2018 – 2019
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our **website**
or **contact us** for more help.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:
Please use the "Guidelines" and "Examples for Answering Open-Ended Questions" to answer each question in the template as you complete the report. Please provide and attach the following information:
1. PLO Assessed **(Q1.1, Q2.1)**
2. Definition of the PLO(s) **(Q2.1.1)**
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
4. Direct Measures **(Q3.3.2)**
5. Data Table(s) **(Q4.1)**
6. Curriculum Map **(Q21.1)**
7. Most Updated Assessment Plan **(Q20.2)**

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

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

Select Program or Type in Below

OR enter program name:

Second Bachelor of Science in Communication Sciences and Disorders

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Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.
Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs)or 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. **Research**
☐ 21A. Other, specify any assessed PLOs not included above:

a. [   ]

b. [   ]

c. [   ]

☐ 21B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.
Are your PLOs closely aligned with the mission and/or the strategic plan of the university?

◉ 1. Yes
○ 2. No
○ 3. Don't know

[Undo]

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information for the Selected PLO

Q2.1.
Select **OR** 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 the definition for this PLO **(See Appendix 15 Sample Answer to Q2.1.1)**.

Students will begin to demonstrate knowledge of contemporary professional issues (American Speech-Language-Hearing Association Certification Knowledge Outcome Standard IV-G)

Q2.2.

Has the program developed or adopted *explicit program standards of performance/expectations* for this PLO? (e.g. "We expect 80% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Undo

Q2.2.a.
Please provide the standards of performance/expectations for this PLO:

Formatting issue with this field. See below for response.

Q2.3.
Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment**(
See Appendix 15 Sample Answer to Q2.3):**

Q2.2A :

This is the final assessment report for the third cohort of the Second Bachelor of Science in Communication Sciences and Disorders (CSAD2B) 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 some equivalent of that degree. 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 2017. The cohort completed all coursework in fall 2018.

Our undergraduate program has developed seven specific program learning goals (PLGs) with associated program learning outcomes (PLOs) aligned to the knowledge and skills acquisition Certification 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 standards. Our pedagogy also aligns with WSCUC Core Competencies and Sacramento State's Baccalaureate Learning Goals.

This year, we assessed our Program Assessment Plan's PLG/PLO 7 (Baccalaureate Learning Goals: Overall Competencies in the Major) (ASHA Knowledge Standard IV-G) (ASHA Professional Practice competencies of *Integrity*, *Clinical Reasoning*, *Evidence-Based Practice*, *Concern for Individuals Served*, *Professional Duty*, and *Collaborative Practice*)

Direct Methods/Standards of Performance:

- Learning Outcomes Assessment: 73% of Senior students will answer the **IV-G** related questions correctly
- 90% of the students will complete the program with a 2.5 GPA or higher in major coursework
- Culminating Experience: 90% of graduate students will receive "Pass" results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSASD 500P) or Thesis (CSAD 500T) options.
- Graduate Internship Signature Assignment. 90% of students will receive a score of "agree" or higher for all questions in the following areas:

    -Integrity

    -Clinical Reasoning

    -Evidence-Based Practice

    -Concern for Individuals Served

    -Professional Duty

    -Collaborative Practice

- National *Praxis* Exam: 90% of students will score 162 or higher

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

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

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

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

Undo

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

9

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**)

Undo

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
- Performance in Coursework/GPA in the Major
- Culminating Experience
- Graduate Internship Signature Assignment
- National *Praxis* Exam

Indirect:

- Exit Survey Feedback
- Employer Survey Feedback
- Alumni Survey Feedback
- Biannual Advisory Board Meeting Feedback

The Learning Outcomes Assessment is distributed in selected course sections. Through this process, it is completed by each student in our program annually. Each question has one "correct" answer. Data is compiled and analyzed by the Department Chair and our Faculty Assessment Committee Chair using the alignment table previously provided.

The Chair consults with the office of the Registrar and our College Student Success Center to monitor students' progress to degree annually and the chair monitors students' progress to degree monthly through the graduation application process.

The Graduate Coordinator and another faculty member co-chair the Culminating Experience Committee and report the results to the Chair and faculty. These faculty members maintain data for all graduate students taking the comprehensive exam each semester and monitor progress on all projects and theses.

This graduate internship signature assignment is scored each semester for the graduate students currently enrolled in internships. The data is maintained in Qualtrics by the department Administrative Support Coordinator.

Student results for the National *Praxis* Exam are sent to our department by ETS. The data is maintained by the Department Administrative Support Coordinator/Graduate Coordinator.

Second Bachelor's students complete an Exit Survey by email following program completion. 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.

Alumni and employer surveys are distributed electronically every three years. The data is maintained in Qualtrics by our department Administrative Support Coordinator.

