduate degree programs** the academic unit has?

2

P7.1. List all the names:

Speech Pathology and Audiology

Second Bachelor of Science in Speech Pathology and Audiology (SBSSPA)

P7.2. How many concentrations appear on the diploma for this undergraduate program?
0

P8. Number of **master's degree programs** the academic unit has?
1

P8.1. List all the names:

Speech Pathology

P8.2. How many concentrations appear on the diploma for this master's program?
0

P9. Number of **credential programs** the academic unit has?
1

P9.1. List all the names:

Speech-Language Pathology Services with or without Special Class Authorization

P10. Number of **doctorate degree programs** the academic unit has?
0

P10.1. List all the names:

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	○	◉	○	○	○	○	○
P11.1. last updated?	○	○	○	○	◉	○	○

P11.3.
Please attach your latest **assessment plan**:

📎 **Departmental Assessment Plan BS and SBSSPA.docx
32.36 KB**

P12.
Has your program developed a **curriculum map?**

◉ 1. Yes

○ 2. No

○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

📎 Departmental Assessment Plan BS and SBSSPA.docx
32.36 KB

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

◉ 1. Yes

○ 2. No

○ 3. Don't know

P14.
Does your program have a capstone class?

○ 1. Yes, indicate: [   ]

◉ 2. No

○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

○ 1. Yes

◉ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Department of Speech Pathology & Audiology 2016 Learning Outcome Assessment

Course & Section: _____

Please circle one response for each question

Academic Level

a. Sophomore
b. Junior
c. Senior
d. Other Undergraduate
e. 2nd Bachelor's Degree

f. Clinical/Classified -1st semester
g. Clinical/Classified - 2nd semester
h. Clinical/Classified Grad-3rd Semester
i. Clinical/Classified Grad- 4th Semester
j. Other Graduate

1. CT: The focus of a research study is to determine how cognition is impacted by meditation exercises. Clients will participate in meditation exercises and cognition will be measured to determine if meditation impacts performance on language and cognition. The independent variable in this study is _____ and the dependent variable is _____.
   a. Relaxation, number of clients
   b. Meditation, cognition
   c. Cognition, meditation
   d. Measures of client independent participation, measures of clients need to support

2. BK: A child with a language impairment tells you about her weekend. She says things like "We eated food," "my kitty meow at me," and "the doggy bark at my 3 friend." This child has difficulty with which specific domain of language?
   a. Phonology
   b. Morphology
   c. Syntax
   d. Semantics
   e. Pragmatics

3. BK: Prior to surgery, which system would be primarily impaired if a child had a cleft palate?
   a. Phonology
   b. Semantics
   c. Syntax
   d. Resonance
   e. Fluency/stuttering
   f. Both a and d

4. BK: The essential difference between speech and language is
   a. Speech is communication, language is ideas
   b. Speech is physical/motor, language is symbolic representation
   c. Language is communication, speech is organized
   d. Language is learned, speech is innate.

The CELF-5 has a mean of 100 and a Standard Deviation of 15. Scores within one standard deviation of the mean are considered to be in the "average" range. Gina received the following standard scores on the test: Receptive Language Index 70, Expressive Language Index 80, Core Language Score 75. Please complete the following (Questions 5, 6 &7):

5. BK: In most public agencies, Gina must score at or below _____ standard deviations below the mean (or below the 7th percentile) on two "measures."
   a. 1.5
   b. 3
   c. 2
   d. 4

6. CT: What is the corresponding qualifying standard score for the CELF-5?
   a. 90
   b. 70
   c. 78
   d. 85

7. CT: If we consider each of Gina's scores listed above to be one "measure," would Gina qualify for language services based on her test results? (circle one): Y/N

8. BK: The maximum amount of air in the lungs after inhaling as much air as possible is referred to as the:
    a. residual volume
    b. **vital capacity**
    c. resting expiratory level
    d. expiratory reserve capacity

9. BK: The first step necessary before the vocal folds can be set into vibration is to:
    a. **adduct the vocal folds**
    b. abduct the vocal folds
    c. allow the recoil forces of the vocal fold tissues to pull them apart
    d. allow the inertia from the supraglottal column of air to increase subglottal pressure

