

## 2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)  
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BS 2nd Speech Pathology & Audiology

OR

### Question 1: Program Learning Outcomes

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) 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, Competency, and Perspectives
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning and Perspectives
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Disciplinary Knowledge
- 19. Professionalism
- 20. Other, specify any assessed PLOs not included above:

a. Human Cultures and the Physical World

b.

c.

#### Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

This is the final assessment report for the second cohort of 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, Communicative 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 completed all coursework in fall 2016.

63 Students applied to Cohort 2. 17 students withdrew their applications prior to admissions. 33 students were enrolled for the Second Bachelor's Degree. One student enrolled in some classes, but did not wish to earn the degree. Coursework began in Fall 2015 and progressed over three semesters and one summer. Program completion was Fall 2016. Two students withdrew in the first semester. One student did not return after the second semester.

Our undergraduate program has developed seven specific program learning goals (PLGs) with associated program learning outcomes (PLOs) aligned to the knowledge and skills acquisition outcomes required by our accrediting body, the American Speech-Language-Hearing Association (ASHA) (See assessment plan on file).

The Primary Learning Outcomes for the undergraduate program naturally align with the Primary Learning Outcomes for the graduate program, because knowledge in key areas in our field begins with instruction in approximately the junior year of the undergraduate program and continues into the graduate program as students move from remembering and understanding key concepts to critical thinking as they analyze and evaluate their impact on the client cases they are assigned in the graduate program. All students admitted to our graduate program have completed the exact coursework equivalent of our undergraduate BS degree, regardless of the program in which the undergraduate degree was earned. This hierarchical process is closely aligned to our ASHA accreditation expectations. Learning of key concepts begins in the undergraduate program and aligns with WSCUC Core Competencies and the Sacramento States Baccalaureate Learning Goals, particularly in the areas of competence in the discipline, critical thinking, knowledge of human cultures and the physical and natural world, quantitative reasoning, information literacy, personal and social responsibility, integrative learning, and inquiry and analysis.

This year, we assessed our Program Assessment Plan's PLG 3 (Overall Competencies in the Major/Quantitative Reasoning/Information Literacy/Human Cultures and the Physical World) and we also assessed our PLG 4 (Overall Competencies in the Major).

**PLG/PLO 3:** Students will demonstrate knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences

**PLG/PLO 4:** Students will begin 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.

**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", see <http://degreeprofile.org>) 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 **QR** type in **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 Disciplinary Knowledge

If your PLO is **not listed**, please enter it here:

**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.

See next page

Q23 BS 2<sup>nd</sup> SPEECH PATHOLOGY AUDIOLOGY

**1. Learning Outcomes 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, as 48% of the questions have been designed to do this. 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 our seven specific PLG areas (and the associated PLOs) in the following manner:

*Standard of Performance:* 73% of senior students will answer 60% of the IVA (Biological Sciences, Physical Sciences, Statistics, Social/Behavioral Sciences) related questions correctly.

The questions align to the seven specific PLG/PLO areas in the following manner:

Question	PLGs/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

## **2. Completion of Pre-Major Requirements**

*Tool Description:* 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; One course in Biological Science; One course in Physical Science*).

*Standard of Performance:* 100% of the students will have successfully completed this coursework before beginning our program sequence.

## **3. Performance in Coursework**

*Tool Description:* All undergraduate students complete the same sequence of hierarchical courses. Successful completion of these courses reflects knowledge in the Biological Sciences, Physical Sciences, Statistics, and the Social/Behavioral Sciences.

*Standard of Performance:* 90% of the students will complete the program with a 2.5 GPA or higher in major coursework

## **4. Performance on National Praxis II exam**

*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. 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 one measure of the appropriateness of our undergraduate curriculum in preparing students for professional practice.

Successful completion of this exam reflects knowledge in the Biological Sciences, Physical Sciences, Statistics, and the Social/Behavioral Sciences.

*Standard of Performance:* 90% of the students will score 162 or higher on the *Praxis*

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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text" value="All students are familiar with the 2014 ASHA Standards for Clinical Co..."/>

### 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?

#### 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:

Direct:

- Learning Outcomes Assessment
- Successful completion of Pre-Major Requirements
- GPA in major
- National *Praxis* Exam

Indirect:

- Student Survey Feedback
- Biannual Advisory Committee Meeting Feedback

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. Data is compiled and analyzed by the Department Chair and Faculty using the alignment table previously provided.

Passage of pre-major requirements are enforced at the time of admission. Department exceptions for enrollment are only permitted if proof of pre-major requirement course enrollment and completion prior to the beginning of the course sequence is provided.

The chair consults with the office of the Registrar and the CCE Coordinator and monitors students' progress to degree and GPA monthly and through the graduation application process.

Student results for the National *Praxis* Exam are sent to our department by ETS.