Minutes are taken at biannual Advisory Board meetings and stored in our shared drive.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

[Undo]

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:

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Q3.3.2.
Please **attach the assignment instructions that the students received to complete the assignment (See Appendix 1 Sample Answer to Q3.3.2):**

Please see attached:

- Learning Outcomes Assessment Key
- Graduate Internship signature Assignment & Internship Competency Form & Competency Letter Grade
- Comprehensive Exam Instructions & Thesis/Project Handbook

📎 **Click here to attach a file**   📎 **Click here to attach a file**

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.**)

[Undo]

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:

> Faculty rubrics for comprehensive exam
> and thesis/project handbook/GPA in major

(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

Undo

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

Undo

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

Undo

Q3.5.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

> All full time faculty participate in the developmen...
>
> Select faculty and the curriculum committee crea...

Q3.5.1.
Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

> All full time faculty participate in the evaluation o...
>
> The Culminating Experience Committee maintain...
>
> Select faculty and the Curriculum Committee cre...
>
> All faculty review Praxis results

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

Undo

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 and overall GPA are on file for each student.

All students complete a culminating experience.   We review all of the results.

All students complete the Graduate Student Internship Signature Assignment.   We review all of the results.

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?

29 students began the fourth cohort of the Second Bachelor's in Communication Sciences and Disorders program offered through the College of Continuing Education. Two students left the program early and 27 students completed the program.

We reviewed all Learning Outcome Assessments completed by all students attending class on the day(s) of administration. We reviewed the major GPA of all fourth semester students. We review the results of all culminating experiences and Graduate Student Internship Signature Assignments. *Praxis* scores for those students electing to take the exam were also reviewed.

Q3.6.2a.
Please enter the number (#) of students *__from ONLY your program__* that were assessed for this program learning outcome (not all students in the class).

Learning Outcomes Assessments: 25
Overall GPA Review: 27
Culminating Experiences: 29
Graduate Student Internship Signature Assignme...
National Praxis Exam: 27

Q3.6.3a.
Please enter the number (#) of samples of student work *__from ONLY your program__* that were evaluated for this program learning outcome.

Learning Outcomes Assessments: 25
Overall GPA Review: 27
Culminating Experiences: 29
Graduate Student Internship Signature Assignme...
National Praxis Exam: 27

Q3.6.4.
Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

○ 1. Yes

○ 2. No

○ 3. Don't know

Undo

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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**)

Undo

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:

Alumni, Employer and Student surveys:

Tool Description: We distribute surveys to alumni, employers and students.   The alumni and employer surveys are distributed electronically.   Second Bachelor's students complete an Exit Survey by email following program completion.   Graduate students complete a Brief Clinical Experience Survey and Exit 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 cohort.   Surveys results are reviewed annually by the Curriculum Committee and faculty at the fall retreat during annual assessment review.

- Second Bachelor's Exit Survey (Attached)
- Employer Survey (Attached)
- Alumni Survey (Attached)

Biannual Advisory Board Meetings

Tool Description:

Our Community Advisory Board maintains a system of six cohorts (public schools, hospitals, private practices, audiology, alumni, and NSSLHA students) 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).   The minutes are reviewed by faculty once each semester and annually during assessment review.

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

All student exit surveys completed were analyzed.

Alumni surveys were distributed to all of our Alumni through the Sacramento State Alumni Center. All data collected were analyzed.

Employer surveys were distributed through our Advisory Board and Internship Contacts. All data collected were 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.

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

All data collected were analyzed.

Q3.7.4.
If surveys were used, please enter the response rate:

13 of 27 (48%) fourth semester Second Bachelor...

26 Alumni completed the alumni survey.

5 employers completed the employer survey.

The Department of Communication Sciences and ...

The Advisory Board to the Department of Commu...

The Board functions through a system of six coho...

While no formal survey was provided to this grou...
- • Integrity
- • Clinical Reasoning
- • Evidence-Based Practice
- • Concern for Individuals Served
- • Professional Duty
- • Collaborative Practice

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**)

Undo

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**)

Undo

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 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. The test is broken up into the following three content categories:

- Foundations and Professional Practice,
- Screening; Assessment; Evaluation; Diagnosis
- Planning Implementation and Evaluation of Treatment

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

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Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example.) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

Direct Measure 1: Learning Outcomes Assessment

The following questions on the LOA were considered appropriate IV-G questions for an undergraduate senior: 2, 3, 4, 8, 9, 15, 16, 17, 20, 21, and 22. These questions and associated response rates are included in the chart below. In 2018-19, the data indicates that, by the fourth semester, 73% or more Second Bachelor's students are answering 64% of the **IVG** questions correctly. Questions 2, 8, 9, and 16 require further examination in terms of their low rate of passage.

Percentage of junior and senior students answering LOA IV-G questions correctly.

2018-2019 % students answering IV-G questions correctly											
	2	3	4	8	9	15	16	17	20	21	22
Seniors	72	95.7	95.8	64	68	79.2	41.7	96	87	100	91.7

Direct Measure 2: Performance in Coursework/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 3.91, with a range of 3.35-4.0.