10. CT: A public school SLP is assessing the skills of Justin, a 10-year old boy who was referred for a possible language disorder. The teacher is concerned because "Justin just can't write a story with all the events in correct order." After the SLP is finished administering a formal test, the Yarrow Achievement Written Narrative (YAWN) test, she finds that Justin's overall score is at the 25th percentile rank. This means that:
    a. Out of 100 children, 75 did better than Justin on the YAWN and 25 children did worse
    b. **75% of the children in the YAWN's normative sample performed better than Justin**
    c. 75% of the children in the YAWN's normative sample performed about the same as Justin did, but they scored 4-5 higher on the test overall
    d. Justin scored about the same as 75% of fifth graders in the YAWN's normative sample
    e. Justin scored 25 points lower than the average fifth grader in the YAWN's normative sample

11. BK: The definition of Standard Deviation is:
    a. **A measure of variability or diversity used to show how much variation exists from the average**
    b. When a criterion has been set in order to determine if an individual's score is normal, less than normal, or non-normal.
    c. It is used to rank an individual's score in comparison to other individuals' scores.

12. BK: What are the clinical red flags that would that would help you differentiate apraxia and dysarthria in a client?
    a. Error consistency & respiratory problems
    b. **Error consistency & weakness**
    c. Hypernasality & phonation difficulties
    d. Onset of diagnosis & rate of progression

13. BK: Traumatic brain injury (TBI) often results in cognitive-linguistic deficits and most frequently involve:
    a. Slow and insidious confabulation and disorientation
    b. Primary progressive aphasia
    c. Oropharyngeal dysphagia
    d. **Diffuse axonal injury**

14. CT: An individual presenting with sudden onset left hemiparesis and moderate-severe oral-stage dysphagia is likely to also be diagnosed with:
    a. Left hemisphere CVA, aphasia and moderate apraxia of speech
    b. Left hemisphere CVA, mild dysarthria
    c. **Right hemisphere CVA , impulsivity and flat affect**
    d. Right hemisphere CVA, aphasia and minimal apraxia of speech

15. CT: For children diagnosed with Autism Spectrum Disorder, which of the following areas of social communication would apply?
    I. Deficits in social-emotional reciprocity.
    II. Deficits in nonverbal communicative behaviors used for social interaction.
    III. Deficits in developing, maintaining and understanding relationships.
    IV. Deficits in attention, learning and memory.
    a. I, III, IV
    b. II, III, IV
    c. I, II, III
    d. All of the above

16. CT: A diagnosis of Autism Spectrum Disorder contains elements of the following, EXCEPT:
    a. Persistent deficits in social communication and social interactions
    b. Restricted, repetitive patterns of behavior, interests, or activities
    c. Symptoms present from 2 years of age
    d. Symptoms cause clinically significant impairment in occupational functioning

17. CT: John recently began wearing hearing aids, following the identification of a moderate-severe hearing loss. He and his wife, Marie, are about to attend a workshop to learn about John's hearing aids. The following topics should be included as part of a course for new hearing aid wearers, EXCEPT:
    a. Problems associated with understanding speech in noise
    b. Assertiveness
    c. Hearing aid use and care
    d. Listening and repair strategies
    e. None of the above

18. BK: What are the physical properties of sound?
    a. Vibrating source, medium, audible
    b. Frequency, duration, amplitude
    c. Intensity, frequency, amplitude
    d. Force, inertia, velocity

19. CT: A patient comes for an evaluation and therapy after being diagnosed w/ right-sided base of tongue cancer and 16 sessions of radiation therapy. What primary deficit(s) might you expect to find & what phase(s) of swallowing might it mostly affect?
    a. Lymphedema affecting the pharyngeal and esophageal phase.
    b. Fibrosis with decreased lingual range of motion, trismus, xerostomia affecting the oral preparatory phase.
    c. GERD affecting the pharyngeal phase of swallowing.
    d. Aerophagia affecting the oral transit phase.

20. CT: Your client is a person who stutters with blocks and prolongations being the most frequent core disfluencies. These disfluencies are produced with a lot of tension and last for several seconds when they occur. Which would probably be the best technique to teach from Stuttering Modification therapy?
    a. Easy onset
    b. Soft contact
    c. Bounce
    d. Continuous phonation

21. CT: Your 32-year-old voice client is a professional who has to talk a lot at her job. She is also a very social person who frequently goes out with friends at night to clubs and bars where a band is playing. She has a cocktail or two when she's out and admits to talking pretty loud when she's "partying". Her voice has been hoarse for a several weeks and it's getting hard for her to talk at work. She says her voice feels tired but not sore and she has no sense of globus. She is otherwise in very good health and has not been ill. What do you suspect her diagnosis is going to be?
    a. Polyps
    b. Nodules
    c. Laryngeal cancer
    d. Leukoplakia