Second Bachelor's students completed a Program Evaluation Survey on May 1 (following their December graduation). There are sets of evaluative questions on the survey. All of the questions target the program's effectiveness as it relates to students' academic and professional goals.

Minutes are taken at biannual advisory committee meetings.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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:

#### Q3.3.2.

Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:



Please see attached Learning Outcomes Assessment Key and description above.



2017learning\_outcome\_assesment\_questionnaire key & designation.docx  
31.17 KB



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**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

**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.

Didactic coursework scores an overall GPA are on file for each student.

National *Praxis* exam scores are provided to the department by ETS at student request

**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. We reviewed the major GPA of all graduating students. *Praxis* scores for those students electing to take the exam were also reviewed.

**Q3.6.2.**

How many students were in the class or program?

29

**Q3.6.3.**

How many samples of student work did you evaluated?

24 students completed the Learning Outcomes Assessment

**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:

- Student Survey Feedback
- Biannual Advisory Committee Meeting Feedback

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**Q3.7.2.**

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

Second Bachelor's students complete a Program Evaluation survey that is sent to them electronically after finishing the program. The sample size equates to the number of respondents.

**Q3.7.3.**

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

All data from respondents of the Program Evaluation Survey was analyzed.

While no formal survey is provided to the Community Advisory Board, minutes are taken at each meeting and are reviewed by the faculty at faculty meetings and retreats in order to inform program design.

**Q3.7.4.**

If surveys were used, what was the response rate?

16 of 29 second bachelor's students completed the Undergraduate Experience Exit Survey.



### 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:

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 employment settings and is aligned to ASHA's student learning outcomes. 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 one measure of the appropriateness of our undergraduate curriculum in preparing students for professional practice.

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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 in Q2.1:

See next page

**Direct Measure 1: Learning Outcomes Assessment**

In 2016-17, the data indicates that, by the fourth semester, 73% or more students are answering 44% of the **IVA** questions correctly. The standard of performance for the measure was met for only 3/9 questions (33%) in the 2<sup>nd</sup> semester and for 4/9 (44%) questions in the 4<sup>th</sup> semester. The results, however, do demonstrate a general trend of acquisition of knowledge in this area as students progress through the program, as some of the questions show an increase in percent of students answering correctly from the 2<sup>nd</sup> semester to the 4<sup>th</sup> semester. For example, while only 28% of 2<sup>nd</sup> semester students answered question 3 correctly, 83% of 4<sup>th</sup> semester students answered it correctly. Questions 9, 13, 14, 18, and 22 require further examination because of their general trend of decrease across semesters and/or because of their low rate of passage.

**2016-17****% of students answering IVA questions correctly**

Semesters	3	8	9	13	14	18	19	21	22
2nd	28%	86%	66%	48%	48%	55%	52%	83%	79%
4th	83%	92%	53%	17%	48%	46%	82%	91%	70%

**Direct Measure 2: Successful Completion of Pre-Major Requirements**

The admission criteria to the SBSSPA program lists successful completion of pre-major required courses (*Human Development Lifespan, Introduction to Psychology, Introduction to Statistics, and Introduction to Sign Language; One course in Physical Science; One course in Biological Science*) with a grade of C- or better. 96.5% of the students graduating from cohort 2 met this requirement at the time of admission.

**Direct Measure 3: GPA in Major**

All students met the 2.5 minimum GPA required by the Communication Sciences and Disorders Department for graduation. In fact, the average GPA of the cohort was 3.90.

**Direct Measure 4: Praxis Exam**

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).


In 2016-17, 26 students took the *Praxis* exam. 25 students (96%) passed the exam on the first attempt. One student passed it on the third attempt. The mean passing score was 178. The high passing score was 191. The low passing score was 164.


**Indirect Measure 1: Undergraduate Experience Exit Survey**

This year, we conducted our Program Evaluation Exit Survey. 16 students responded to the survey. Nine (56%) students surveyed indicated that they had applied for Speech-Language Pathology Assistant (SLPA) Licensure. Four (44.4%) had gained SLPA employment. Two (22.2%) planned to work as an SLPA. One student commented that finding SLPA jobs in Sacramento had been somewhat difficult, but that a part-time position had been obtained after a thorough search. Thirteen (81%) indicated that they had applied to Audiology or Communication Sciences and Disorders graduate programs (twelve of those students had applied to CSD programs; One had applied to an AuD program). The majority of these students applied to 1-6 schools. Eleven students had already been accepted into 1-3 programs. Two students had been accepted into 4-6 programs. Eleven students had already accepted admissions offers into CSD programs. One student had accepted an offer into an AuD program.

**Indirect Measure 2: Biannual Advisory Committee Meetings**

A review of feedback from our advisory committee, which meets biannually, indicates that we are preparing our students well for independent clinical practice. The feedback did highlight a need to provide students with education and clinical experience in parent training models and early intervention, and to ensure that clear expectations and rules are established regarding sick days for students on internships (a professional behavior).

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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?