Direct Measure 3: Performance on Culminating Experience

15 candidates took the comprehensive exam in August 2018. 14 candidates took the comprehensive exam in January 2019. No students completed a thesis or project. While some students had conferences and/or specific questions that needed to be rewritten, all students passed the culminating experience on the first attempt. A similar pattern has been noted for the last three years of fall and spring candidates (all passing on first attempt).

Direct Measure 4: Performance on Graduate Internship Signature Assignment

14 students were scored on the Graduate Internship Signature Assignment in the following clinical competency areas by their assigned University Supervisor/Internship Liaison after a site visit, interview with student and Master Clinician, and review of all Clinical Competencies. The questions required the evaluator to determine whether or not the student demonstrates specific competencies in the following areas related to PLO 7:

Professional Practice Competency Area	% of Students Receiving a Score of "Agree" on All Questions	% of Students Receiving a Score of "Strongly Agree" on All Questions	% of Students Receiving a Score of "Agree" or Higher on All Questions

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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 Appendix 15 Sample Answers to Q4.1-Q4.3)**?

A triangulation of the data collected through both direct and indirect measures indicates that our students are, in many areas, exceeding our overall program standards for this PLG/PLO (See below). The analysis does, however, provide an opportunity for discussions across our curriculum with regard to specific topics that may require curricular emphasis.

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Direct Measure 1: Learning Outcomes Assessment (Standard of Performance Partially Met)

The standard of performance, which is that 73% of senior students will answer the IV-G questions correctly, was met for only 7/11 questions (64%) at the end of the senior year. Seniors met criteria on the following topics: Cleft Palate, Speech vs. Language, Autism Spectrum Disorder, Aural Rehabilitation, Fluency, Voice, and Multicultural. Seniors did not meet criteria on the following topics: Morphology, Voice, and Autism Spectrum Disorder. Questions 2 (Basic knowledge/Morphology), 8 (Basic knowledge/Vital Capacity), 9 (Basic Knowledge/Voice), and 16 (Basic Knowledge/Autism) 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.

The faculty and Curriculum Committee will continue to analyze data from the Learning Outcomes Assessment each year at the fall retreat. 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. The Curriculum Committee will assess the impact of any changes on student learning outcomes, student services and student success.

Direct Measure 2: Performance in Coursework/GPA in Major (Standard of Performance Exceeded)

In cohort 3, 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 3.91.

The Department Chair will continue to monitor GPA in consultation with CCE, the degree evaluation office, and through the graduation application process and will offer student advising and suggestions for tutoring when needed. The Curriculum Committee also annually reviews this data each semester and shares the results with faculty at both fall and spring retreats and identifies curricular implications and presents them to 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. The Curriculum Committee will assess the impact of any changes on student learning outcomes, student services, and student success.

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Direct Measure 3: Performance on Culminating Experience (Standard of Performance Exceeded)

In 2018-19, 100% of students enrolled for the comprehensive exam option and received scores of "Pass." Our goal is for 90% of students to receive "Pass" results on the comprehensive exam or to receive passing scores on the alternative written project or thesis.

The Culminating Experience Committee and Curriculum Committee will continue to monitor student progress on the Culminating Experience annually and the Curriculum Committee will identify curricular implications and

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Q4.3.
For the selected PLO, the student performance:
- ⦿ 1. **Exceeded** expectation/standard
- ○ 2. **Met** expectation/standard
- ○ 3. **Partially** met expectation/standard
- ○ 4. Did not meet expectation/standard
- ○ 5. No expectation/standard has been specified
- ○ 6. Don't know

Undo

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

Undo

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

Undo

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**)

Undo

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO.

Learning Outcome Assessments Questions 2 (Basic knowledge/Morphology), 8 (Basic knowledge/Vital Capacity), 9 (Basic Knowledge/Voice), and 16 (Basic Knowledge/Autism) 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 appropriateIn fact, 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 will continue to monitor GPA in consultation with CCE, the degree evaluation office, and through the graduation application process and will offer student advising and suggestions for tutoring when needed. The Curriculum Committee will also continue to monitor course passage rates and faculty will offer student advising and suggestions for campus tutoring. Faculty will be provided with specific criteria for department-specific tutoring. NSSLHA student mentoring will also continue. The Curriculum Committee also annually reviews this data each semester and shares the results with faculty at both fall and spring retreats and identify curricular implications and presents them to 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. The Curriculum Committee will assess the impact of any changes on student learning outcomes, student services and student success.

The Culminating Experience Committee and Curriculum Committee will continue to monitor student progress on the Culminating Experience annually and the Curriculum Committee will identify curricular implications and present them to faculty annually. 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. The Curriculum Committee will assess the impact of any changes on student learning outcomes, student services and student success.

The Curriculum Committee and faculty will continue to review performance on the Graduate Student Internship Signature Assignment each semester and annually during assessment review. The Curriculum Committee will identify curricular implications and present them to 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. The Curriculum Committee will assess the impact of any changes on student learning outcomes, student services and student success.