22. CT: You are serving a child from a non-mainstream cultural background. Jose's parents have immigrated from Mexico, and are experiencing poverty in the U.S. because they do not speak English and have had very little formal schooling. Fluent Spanish is spoken in the home. Jose comes to kindergarten at age 5 with no preschool experience. He speaks only Spanish. In December of his kindergarten year, his teacher refers him for a speech-language evaluation. She is concerned because she thinks he might have a language impairment and that he needs therapy. Which of the following might be impacting Jose's classroom performance that are NOT signs of a language impairment?
    a. Coming from a background of poverty
    b. Grammatical errors in English directly due to the influence of Spanish in the home
    c. Making sound substitutions in English that are directly due to the influence of Spanish in the home (e.g., saying "berry" instead of "very")
    d. A, B
    e. A, B, C

23. BK: As an SLP, if I complete a functional behavioral assessment (FBA) and using the results, I alter the environment of a child with complex communication needs (CCN) who is a beginning communicator, I am following the:
    a. Principle of Functional Equivalence
    b. Principle of Goodness-of-Fit
    c. Principle of Efficient and Effective Manner

Departmental Assessment Plan Department of Speech Pathology and Audiology

BACHELOR OF SCIENCE: COMMUNICATION SCIENCES AND DISORDERS

SECOND BACHELOR OF SCIENCE: COMMUNICATION SCIENCES AND DISORDERS

Note: Degree titles will change from "Speech Pathology and Audiology" to "Communication Sciences and Disorders" for cohorts entering the program in Fall 2016

Posted: Spring 2016

BACHELOR OF SCIENCE: COMMUNICATION SCIENCES AND DISORDERS

SECOND BACHELOR OF SCIENCE: COMMUNICATION SCIENCES AND DISORDERS

Mission Statement: Our mission 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.

Strategic goals:

- Encourage innovative teaching, research opportunities, and scholarly activities
- Enhance community partnerships
- Provide quality academic and clinical training
- Support Student Success

I. Program Learning Outcomes

Our program is held to strict accreditation standards and required annual reporting as set forth by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The accreditation standards are directly related to the knowledge and skills outcomes required of students applying for their national certification through ASHA. These knowledge and skills begin to develop at the undergraduate level. The undergraduate program sets the theoretical foundation (knowledge) and fosters the development of critical thinking (skills) for student knowledge and skill development at the graduate level.

The ASHA accreditation standards, which resonate with most, if not all, of the Sacramento State Program Learning Outcome areas, can be found at: http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf

The 2014 ASHA certification standards can be found at: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/

The Second Bachelor of Science Program requires the same program sequence as the Bachelor of Science program. It is offered through the College of Continuing Education (CCE). Students enrolled in the program possess a Bachelor's Degree in another field.

Upon completion of the bachelor's program, students in Communication Sciences and Disorders will demonstrate knowledge in advanced theories and methodology in our field. Upon completion of the program, they will also have begun to develop the critical thinking necessary to be a graduate student clinician. The following learning goals and outcomes, which are measured regularly, are aligned with the missions of the university and the department and our accrediting body, ASHA.

	Graduate Program Learning Goals (PLGs)	Program Learning Outcome (PLOs)	Method of Data Collection
1	**Overall Competencies in the Major** **ASHA Knowledge Standard IVC**	To <u>begin</u> to demonstrate **knowledge** in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2014). Students will <u>begin</u> to demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in order to demonstrate knowledge across the nine major areas delineated by ASHA: 1) Articulation 2) Fluency 3) Voice and Resonance, including respiration and phonation 4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing 5) Hearing, including the impact on speech and language 6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)	Direct Methods/Standards of Performance • Learning Outcomes Assessment: 73% of senior students will answer 6 of the **basic knowledge** questions correctly. **Note:** 73% equates to a grade of C for the Cohort (6 questions equate to 60% of the basic knowledge acquired across the undergraduate and graduate programs) • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework Indirect Methods • National *Praxis* Exam: 90% of students will score 162 or higher • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback

		7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) 8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities) 9) Augmentative and alternative communication (AAC) modalities	
2	**Critical Thinking** **ASHA Skills Standard V-B**	To <u>begin</u> to demonstrate **skills** in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2014). Students will <u>begin</u> to demonstrate <u>potential</u> for clinical competence in the areas of Writing, Assessment (Evaluation), Treatment (Intervention), and Professional Behavior (Interaction and Personal Qualities) and <u>potential</u> for required clinical and internship experiences in order to demonstrate skills across the nine major areas delineated by ASHA: 1) Articulation 2) Fluency 3) Voice and Resonance, including respiration and phonation 4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralingustic communication) in speaking, listening, reading, and writing	Direct Methods/Standards of Performance • Learning Outcomes Assessment: 73% of senior students will answer 7 of the **<u>critical thinking</u>** questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework Indirect Methods • National *Praxis* Exam: 90% of students will score 162 or higher • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback

		5) Hearing, including the impact on speech and language	
		6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)	
		7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)	
		8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)	
		9) Augmentative and alternative communication (AAC) modalities	
3	**Overall Competencies in the Major** **ASHA Knowledge Standard IV-A**	Students will demonstrate knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences	Direct Methods/Standards of Performance • Learning Outcomes Assessment: 73% of senior students will answer 60% of the **IV-A** related questions correctly • Pre-major requirements: Upon admission to the program 100% of students will have successfully completed the following pre-major coursework: *Human Development Lifespan; Introduction to Psychology; Introduction to Statistics; Introduction to Sign Language*

			• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework Indirect Methods • National *Praxis* Exam: 90% of students will score 162 or higher • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
4	**Overall Competencies in the Major** **ASHA Knowledge Standard IV-B**	Students will <u>begin</u> to demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.	Direct Methods/Standards of Performance • Learning Outcomes Assessment: 73% of senior students will answer 60% of the **IV-B** related questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework Indirect Methods • National *Praxis* Exam: 90% of students will score 162 or higher • Positive Alumni, Employer, and Student Survey Feedback

			• Positive Biannual Advisory Committee Meeting Feedback
5	**Overall Competencies in the Major/Intercultural knowledge and Competency** **ASHA Knowledge Standard IV-D**	Students will <u>begin</u> to demonstrate, for each of the nine areas specified in Standard IVC, current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.	Direct Methods/Standards of Performance • Learning Outcomes Assessment: 73% of senior students will answer 60% of the **<u>IV-D</u>** related questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework • 90% of students will successfully complete the CSAD 143 Multilingual Language Disorders course with a grade of C or better Indirect Methods • National *Praxis* Exam: 90% of students will score 162 or higher • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
6	**Inquiry and Analysis** **ASHA Knowledge Standard IV-F**	Students will <u>begin</u> to demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice	Direct Methods/Standards of Performance • Learning Outcomes Assessment: 73% of senior students will answer 60% of the

			IV-F related questions correctly
			• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework
			• 90% of students will successfully complete the CSAD 148 Research Methods Course with a Grade of C or better
			Indirect Methods
			• National *Praxis* Exam: 90% of students will score 162 or higher
			• Positive Alumni, Employer, and Student Survey Feedback
			• Positive Biannual Advisory Committee Meeting Feedback
7	**Overall Competencies in the Major** **ASHA Knowledge Standard IV-G**	Students will <u>begin</u> to demonstrate knowledge of contemporary professional issues	Direct Methods/Standards of Performance
			• Learning Outcomes Assessment: 73% of senior students will answer 60% of the **IV-G** related questions correctly
			• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework
			Indirect Methods

			• National *Praxis* Exam: 90% of students will score 162 or higher • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback

II. OUTCOME MEASURES OF COMMUNICATION SCIENCES AND DISORDERS STUDENTS

This outline identifies the tools and timelines for assessing our students, and how this information is used in the review and revision process. Our assessment process includes analyzing data provided from several sources, including our students' learning outcomes assessment, out students' performance in our coursework, our students' successful completion of pre-major requirements, our students' performance on the national *Praxis* exam, alumni, employer and student surveys, and feedback from our Community Advisory Committee.

Student Learning Outcome Assessment:

Tool Description: Each year, we distribute a 23-item multiple-choice learning assessment to each student in our program. The measure is made up of a focused set of questions in general areas of the curriculum, including specific targets related to the use and interpretation of normative data and basic to higher level distinctions between speech and language. Each question has only one correct answer. The assessment is useful in tracking candidates' mastery of basic knowledge in our major and as they progress through the program. It also provides information regarding the development of critical thinking, as 52% of the questions have been designed as "case study" questions that require a higher level of analysis and problem-solving in the style of our national *Praxis* exam.