See next page

A triangulation of the data collected through both direct and indirect measures indicates that our students are exceeding our overall program standards for PLG/PLO3 in many areas (See below). The analysis does, however, 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 Partially Met)**

The standard of performance, which is 73% of completing students answering 60% of the IV-A questions correctly, was met for only 4/9 questions (44%), not 5-6/9 questions (60%). Questions 9 (Basic Knowledge/Voice & Resonance), 13 (Basic Knowledge /Cognitive Aspects of Communication), 14 (Critical Thinking/Cognitive Aspects of Communication), 18 (Basic Knowledge /Hearing and its Impact on Speech and Language), and 22 (Critical Thinking/Receptive and Expressive Language) require specific analysis to determine if the questions need further development (which affects the validity of this measure) or if curricular modifications or enhancements are appropriate.

**Direct Measure 2: Completion of Pre-Major Requirements (Standard of Performance Partially Met)**

In 2016-17, 96.5% of our students began the program having successfully completed the pre-major requirements or with proof of enrollment in them at the time of registration. One student needed to complete a biological and physical science course and did so successfully after program enrollment. The standard of performance was for 100% of students to have successfully completed this coursework. In future cycles, all students will be required to show proof of completion of the pre-major requirements with a grade of C- or higher at the end of the application semester.

**Direct Measure 3: GPA in Major (Standard of Performance Exceeded)**

In cohort 2, 100% of our students met or exceeded the 2.5 minimum GPA required by the Speech Pathology and Audiology Department for graduation. Our goal is for 90% of students to achieve this goal. In fact, the average GPA for the cohort was 3.9. The department chair will continue to monitor GPA in consultation with the CCE Coordinator and the degree evaluation office through the graduation application process and will offer student advising and suggestions for tutoring when needed.

**Direct Measure 4: Praxis Exam (Standard of Performance Exceeded)**

96% of students taking the *Praxis* exam in 2016-17 passed it on the first attempt. One student passed it on the third attempt. The mean passing score was 178. The high passing score was 191. The low passing score was 164. This exceeds our program's predetermined standard of performance. Our goal is for 90% of students to pass the exam with a score of 162 or higher. The 2016-17 *Praxis* results indicate that our program has been doing an adequate job of preparing most students for independent practice, but that we realize that we need to attend to the new version of the exam to ensure that our students are prepared for success. We will continue to monitor *praxis* scores to ensure that all of our students are graduating from our program possessing knowledge that is considered by national and state agencies to be essential for independent practice as a speech-language pathologist in all employment settings, including schools. Students will be encouraged to take the *Praxis* at the end of the program, after they have had a variety of clinic experiences, including two internships, because the *Praxis* is designed to test both students' knowledge of our field's core content AND their ability to problem solve when given case studies related to practical application. We will continue to test both basic knowledge in our major and critical thinking in our major annually through our Learning Outcomes Assessment in order to ensure development in areas across the curriculum and throughout the program. Dr. Roseberry-McKibbin has addressed faculty on the creation of academic experiences that prepare students for the critical thinking required to pass the newest version of the *Praxis* exam. We also plan to continue our biannual discussion regarding our comprehensive examination structure in an attempt to ensure the case-study format provides additional preparation for students preparing to take the *Praxis*.



**Indirect Measure 1: Program Evaluation Exis Survey (Feedback Exceeds Expectations)**

While the response rate was lower than we would have hoped, the students completed the survey after they had graduated and left the program. Nevertheless, the overwhelming majority of respondents are indicating that they feel that they have the knowledge and skills necessary to apply their coursework to careers and higher education in our field and related fields. Of particular note, all 13 students who reported applying to graduate programs had been accepted into 1-6 programs. At the time of the survey, 12 students had been accepted into CSD programs. One had been accepted into an AuD program. Several had found work as an SLPA.

**Indirect Measure 2: Biannual Advisory Committee Meetings (Feedback Meets Expectations)**

Feedback from our Community Advisory Committee indicates that we are preparing our students well for independent clinical practice, but that an increased focus increased awareness in areas related to adult learning models and working with adults in the area of coaching models for early intervention would be helpful. Professional behaviors, including absence reporting and making up missed time were also concerns. We have implemented curriculum discussions in our faculty meetings focusing on particular areas in our undergraduate curriculum, such as CSAD 112, 125, and 146, where these topics can be addressed. Through these discussions our faculty determine ways we can cover these foundational concepts before students apply to graduate programs. We have hired two new full time tenure track faculty members to begin in fall 2017. Their expertise and teaching ability will provide additional benefit to student learning and critical thinking in these areas. We will attend to continued outcomes in this area and expect to see higher levels of performance in these areas in future graduating cohorts



 No file attached No file attached**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.