The Chair and faculty will continue to monitor *Praxis* scores each semester 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 regularly addresses 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 that provides additional preparation for students preparing to take the *Praxis*. Further, the Curriculum Committee will continue to identify curricular implications and present them to faculty annually. Recommendations are considered

Q5.1.2.

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

◉ 1. Yes, describe your plan:

The Culminating Experience Committee and Curriculum Committee will continue to monitor student progress on the various measures we collect biannually/annually and present them to faculty annually. 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. The Curriculum Committee will assess the impact of any changes on student learning outcomes, student services and student success by way of this ongoing cycle of data collection and self-study.

○ 2. No
○ 3. Don't know

Undo

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas? Undo 1-12 Undo 12-23	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	◉	○	○	○	○
2. Modified curriculum	◉	○	○	○	○
3. Improved advising and mentoring	○	◉	○	○	○
4. Revised learning outcomes/goals	◉	○	○	○	○
5. Revised rubrics and/or expectations	◉	○	○	○	○
6. Developed/updated assessment plan	◉	○	○	○	○
7. Annual assessment reports	◉	○	○	○	○
8. Program review	○	○	○	○	◉
9. Prospective student and family information	○	◉	○	○	○
10. Alumni communication	○	◉	○	○	○
11. WSCUC accreditation (regional accreditation)	◉	○	○	○	○
12. Program accreditation	◉	○	○	○	○
13. External accountability reporting requirement	◉	○	○	○	○
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	◉	○	○	○	○
16. Institutional benchmarking	○	○	○	○	◉
17. Academic policy development or modifications	◉	○	○	○	○
18. Institutional improvement	○	○	○	○	◉
19. Resource allocation and budgeting	○	○	○	○	◉
20. New faculty hiring	○	◉	○	○	○
21. Professional development for faculty and staff	◉	○	○	○	○
22. Recruitment of new students	○	○	○	○	◉
23. Other, specify:	○	○	○	○	○

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

Learning Outcome Assessment Questions 10 (Critical Thinking/Research), 15 (Basic knowledge/Autism), 16 (Basic knowledge/Autism) and 24 (Basic Knoweldge/Audiology), and 25(Basic Knowledge/Audiology) required specific analysis to determine if the questions need further development (which affects the validity of this measure) or if curricular modifications or enhancements were appropriate. The faculty reviewed the overall results from the Learning Outcomes Assessment, paying particular attention to these questions, at our fall faculty retreat. It was decided that the Learning Outcomes Assessment required revising to ensure that questions pertaining to the undergraduate program and graduate program were administered to the appropriate groups of students. Additional questions were also needed in areas of our curriculum that were not being assessed. Our Assessment Coordinator, Dr. Tonia Davis, has worked with our faculty across academic year 2018-19 to revise the Assessment and recode the questions. The new version will be administered in 2019-20.

The department chair continued to monitor GPA and course performance (e.g., CSAD 143, 148) in consultation with CCE, the office of the registrar/degree evaluation office, and through the graduation application process and made tutoring referrals when a need is perceived. The Curriculum Committee also continued to monitor course passage rates and faculty offered student advising and suggestions for campus tutoring. Faculty were again provided with specific criteria for department-specific tutoring. NSSLHA student mentoring also continued.

The 2017-18 *Praxis* results indicated that our program had been doing an adequate job of preparing most students for independent practice in California Public Schools, but that we needed to continue to attend to the new version of the exam to ensure that our students are prepared for success. The Chair continued to monitor *Praxis* scores and shared 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 were encouraged to take the *Praxis* at the end of the program, after they had a variety of clinic experiences, including two internships, because the *Praxis* is designed to test both students' basic knowledge of our field's core content AND their ability to problem solve when given case studies related to practical application. We continued 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, continued 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 continued 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*.

We continued curriculum discussions in our faculty meetings focusing on particular areas in our graduate curriculum, such as CSAD 123, CSAD 142, and CSAD 147, where fluency techniques, social aspects/behavior, and analysis of assessment data could addressed.

Q5.3. To what extent did you apply **previous assessment 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

Undo 1-9					
1. Program Learning Outcomes	○	○	○	◉	○
2. Standards of Performance	◉	○	○	○	○
3. Measures	◉	○	○	○	○
4. Rubrics	◉	○	○	○	○
5. Alignment	◉	○	○	○	○
6. Data Collection	◉	○	○	○	○
7. Data Analysis and Presentation	◉	○	○	○	○
8. Use of Assessment Data	○	○	○	◉	○
9. Other, please specify:	○	○	○	○	○

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

Thank you for your feedback regarding our annual assessment of the CSAD Bachelor's, Second Bachelor's, Master's, and Credential Programs.