The questions align to the seven specific PLO areas and to the ASHA Knowledge and Skills Certification Standards in the following manner:

Question	PLOs Assessed	ASHA Knowledge/Skill Outcome Area Assessed	Critical Thinking (CT) Basic Knowledge (BK)
1	6,7	IVF, IVG, V	CT
2	4,1,7	IVB, IV(C4), IVG	BK
3	3,1,7	IVA, IV(C3), IV(C4), IVG	BK
4	1,7	IV(C4), IVG	BK
5	4,1,5,7	IVB, IV(C4), IVD, IVG	BK
6	4,2,5,7	IVB, VB(C4), IVD, IVG	CT
7	4,2,5,7	IVB, VB(C4), IVD, IVG	CT
8	3,1,7	IVA, IV(C3), IVG	BK

9	3,1,7	IVA, IV(C3), IVG	BK
10	4,2,5,7	IVB, VB(C4), IVD, IVG	CT
11	4,5,6,7	IVB, IVD, IVF, IVG	BK
12	4,1,5,7	IVB, IV(C1), IVD, IVG	BK
13	3,4,1,5,7	IVA, IVB, IV(C7), IVD, IVG	BK
14	3,4,2,5,7	IVA, IVB, VB(C7), IVD, IVG	CT
15	4,2,5,7	IVB, VB(C8), IVD, IVG	CT
16	4,2,5,7	IVB, VB(C8), IVD, IVG	CT
17	2,1	VB(C5), IVG	CT
18	3,1,7	IVA, IV(C5), IVG	BK
19	3,4,2,5,7	IVA, IVB, VB(C6), IVD, IVG	CT
20	1,5,7	IV(C2), IVD, IVG	CT
21	3,4,2,5,7	IVA, IVB, VB(C3), IVD, IVG	CT
22	3,4,2,5,7	IVA, IVB, VB(C4), IVD, IVG	CT
23	4,1,5,7	IVB, IV(C9), IVD, IVG	BK

Timeline: The assessment is distributed to each student enrolled in the program at the end of each academic year. The resulting data is analyzed each year in June and reviewed at the faculty retreat in August.

Use of Data in Review and Revision: The learning assessment results are reviewed each year at our fall faculty retreat when an item analysis is conducted. This item analysis allows us to see our students' mastery of elements that are directly related to our PLOs. The overall analysis allows us to determine whether or not our students are meeting the predetermined standards of performance. The assessment is adjusted annually as needed in order to assess areas of perceived need that require pedagogical emphasis and the need for curriculum modification and development.

Performance in Coursework/GPA in Major
Tool Description: All undergraduate students complete the same sequence of hierarchical courses. Each course is tied to one or more of the 9 specific ASHA knowledge and skill areas and other specific ASHA certification standards. There is only one elective course (CSAD 146). A 2.5 GPA in this major coursework is required to graduate from our program.

Timeline: The Chair monitors GPA with the Registrar's Office as part of the graduation application process. The Curriculum Committee also annually reviews passage rates by course each semester. The Committee shares the results with faculty at both our fall and spring retreat.

Use of Data in Review and Revision: The Curriculum Committee evaluates whether or not our students are meeting the pre-determined standard of performance. Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures.

Completion of Pre-Major Requirements
Tool Description: Upon admission to the undergraduate course sequences, all students must provide proof of successful completion of Pre-Major Requirements (Human Development Lifespan; Introduction to Psychology; Introduction to Statistics; Introduction to Sign Language).

Timeline: Upon admission to the undergraduate course sequence.

Use of Data in Review and Revision: The Curriculum Committee evaluates whether or not our students are meeting the pre-determined standard of performance. Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures.

Graduates' performance on the National Speech Language Pathology *Praxis* Examination:
Tool Description: The *Praxis II* exam in Speech-Language Pathology is required, in addition to the earned Master's Degree and a required professional experience, in order to apply for the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence, the California License in Speech-Language Pathology, and the Clear California Speech-Language Pathology Services Credential with or without the Special Class Authorization. This summative assessment measures candidate's level of preparation for independent practice as a speech-language pathologist in all primary employment settings and is aligned to ASHA's student learning outcomes, particularly to the knowledge and skills in the 9 areas outlined in PLO1 and PLO2. A pass rate at the national average is threshold for curricular assessment. As of September 2014, *Praxis* Speech-Language Pathology (SLP) test scores are reported on a 100–200 score scale in one-point increments. The required score for ASHA and the state boards of examiners (including the California Speech-Language Pathology and Audiology Licensing Board and the CTC) on the new scale is 162 (equivalent to the required score of 600 or greater on the former 250–990 scale).