Learning Outcomes Assessment Questions 9 (Basic knowledge/voice & Resonance), 13 (Basic knowledge/Cognitive Aspects of Communication), 14 (Critical Thinking/Cognitive Aspects of Communication), 18 (Basic knowledge/Hearing and its Impact on Speech and Language), and 22 (Critical Thinking/Receptive and Expressive Language) 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 the CCE Coordinator have clarified that all students in future cohorts will be required to provide transcripts indicating successful completion of all pre-requisite courses at the time of application.

The department chair will continue to monitor GPA in consultation with the office of the registrar/degree evaluation office and the CCE Coordinator through the graduation application process and will make tutoring referrals when a need is perceived. The Curriculum Committee will also continue to monitor course passage rates and faculty will offer student advising and suggestions for tutoring. Faculty will be provided with specific criteria for department-specific tutoring. NSSLHA student mentoring will also continue.

The 2016-17 *Praxis* results indicate that our program has been doing an adequate job of preparing most students for independent practice, but that we need to attend to the new version of the exam to ensure that our students are prepared for success. The chair will continue to monitor *Praxis* scores and share results with the faculty to ensure that all of our students are graduating from our program possessing knowledge that is considered by national and state agencies to be essential for independent practice as a speech-language pathologist in all employment settings. Students will be encouraged to take the *Praxis* at the end of the program, after they have had a variety of clinic experiences, including two internships, because the *Praxis* is designed to test both students' knowledge of our field's core content AND their ability to problem solve when given case studies related to practical application. We will continue to test both basic knowledge and critical thinking in our major annually through our Learning Outcomes Assessment in order to ensure development in both areas across the curriculum and throughout the program. Dr. Roseberry-McKibbin, a member of our Curriculum Committee, will continue to address faculty on the creation of academic experiences that prepare students for the knowledge and skills required to pass the newest version of the *Praxis* exam. We also plan to continue our biannual discussions regarding our current comprehensive examination structure in an attempt to ensure a case-study format that provides additional preparation for students preparing to take the *Praxis*.

We will continue curriculum discussions in our faculty meetings focusing on particular areas in our under graduate, such as CSAD 112, CSAD 125, and CSAD 146, where adult learning models and working with adults in the area of coaching models for early intervention, along with professional behaviors in the field, can be addressed. We have hired two new full time tenure-track faculty members to begin in fall 2017. Their expertise and teaching ability will provide additional benefit to student learning and critical thinking in these areas. We will attend to continued outcomes in this area, and to other areas identified by our Advisory Committee or by students in the Program Evaluation Exit Survey in the future.

**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.**

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information					

	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify:

**Q5.2.1.**

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

Learning Outcomes Assessment Questions 3 (Basic Knowledge/Voice & Resonance & Language) and 23 (Basic Knowledge/AAC) require specific were analyzed by our faculty to determine if the questions needed further development (which affects the validity of this measure) or if curricular modifications or enhancements are appropriate. The same was done for questions Questions 6 (Critical Thinking/Receptive and Expressive Language) and 16 (Critical Thinking/Social Aspects of Communication). In fact, the faculty reviewed the overall results from the Learning Outcomes Assessment, paying particular attention to these questions, at our fall 2016 faculty retreat. While new questions were not added, the current questions were refined to improve their validity. We assess the impact of all changes as part of our ongoing cycle of review and revision to this annual measure. 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 each element of the PLG/PLO. The assessment is adjusted annually in order to assess areas of perceived need that may also require pedagogical emphasis.

The department chair continued to monitor GPA in consultation with the office of the registrar/degree evaluation office and the CCE Coordinator through the graduation application process and made tutoring referrals when a need was perceived. The Curriculum Committee also continued to monitor course passage rates and offered student mentoring through NSSLHA. Faculty also made suggestions for tutoring when needed.

**Q5.3.**

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.3.1.**

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

The feedback from last year's assessment report and our program review report helped us begin to better align our annual assessment at to our PLGs/PLOs. We also clearly identified BLGs and WSCUC goal areas that are associated with these PLGs/PLOs for the undergraduate program. We were advised to consider *Praxis* results as a direct assessment method rather than an indirect method at both the undergraduate and graduate levels, so we have done so in this year's report. We have also created a curriculum map that explicitly aligns our accrediting body's knowledge and skills outcomes, which are directly aligned to our PLGs/PLOs, to our coursework. You will find it attached to this report. As recommended, we are measuring different PLGs/PLOs on a rotating basis, as outlined in our assessment plan.

(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:

See next page

## Q6 BS 2<sup>nd</sup> SPEECH PATHOLOGY AUDIOLOGY

Our program measured two PLGs and associated PLOs this year. Below are abbreviated results from the second PLG/PLO measured.

### Question 1: PLG/PLO 4 Overall Competencies in the Major

Students will begin 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.