1. We did not submit the KASA alignment of standards and learning outcomes this year. Instead, we revised our Assessment Plans, including the Curriculum Maps that are included in the documents.
2. We have added two new measures to our Assessment Plans: The Culminating Experience and the Graduate Student Internship Signature Assignment. We have also added specific signature course assignment to CSAD 143, 148, and CSAD 242A. These measures will allow us to compare and contrast the results of the LOA with specific student course assignments.
3. While we appreciate the Office of Academic Program Assessment's suggestion to re-consider using GPA and course grades as a measure to assess student learning, and we understand the Office's rationale for this, we have chosen to continue to include some of these among other more specific measures in our updated Assessment Plans. The reason for this is that successful completion of each class, particularly our clinical courses, indicates completion of specific standards required by our accrediting body, the American Speech-Language-Hearing Association. We maintain a required department-specific checklist that must be completed as students successfully complete each course in the Bachelor's and Master's degree programs up to the point of completion. Many of these courses include specific, embedded competencies or assignments that indicate the course grade. These competencies and assignments are used as additional measures in our Assessment Plans, so we do have the ability to "drill down" to specific areas of strength or weakness. Maintaining the GPA and course grades as one measure in our Assessment Plans supports our promise to our accreditor and supports their requirement for ongoing self-study. Thank you, in advance, for understanding our rationale.
4. We present our collected data in a format that aligns with that required by our accreditor, who also reviews this report. We made attempts to present data in a manner that also aligns with the Office of Academic Program Assessment's suggestions, but we realize that there may be differences. Thank you, in advance, for understanding our rationale.
5. We were able this year to request disaggregated *PRAXIS* data and you will find it referenced in this year's reporting.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

NA

📎 Click here to attach a file   📎 Click here to attach a file

Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

NA

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. **Research**
- ☑ 21. Other, specify any PLOs not included above:

a. Intellectual and Practical Skills (Baccalaureate Learning Goal)

b.

c.

Q8.
Please explain how this year's assessment activities help you address recommendations from your department's last program review?

1. We did not submit the KASA alignment of standards and learning outcomes this year. Instead, we revised our Assessment Plans, including the Curriculum Maps that are included in the documents.
2. We have added two new measures to our Assessment Plans: The Culminating Experience and the Graduate Student Internship Signature Assignment. We have also added specific signature course assignment to CSAD 143, 148, and CSAD 242A. These measures will allow us to compare and contrast the results of the LOA with specific student course assignments.
3. While we appreciate the Office of Academic Program Assessment's suggestion to re-consider using GPA and course grades as a measure to assess student learning, and we understand the Office's rationale for this, we have chosen to continue to include some of these among other more specific measures in our updated Assessment Plans. The reason for this is that successful completion of each class, particularly our clinical courses, indicates completion of specific standards required by our accrediting body, the American Speech-Language-Hearing Association. We maintain a required department-specific checklist that must be completed as students successfully complete each course in the Bachelor's and Master's degree programs up to the point of completion. Many of these courses include specific, embedded competencies or assignments that indicate the course grade. These competencies and assignments are used as additional measures in our Assessment Plans, so we do have the ability to "drill down" to specific areas of strength or weakness. Maintaining the GPA and course grades as one measure in our Assessment Plans supports our promise to our accreditor and supports their requirement for ongoing self-study. Thank you, in advance, for understanding our rationale.
4. We present our collected data in a format that aligns with that required by our accreditor, who also reviews this report. We made attempts to present data in a manner that also aligns with the Office of Academic Program Assessment's suggestions, but we realize that there may be differences. Thank you, in advance, for understanding our rationale.
5. We were able this year to request disaggregated *PRAXIS* data and you will find it referenced in this year's reporting.

Q9. Please attach any additional files here:

📎 csad-second-bs-attached-documents.zip
1.27 MB   📎 Click here to attach a file

📎 Click here to attach a file   📎 Click here to attach a file

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

Learning Outcomes Assessment

Graduate Student Internship Signature Assignment AND Internship Competency Form and Competency Letter Grade Grid

Comprehensive Exam Instructions

Thesis/Project Handbook

Undergraduate Exit Survey

Employer Survey

Alumni Survey

Section 4: Background Information about the Program

<div style="border:1px solid black;">

Program Information (**Required**)

</div>

Program:

Second Bachelor of Science in Communication Sciences and Disorders

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]

BS 2nd Speech Pathology & Audiology

Q11.
Report Author(s):

Robert A. Pieretti, Ph.D., CCC-SLP

Q11.1.
Department Chair/Program Director:

Robert A. Pieretti, Ph.D., CCC-SLP

Q11.2.
Assessment Coordinator:

Tonia Davis, Ph.D. CCC-SLP

Q12.
Department/Division/Program of Academic Unit (select):

Speech Pathology & Audio.

Q13.
College:

College of Health & Human Services

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Bachelor of Science: 333
Master of Science/Credential: 83
Second Bachelor of Science: 27

Q15.
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:

Undo

Q16. Number of **undergraduate degree programs** the academic unit has?

2

Q16.1. List all the names:

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

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

Master of Science in Communication Sciences and Disorders;

Q17.2. How many concentrations appear on the diploma for this master's program?