All of our graduate students have completed our undergraduate curriculum or its content equivalent (if their undergraduate degree was completed at another university). Foundational knowledge and skills required for graduate work and, ultimately, practice in the field of speech-language pathology begin in the undergraduate program. The *Praxis* results, therefore, are an indirect measure of the appropriateness of our undergraduate curriculum in preparing students for professional practice.

Timeline: The Chair receives regular reports from the national *Praxis* organization. The Chair shares the results with faculty at both our fall and spring retreat and with the Community Advisory Committee.

Use of Data in Review and Revision: The Curriculum Committee, which includes a faculty member with extensive knowledge of the *Praxis* examination, evaluates whether or not our students are meeting the pre-determined standard of performance. Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures.

Alumni, Employer and Student surveys:
Tool Description: We distribute surveys to alumni, employers and students. The alumni and employer surveys are distributed electronically. Undergraduate students complete an Undergraduate Experience Exit Survey in a selected class. Graduate students complete a Brief Clinical Experience Survey in one of their methods class. There are sets of evaluative questions on each survey. All of the questions target evaluation of the quality of our program and/or the student experience

Timeline: The alumni and employer surveys are distributed every three years. The student surveys are distributed at the end of every academic year.

Use of Data in Review and Revision: The surveys are reviewed at the fall faculty retreat. If/when common themes emerge, the Curriculum Committee examines whether or not there are indications for needed curricular change. The Curriculum Committee submits any recommendations to the faculty for any proposed curricular changes consistent with the department's policies and procedures. Any evaluation of proposed curricular changes also takes into account the feedback and evaluation from multiple sources including our department advisory board.

Biannual Advisory Committee Meetings
Tool Description:
Our Community Advisory Committee maintains a system of three cohorts (public schools, hospitals, and private practices) of professionals in the community, each with a designated liaison. These cohorts are charged with conducting a caucus prior to the meetings so that an equally-distributed agenda can be created that defines the needs of the group and brings current issues from the field to the direct attention of our faculty. The mission of the committee is to collaboratively discuss current trends in the fields and to discuss the department's academic and clinical programs so that the department can integrate input from the committee into plans for the ongoing improvement and updating of these programs. While no formal survey is provided to this group, minutes are taken at each meeting and are reviewed by the faculty at faculty meetings and retreats in order to inform program design. Particular attention is paid to the Committee's impression of our graduates and their preparation for clinical practice in the field in the areas outlined in PLO1 and PLO2.

Timeline: Our Community Advisory Committee meets biannually (fall and spring).

Use of Data in Review and Revision: The chair of the Community Advisory Committee presents highlights from the meeting minutes to the Curriculum Committee. The Curriculum Committee evaluates the content to identify curricular implications, and presents the findings to the faculty. Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures. Proposed curricular changes take into account feedback from multiple sources, including our Community Advisory Committee.

III. Curriculum Map and Lines of Evidence

Curriculum Map and Lines of Evidence
I=Introduced, D=Developed, M=Mastered

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	Lines of Evidence
Human Development			IDM					Proof of Completion
Intro to Psych			IDM					Proof of Completion
Intro to Stats			IDM			I		Proof of Completion
ASL I	IDM	IDM						Proof of Completion
One Physical Science			IDM					Proof of Completion
One Biological Science			IDM					Proof of Completion
CSAD 110	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 111	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 112	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 145	I	I		I	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 125	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 126	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 130	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 123	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 142	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams

CSAD 147	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 146	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 133	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 127	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 143	IDM	I		ID	I	I	IDM	Assignments, Projects, Presentations, Quizzes and Exams
CSAD 148	IDM	I				D	IDM	Assignments, Projects, Presentations, Quizzes and Exams

IV. Assessment Timeline

While we measure many of the PLOs annually, the Curriculum Committee will focus on one or two program learning outcomes each year. The Curriculum Committee will evaluate the data collected and compare it to the predetermined standards of performance. The Committee will also identify curricular implications and present the findings to the faculty. Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures. Proposed curricular changes take into account feedback from multiple sources including, our department advisory board. The Curriculum Committee will assess the impact of the new changes on the student learning outcomes, student services, and student success and assess each learning outcome at least once every six years. The following is our detailed timeline.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
2015-16	X	X					
2016-17			X	X			
2017-18					X	X	
2018-19							X
2019-20	X	X					
2020-21			X	X			