### Question 2/3/4 Standard of Performance/Data, Findings, and Conclusions

A triangulation of the data collected through both direct and indirect measures indicates that our students are exceeding our overall program standards for this PLG/PLO 4 (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 Methods

*1. Learning Outcomes Assessment: 73% of senior students will answer 60% of the IV-B related questions correctly (Standard of Performance partially met)*

In 2016-17, the data indicates that, by the fourth semester, 73% or more students are answering 8 of 15 of the **IV-B** (Knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases and the ability to integrate information pertaining to normal and abnormal human development across the lifespan) questions correctly. The standard of performance for the measure was met for only 4/15 questions (27%) in the 2<sup>nd</sup> semester and for only 8/15 (53%) questions in the 4<sup>th</sup> semester. Our goal for 73% of students to answer 60% of the IV-B related questions by the 4<sup>th</sup> semester. The results do demonstrate a general trend of acquisition of skills in this area as students progress through the program, as 10 of 15 questions (67%) show a steady increase in percent answered correctly from the 2<sup>nd</sup> to 4<sup>th</sup> semesters. For example, while only 24% of 2<sup>nd</sup> semester students answered question 23 (Basic Knowledge/Augmentative and Alternative Communication Modalities) correctly, 86% of 4<sup>th</sup> semester students answered it correctly. Questions 11 (Basic Knowledge), 12 (Basic Knowledge/Articulation), 13 (Basic Knowledge/Cognitive Aspects of Communication), 14 (Critical Thinking/Cognitive Aspects of Communication), 15 (Critical Thinking/Social Aspects of Communication), 16 (Critical Thinking/Social Aspects of Communication), and 22 (Critical Thinking/Receptive and Expressive Language) require further examination both in terms of their general trend of decrease across semesters and/or because of their low rate of passage.

2016-2017															
Semesters	% of students answering IV-B related questions correctly														
	2	5	6	7	10	11	12	13	14	15	16	19	21	22	23
2 <sup>nd</sup>	83	69	28	62	83	69	86	48	48	34	28	52	53	79	24
4 <sup>th</sup>	83	92	59	100	96	70	75	17	48	61	48	82	91	70	86

*2. Performance in Coursework: 90% of the students will complete the program with a 2.5 GPA or higher in major coursework (Standard of Performance exceeded)*

In cohort 2, 100% of our students met or exceeded the 2.5 minimum GPA required by the Speech Pathology and Audiology Department for graduation. Our goal is for 90% of students to achieve this goal. In fact, the average gpa for the cohort was 3.9.

*3. National Praxis Exam: 90% of students will score 162 or higher (Standard of Performance exceeded)*

96% of students taking the *Praxis* exam in 2016-17 passed it on the first attempt. One student passed it on the third attempt. The mean passing score was 178. The high passing score was 191. The low passing score was 164. This exceeds our program's predetermined standard of performance. Our goal is for 90% of students to pass the exam with a score of 162 or higher.

Indirect Methods

*1. Positive Alumni, Employer, and Student Survey Feedback (Feedback exceeds expectations)*

Second Bachelor's students complete a Program Evaluation Survey on May 1 (following their December graduation). While the response rate was lower than we would have hoped, 16 students completed the survey after they had graduated and left the program. The overwhelming majority of respondents are indicating that they feel that they have the knowledge and skills necessary (of the type listed in IV-B) to apply their coursework to careers and higher education in our field and related fields. Of particular note, all 13 students who reported applying to graduate programs had been accepted into 1-6 programs. At the time of the survey, 12 students had been accepted into CSD programs. One had been accepted into an AuD program. Several had found work as an SLPA.

*2. Positive Biannual Advisory Committee Meeting Feedback (Feedback exceeds expectations)*

A review of feedback from our advisory committee, which meets biannually, indicates that we are preparing our students well for independent clinical practice. The feedback did highlight a need to provide students with education and clinical experience in parent training models and early intervention, and to ensure that clear expectations and rules are established regarding sick days for students on internships (a professional behavior).

**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, Competency, and Perspectives
13. Ethical Reasoning
14. Foundations and Skills for Lifelong Learning
15. Global Learning and Perspectives
16. Integrative and Applied Learning
17. Overall Competencies for GE Knowledge
18. Overall Disciplinary Knowledge
19. Professionalism
20. Other, specify any PLOs not included above:

a.

b.

c.

**Q8.** Please attach any additional files here:




**Q8.1.**

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

Learning Outcomes Assessment Key

American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Assessment (KASA) Curriculum Map

## Program Information (Required)

Program:

(If you typed your program name at the beginning, please skip to Q10)

**Q9.**

Program/Concentration Name: [skip if program name appears above]

BS 2nd Speech Pathology &amp; Audiology

**Q10.**

Report Author(s):

Robert Pieretti, PhD, CCC-SLP

**Q10.1.**

Department Chair/Program Director:

Robert Pieretti, PhD, CCC-SLP

**Q10.2.**

Assessment Coordinator:

Robert Pieretti, PhD, CCC-SLP

**Q11.**

Department/Division/Program of Academic Unit

Speech Pathology &amp; Audio.