0

Q18. Number of **credential programs** the academic unit has?

1

Q18.1. List all the names:

Speech-Language Pathology Services with or without Special Class Authorization

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your **Assessment Plan**...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. Developed?	○	○	○	◉	○	○	○	○
Q20.1. Last updated?	○	○	○	○	○	◉	○	○

Undo

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

📎 **2019-Department Assessment Plan BS and CSAD2B.docx**
46.03 KB

Q21.
Has your program developed a **curriculum map? Please note: A curriculum map is not a roadmap. A roadmap is a graphical representation of the courses students must take to graduate. A curriculum map is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.**

◉ 1. Yes

○ 2. No

○ 3. Don't know

Undo

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

> 2019-Department Assessment Plan BS and CSAD2B.docx
> 46.03 KB

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

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

Undo

Q23.
Does your program have a capstone class?

- ○ 1. Yes, specify:

- ◉ 2. No
- ○ 3. Don't know

Undo

Q23.1.
Does your program have a capstone project(s)?

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

Undo

Q24.
BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

- ☑ 1. PLO Assessed **(Q1.1, Q2.1)**
- ☑ 2. Definition of the PLO(s) **(Q2.1.1)**
- ☑ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
- ☑ 4. Direct Measures **(Q3.3.2)**
- ☑ 5. Data Table(s) **(Q4.1)**
- ☑ 6. Curriculum Map **(Q21.1)**
- ☑ 7. The Most Updated Assessment Plan **(Q20.2)**

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!
(**Remember**: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.**11**.19

Introduction

CSAD Alumni Survey 2019

Dear Alumni,

Every three years our department solicits systematic feedback about our program and curriculum in the Department of Communication Sciences and Disorders. I am requesting your participation in a survey providing feedback about student preparation and alumni outcomes.

The results will be compiled into one report and will be used to program planning, strategic goals and to improve the overall effectiveness of the programs in the Department of Communication Sciences and Disorders. The results will also be used in reports for campus and accrediting organizations.

This is a confidential process and survey results are compiled by Qualtrics. This survey will take approximately 8 to 12 minutes to complete.

If you have additional questions about the logistics of the process, please contact Dr. Tonia Davis, Chair of the Department of Communication Sciences and Disorders Assessment Committee, at tonia.davis@csus.edu.

I value your feedback and strongly encourage you to take this opportunity to participate in the survey. The results will be most meaningful if everyone provides input.

Cordially,

Robert

Robert A. Pieretti, PhD
Professor and Chair
Public School Internship Coordinator

Director, Sacramento State Literacy Connection

Department of Communication Sciences and Disorders

California State University, Sacramento

6000 J Street

Sacramento, California 95819

(916) 278-6759 (T)

(916) 278-7730 (F)

rpieretti@csus.edu

www.hhs.csus.edu/csad

Education, Licensing, and Current Employment

What program did you complete at Sacramento State?

Undergraduate Degree

Second Bachelor of Communication Sciences and Disorders (Speech Pathology & Audiology)

Speech-Language Pathology Assistant Extension Coursework

Master of Science in Communication Sciences and Disorders (Speech Pathology)

Doctorate of Audiology (Au.D.) or Master of Science in Audiology prior to 2007

In what year did you receive your most recent degree from Sacramento State?

2019	2014
2018	2013
2017	2012
2016	2004-2011
2015	Prior to 2004

What additional degrees have you received, if any? Please identify the institute(s) from which you received your additional degrees.

[   ]

Were you employed in the field of Communication Sciences and Disorders within one year of graduating?

Yes   No- Continuing education   No- other

If you said no-other in the question above, please indicate why:

Are you currently employed in the field of Communication Sciences and Disorders?

Yes, as an Speech-Language Pathology Assistant

Yes, as a Speech-Language Pathologist

Yes, as an Audiology Technician

Yes, as an Audiologist

No, I am retired

No, I am not currently employed in the field of Communication Sciences and Disorders. Please indicate your current profession:

How many years have you been employed in the field of Communication Sciences and Disorders?

less than 1

1-3 years

4-6 years

7-10 years

11-20 years

21 + years

Have you obtained any of the following?

California SLP License

California SLPA License

California Rehabilitative Services Credential (with or without Special Class Authorization)

ASHA CCC-SLP

California Hearing Aid Dispenser License

California Au.D. License

ASHA CCC-A

[_____] I am licensed in anther state/country

Are you a current member of any of the following organizations?

American Speech-Language Hearing Association (ASHA)

California Speech-Language Hearing Association (CSHA)

American Academy of Audiology (AAA)

California Academy of Audiology (CAA)

Preparation within the Curriculum

Did you complete your Master's degree in Communication Sciences and Disorders (Speech Pathology) at Sacramento State?

Yes   No (you will be skipped to the next section)

I feel that I was prepared at Sacramento State for professional practice in each of the following ASHA Big 9 areas:

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Speech Sound Disorders (Articulation)	O	O	O	O	O	O	O
Fluency Disorders	O	O	O	O	O	O	O
Voice and Resonance	O	O	O	O	O	O	O

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Receptive and expressive language, including literacy	○	○	○	○	○	○	○
Hearing and Hearing Disorders	○	○	○	○	○	○	○
Swallowing/Feeding	○	○	○	○	○	○	○
Cognitive Communication Disorders	○	○	○	○	○	○	○
Social Communication	○	○	○	○	○	○	○
Augmentative and Alternative Communication Modalities	○	○	○	○	○	○	○

I feel that the curriculum at Sacramento State prepared me for professional practice in each of the following areas:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Theory of nature and etiology of communication disorders	○	○	○	○	○
Risk factors and prevention of communication disorders	○	○	○	○	○
Apply current research findings	○	○	○	○	○
Knowledge of diagnostic techniques and instrumentation	○	○	○	○	○
Establish appropriate goals and objectives	○	○	○	○	○
Knowledge of comprehensive intervention techniques	○	○	○	○	○
Write setting-appropriate reports	○	○	○	○	○

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Respond well to supervision and feedback	O	O	O	O	O
Maintain positive and professional relationships with clients and staff	O	O	O	O	O
Counseling	O	O	O	O	O
Work in both individual and group settings	O	O	O	O	O
Practice in an ethical manner in accordance with the ASHA Code of Ethics	O	O	O	O	O

I was satisfied with the program at Sacramento State in each of the following areas:

	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Level of preparation in coursework	O	O	O	O	O
Level of preparation in clinic	O	O	O	O	O
Responsiveness of professors	O	O	O	O	O
Supportiveness of clinical instructors	O	O	O	O	O
Level of preparation for clinical writing	O	O	O	O	O
Sufficient opportunity to present problems, complaints, or suggestions to the faculty	O	O	O	O	O
Collaboration between clinical and academic instructors	O	O	O	O	O

I was satisfied with the guidance I received in my **clinical practicum and internship experiences** in regard to each of the following areas:

	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Level of supervision	○	○	○	○	○
Level of independence	○	○	○	○	○
Total number of clinical experiences	○	○	○	○	○
Depth of clinical experiences across settings and client populations (including internships)	○	○	○	○	○

Considering all aspects, I was satisfied with my program at Sacramento State.

Strongly agree   Somewhat agree   Neither agree nor disagree   Somewhat disagree   Strongly disagree

I would recommend Sacramento State's Communication Sciences and Disorders program(s) to others.

Strongly agree   Somewhat agree   Neither agree nor disagree   Somewhat disagree   Strongly disagree

Preparation for Professional Practice

The following set of questions are based on the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) 2017 Standards for Accreditation/Professional Practice Competencies, which are cross coded to the Sacramento State Credentialing Unit Vision (CUV).

I understand how to use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and

payers collaboratively and in partnerships. (ASHA Standard 3.1.1B Integrity. CUV-Collaboration & Partnership)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I understand the impact of the cultural and linguistic variables of the individuals served on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation). (ASHA Standard 3.1.1B Cultural Competence. CUV-Social Justice and Equity)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I can show evidence of care, compassion, and appropriate empathy during interactions with each individual served, including family members, caregivers, and any others involved in care. (ASHA Standard 3.1.1B Concern for Individuals Served. CUV-Inclusion)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I can practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology and/or audiology. (ASHA Standard 3.1.1B Accountability. CUV- Reflective, Ethical, and Best Practice)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I understand the impact of my own set of cultural and linguistic variables on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation) and reflect on these variables in ways that allow me to be a more culturally responsive educator/clinician. (ASHA Standard 3.1.1 B Cultural Competence. CUV-Whole Child, Healthy Child)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I understand how to perform effectively in different interprofessional team roles to plan and deliver care—centered on the individual served—that is safe, timely, efficient,

effective, and equitable.   (ASHA Standard 3.1.1 B Professional Duty. CUV-Innovative Leadership and Advocacy)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I understand and use best professional practices as they relate to maintenance of confidentiality for all individuals in accordance with requirements of the health insurance portability and accountability act (HIPAA) and the family educational rights and privacy act (FERPA). (ASHA Standard 3.1.1B Integrity)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I can use all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner. (ASHA Standard 3.1.1B Effective Communication Skills)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I can use valid scientific and clinical evidence in decision making regarding assessment and intervention. (ASHA Standard 3.1.1B Clinical Reasoning)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I can critically evaluate information sources and apply that information to appropriate populations. (ASHA Standard 3.1.1B Evidence-Based Practice)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I can encourage active involvement of the individual served in his or her own care. (ASHA Standard 3.1.1B Concern for Individuals Served)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I can engage in self-assessment to improve effectiveness in the delivery of clinical services. (ASHA Standard 3.1.1B Professional Duty)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I understand the roles and importance of professional organizations in advocating for rights to access to clinical services. (ASHA Standard 3.1.1B Professional Duty)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

I understand the role of clinical teaching and clinical modeling, as well as supervision of students and other support personnel. (ASHA Standard 3.1.1B Professional Duty)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

Write-In Questions

What would you have changed about your program?