**Q12.**

College:

College of Health &amp; Human Services

**Q13.**

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

Undergraduate: 330 Second  
Bachelor's 29 Graduate: 84**Q14.**

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's Degree-CCE

**Q15.** Number of **undergraduate degree programs** the academic unit has?

2

**Q15.1.** List all the names:

Communication Sciences and Disorders

Second Bachelor of Science in Communication Sciences and Disorders (CSAD2B) (formerly SBSSPA)

**Q15.2.** How many concentrations appear on the diploma for this undergraduate program?

0

**Q16.** Number of **master's degree programs** the academic unit has?

1



Q16.1. List all the names:

Communication Sciences and Disorders

Q16.2. How many concentrations appear on the diploma for this master's program?

0

Q17. Number of **credential programs** the academic unit has?

1

Q17.1. List all the names:

Speech-Language Pathology Services with or without Special Class Authorization

Q18. Number of **doctorate degree programs** the academic unit has?

0

Q18.1. List all the names:

Empty text box for listing names.

When was your **assessment plan...**

	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:



Departmental Assessment Plan BS and SBSSPA.docx  
32.83 KB

**Q20.**

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

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

**Q20.1.**

Please **obtain** and **attach** your latest **curriculum map**:



CALIPSO KASA 2017.docx  
50.7 KB

**Q21.**

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

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

**Q22.**

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

**Q22.1.**

Does your program have **any** capstone project?

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

(Remember: **Save your progress**)

ver. 5.15/17

# Departmental Assessment Plan Department of Communication Sciences and Disorders

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**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 (Revised 2017)**

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## ASSESSMENT PLAN

### 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.

	Undergraduate Program Learning Goals (PLGs)	Program Learning Outcome (PLOs)	Method of Data Collection
1	<p><b>Overall Competencies in the Major (BLG)</b></p> <p><b>ASHA Knowledge Standard IVC</b></p>	<p>To <u>begin</u> to demonstrate <b>knowledge</b> in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2014).</p> <p>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:</p> <ol style="list-style-type: none"> <li>1) Articulation</li> <li>2) Fluency</li> <li>3) Voice and Resonance, including respiration and phonation</li> <li>4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing</li> <li>5) Hearing, including the impact on speech and language</li> <li>6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)</li> </ol>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Learning Outcomes Assessment: 73% of senior students will answer 6 of the <b>basic knowledge</b> questions correctly. <b>Note:</b> 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)</li> <li>• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework</li> <li>• National <i>Praxis</i> Exam: 90% of students will score 162 or higher</li> </ul> <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Positive Alumni, Employer, and Student Survey Feedback</li> <li>• Positive Biannual Advisory Committee Meeting Feedback</li> </ul>

		<p>7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)</p> <p>8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)</p> <p>9) Augmentative and alternative communication (AAC) modalities</p>	
2	<p><b>Critical Thinking (WSCUC)</b></p> <p><b>ASHA Skills Standard V-B</b></p>	<p>To <u>begin</u> to demonstrate <b>skills</b> in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2014).</p> <p>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:</p> <ol style="list-style-type: none"> <li>1) Articulation</li> <li>2) Fluency</li> <li>3) Voice and Resonance, including respiration and phonation</li> <li>4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing</li> </ol>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Learning Outcomes Assessment: 73% of senior students will answer 7 of the <b>critical thinking</b> questions correctly</li> <li>• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework</li> <li>• National <i>Praxis</i> Exam: 90% of students will score 162 or higher</li> </ul> <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Positive Alumni, Employer, and Student Survey Feedback</li> <li>• Positive Biannual Advisory Committee Meeting Feedback</li> </ul>

		<p>5) Hearing, including the impact on speech and language</p> <p>6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)</p> <p>7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)</p> <p>8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)</p> <p>9) Augmentative and alternative communication (AAC) modalities</p>	
<p>3</p>	<p><b>Overall Competencies in the Major (BLG)</b></p> <p><b>ASHA Knowledge Standard IV-A</b></p> <p><b>Human Cultures and the Physical World (BLG)</b></p> <p><b>Quantitative Reasoning and Information Literacy (WSCUC)</b></p>	<p>Students will demonstrate knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Learning Outcomes Assessment: 73% of senior students will answer 60% of the <b>IV-A</b> related questions correctly</li> <li>• Pre-major requirements: Upon admission to the program 100% of students will have successfully completed the following pre-major coursework: <i>Human Development Lifespan; Introduction to Psychology; Introduction to Statistics; Introduction to Sign Language</i></li> </ul>

			<ul style="list-style-type: none"> <li>• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework</li> <li>• National <i>Praxis</i> Exam: 90% of students will score 162 or higher</li> </ul> <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Positive Alumni, Employer, and Student Survey Feedback</li> <li>• Positive Biannual Advisory Committee Meeting Feedback</li> </ul>
4	<p><b>Overall Competencies in the Major (BLG)</b></p> <p><b>ASHA Knowledge Standard IV-B</b></p>	<p>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.</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Learning Outcomes Assessment: 73% of senior students will answer 60% of the <b>IV-B</b> related questions correctly</li> <li>• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework</li> <li>• National <i>Praxis</i> Exam: 90% of students will score 162 or higher</li> </ul> <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Positive Alumni, Employer, and</li> </ul>



			<p>Student Survey Feedback</p> <ul style="list-style-type: none"> <li>• Positive Biannual Advisory Committee Meeting Feedback</li> </ul>
5	<p><b>Overall Competencies in the Major (BLG)/Intercultural knowledge and Competency</b></p> <p><b>ASHA Knowledge Standard IV-D</b></p> <p><b>Personal and Social Responsibility (BLG)</b></p>	<p>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.</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Learning Outcomes Assessment: 73% of senior students will answer 60% of the <b>IV-D</b> related questions correctly</li> <li>• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework</li> <li>• 90% of students will successfully complete the CSAD 143 Multilingual Language Disorders course with a grade of C or better</li> <li>• National <i>Praxis</i> Exam: 90% of students will score 162 or higher</li> </ul> <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Positive Alumni, Employer, and Student Survey Feedback</li> <li>• Positive Biannual Advisory Committee Meeting Feedback</li> </ul>

6	<p><b>Inquiry and Analysis</b></p> <p><b>ASHA Knowledge Standard IV-F</b></p> <p><b>Integrative Learning and Inquiry and Analysis (BLG)</b></p> <p><b>Quantitative Reasoning and Information Literacy (WSCUC)</b></p>	<p>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</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Learning Outcomes Assessment: 73% of senior students will answer 60% of the <b>IV-F</b> related questions correctly</li> <li>• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework</li> <li>• 90% of students will successfully complete the CSAD 148 Research Methods Course with a Grade of C or better</li> <li>• National <i>Praxis</i> Exam: 90% of students will score 162 or higher</li> </ul> <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Positive Alumni, Employer, and Student Survey Feedback</li> <li>• Positive Biannual Advisory Committee Meeting Feedback</li> </ul>
7	<p><b>Overall Competencies in the Major (BLG)</b></p> <p><b>ASHA Knowledge Standard IV-G</b></p>	<p>Students will <u>begin</u> to demonstrate knowledge of contemporary professional issues</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Learning Outcomes Assessment: 73% of senior students will answer 60% of the <b>IV-G</b> related</li> </ul>

			<p>questions correctly</p> <ul style="list-style-type: none"> <li>• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework</li> <li>• National <i>Praxis</i> Exam: 90% of students will score 162 or higher</li> </ul> <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> <li>• Positive Alumni, Employer, and Student Survey Feedback</li> <li>• Positive Biannual Advisory Committee Meeting Feedback</li> </ul>
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## 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, our 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			



Department of Speech Pathology & Audiology 2016 Learning Outcome Assessment

Course & Section: \_\_\_\_\_

Please circle one response for each question

Academic Level

- |                                      |   |
|--------------------------------------|---|
| a. Sophomore                         | f. Clinical/Classified -1 <sup>st</sup> semester      |
| b. Junior                            | g. Clinical/Classified - 2 <sup>nd</sup> semester     |
| c. Senior                            | h. Clinical/Classified Grad-3 <sup>rd</sup> Semester  |
| d. Other Undergraduate               | i. Clinical/Classified Grad- 4 <sup>th</sup> Semester |
| e. 2 <sup>nd</sup> Bachelor's Degree | j. Other Graduate                                     |

1. **Type:** Critical Thinking

**Subject Area:** CSAD 148

**Undergrad Curriculum:** Spring Senior

**Grad Curriculum:**

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 \_\_\_\_\_.

- Relaxation, number of clients
- Meditation, cognition**
- Cognition, meditation
- Measures of client independent participation, measures of clients need to support

2. **Type:** Basic Knowledge

**Subject Area:**

**Undergrad Curriculum:** CSAD 112 (Fall Junior), CSAD 125 (Spring Junior)

**Grad Curriculum:** CSAD 223 (1<sup>st</sup> sem)

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?

- Phonology
- Morphology**
- Syntax
- Semantics

3. **Type:** Basic Knowledge

**Subject Area:**

**Undergrad Curriculum:** CSAD 127 (Spring of Senior), CSAD 126 (Spring Junior), CSAD 147 (Fall Senior)

**Grad Curriculum:**

Prior to surgery, which system would be primarily impaired if a child had a cleft palate?

- Phonology
- Semantics
- Syntax
- Resonance**

4. **Type:** Basic Knowledge

**Subject Area:**

**Undergrad Curriculum:** SPHP 112 (Fall J), CSAD 125 (F J), CSAD 126 (SJ),

**Grad Curriculum:** CSAD 223 (1), CSAD 242A (1)

The essential difference between speech and language is

- Speech is communication, language is ideas
- Speech is physical/motor, language is symbolic representation**
- 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. **Type:** Basic Knowledge

**Subject Area:**

**Undergrad Curriculum:** CSAD 147 (FS), CSAD 125 (SJ)

**Grad Curriculum:** CSAD 222 (2), 242b (2), 244 (3)

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. **Type:** Critical Thinking

**Subject Area:**

**Undergrad Curriculum:** CSAD 147 (FS), CSAD 125 (SJ)

**Grad Curriculum:** CSAD 222 (2), 242b (2), 244 (3)

What is the corresponding qualifying standard score for the CELF-5?

- a. 90  
b. 70  
c. 78  
d. 85

7. **Type:** Critical Thinking

**Subject Area:**

**Undergrad Curriculum:** CSAD 147 (FS), CSAD 125 (SJ)

**Grad Curriculum:** CSAD 222 (2), 242b (2), 244 (3)

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. **Type:** Basic Knowledge

**Subject Area:**

**Undergrad Curriculum:** 111 (FJ), 127 (SS)

**Grad Curriculum:** 228B(2)

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. **Type:** Basic Knowledge

**Subject Area:**

**Undergrad Curriculum:** 111 (FJ), 123 (FS)

**Grad Curriculum:** 228b(2)

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. **Type: Critical Thinking****Subject Area:****Undergrad Curriculum: 126 (SJ), 147 (FS)****Grad Curriculum:**

Rosie, a 4-year old girl, has been referred to you for a potential speech sound disorder. Her mother tells you that she has had a number of ear infections, and was slow to talk. Most people have difficulty understanding her. When you talk with Rosie before you test her, you estimate that she is approximately 40% intelligible. You want to get a second opinion, so you ask a speech-language pathologist friend to listen to Rosie and independently estimate Rosie's intelligibility (the friend doesn't know what your rating was). Your friend says that in his estimation, Rosie is 40-45% intelligible. This process you have just engaged in with your friend is called establishing:

- a. Intrajudge reliability
- b. Interjudge reliability
- c. External validity
- d. Concurrent test validity

11. **Type: Basic Knowledge****Subject Area:****Undergrad Curriculum: 147(FS), 148 (SS)****Grad Curriculum:**

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.
- d. A measure of central tendency used to show how many individuals achieve an average score.

12. **Type: Basic Knowledge****Subject Area:****Undergrad Curriculum: 111 (FJ), 125 (SJ), 126(SJ), 127 (SS)****Grad Curriculum: 221 (2),**

What are the clinical red flags 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. **Type: Basic Knowledge****Subject Area:****Undergrad Curriculum: 111 (FJ), 125(SJ),****Grad Curriculum: 221(2)**

Traumatic brain injury (TBI) often results in cognitive-linguistic deficits due to:

- a. Slow and insidious confabulation and disorientation
- b. Primary progressive aphasia
- c. Oropharyngeal dysphagia
- d. Diffuse axonal injury

14. **Type:** Critical Thinking**Subject Area:****Undergrad Curriculum:** 111 (FJ), 125 (SJ),**Grad Curriculum:** 221 (2),

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. **Type:** Critical Thinking**Subject Area:** Autism**Undergrad Curriculum:** 125(SJ), 142(FS)**Grad Curriculum:** 223 (1), 242B (2), 229B(3)

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. **Type:** Critical Thinking**Subject Area:** Autism**Undergrad Curriculum:** 125(SJ), 142 (FS)**Grad Curriculum:** 242b (2), 228c (3)

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. **Type:** Critical Thinking**Subject Area:****Undergrad Curriculum:** 130 (SJ)**Grad Curriculum:**

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:

- a. Problems associated with understanding speech in noise
- b. Hearing aid use and care
- c. Listening and repair strategies
- d. All of the above

18. **Type:** Basic Knowledge

**Subject Area:**

**Undergrad Curriculum:** 110(FJ), 130 (SJ)

**Grad Curriculum:**

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. **Type:** Critical Thinking

**Subject Area:**

**Undergrad Curriculum:** 127 (SS)

**Grad Curriculum:** 227 (3)

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. **Type:** Critical Thinking

**Subject Area:**

**Undergrad Curriculum:** 123 (FS)

**Grad Curriculum:** 228b(2)

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. **Type:** Critical Thinking

**Subject Area:**

**Undergrad Curriculum:** 123 (FS),

**Grad Curriculum:** 228b(2)

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. **Type:** Critical Thinking

**Subject Area:**

**Undergrad Curriculum:** 143 (FS),

**Grad Curriculum:** 223 (1)

You are serving a child from a non-mainstream cultural background. Jose's parents 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, C

23. **Type:** Basic Knowledge

**Subject Area:**

**Undergrad Curriculum:**

**Grad Curriculum:** 217 (3)

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
- d. Principle of Attrition