What would you like to see for future Sacramento State students in Communication Sciences and Disorders?

Thank you for taking the time to complete this survey.
Your feedback is very helpful in our continual assessment of our program.
Following submission of this survey, you will be redirected to a CSAD Constituents Contact form (https://csus.co1.qualtrics.com/jfe/form/SV_72SANhUp5Z3tqAZ). The Department of Communication Sciences and Disorders (CSAD) at Sacramento State maintains a constituent contact list to disperse information regarding news and events

related to the Department. If you would like to be added to this list, please complete and submit this form.

California State University Sacramento
Department of Communication Sciences & Disorders
Office of Graduate Coordinator
Culminating Experience – CSAD 500C - Comprehensive Examination, Spring Semester 2019

TO: #1
Please see the results of your comprehensive examinations, listed below. Each comprehensive question is worth 1.5 hours. Department policy states:

- The student may receive a "reevaluate" for **up to 3 hours** of exam on the first taking of the comprehensive examinations *without retaking the entire exam*.
    - Those **3 hours of exam (or less) must be successfully repeated within the semester**.
    - **If any of these retake hours are not passed, the student must retake the entire examination**. This retake may only be completed at the times offered for comprehensive examinations (currently January or August).
- If more than 3 hours of exam are failed on the first taking of the comprehensive examinations, the entire exam must be retaken and may only be completed at the times offered for comprehensive examinations (currently January or August).
- The same conditions for pass/reevaluate apply on this second retake as on the first attempt at passing the comprehensive examination. A third retake is **not** allowed.

If you have any questions or concerns, please contact the graduate coordinator, Dr. Darla Hagge, at hagge@csus.edu

KEY:	ACTION:
O = Outstanding	Content area requirement has been met; no further action necessary.
P = Pass	Content area requirement has been met; no further action necessary.
PC = Pass with individual or group conference, per author/reviewer's discretion	Immediately contact the exam author/reviewer to schedule a conference.
NP = No Pass (If 2 or fewer sections of the exam receive a grade of "No-Pass")	If two or fewer sections of the exam receive a grade of "No-Pass," the student must rewrite each section. Please contact the exam author/reviewer to reschedule a "rewrite."
NP = No Pass (If 3 or more sections of the exam receive a grade of "No-Pass")	If three or more sections of the exam receive a grade of "No-Pass," the student will receive a grade of "In-progress" (RP) for CSAD 500C, and according to university policy may retake the complete comprehensive examination **one additional time** during the next scheduled comprehensive examination cycle. Please contact the graduate coordinator for additional information.

Author/Reviewer	Comp Exam Content Area	Contact Information
Dr. Tonia Davis	LOA	tonia.davis@csus.edu
Dr. Darla Hagge	Adult Neuro	hagge@csus.edu
Professor Scott Jackson	Dysphagia	sj227@csus.edu
Dr. Aishah Patterson	Voice	patterson@csus.edu
Dr. Celeste Roseberry-McKibbin	Child Language	celeste@csus.edu
Dr. Laura Gaeta	Audiology	l.gaeta@csus.edu
Dr. Heather Thompson	Research	heather.thompson@csus.edu
Professor Mojibi	AAC	marcella.mojibi@csus.edu

Introduction

CSAD Employer Survey Spring 2019

Dear Employers of Speech-Language Pathologists, Audiologists, and Related Professionals,

Every three years our department solicits systematic feedback about our program and curriculum in the Department of Communication Sciences and Disorders at Sacramento State. I am requesting your participation in a survey providing feedback about student preparation and outcomes. The following questions are intended to apply to Sacramento State alumni employees only.

The results will be compiled into one report and will be used to program planning, strategic goals and to improve the overall effectiveness of the programs in the Department of Communication Sciences and Disorders. The results will also be used in reports for campus and accrediting organizations.

This is a confidential process and survey results are compiled by Qualtrics. This survey will take approximately 6 to 9 minutes to complete.

If you have additional questions about the logistics of the process, please contact Dr. Tonia Davis, Chair of the Department of Communication Sciences and Disorders Assessment Committee, at tonia.davis@csus.edu.

I value your feedback and strongly encourage you to take this opportunity to participate in the survey. The results will be most meaningful if everyone provides input.

Cordially,

Robert

Robert A. Pieretti, PhD

Professor and Chair

Public School Internship Coordinator

Director, Sacramento State Literacy Connection

Department of Communication Sciences and Disorders

California State University, Sacramento

6000 J Street

Sacramento, California 95819

(916) 278-6759 (T)

(916) 278-7730 (F)

rpieretti@csus.edu

www.hhs.csus.edu/csad

Education, Licensing, and Current Employment

Do you currently have employees in the field of Communication Sciences and Disorders?

Yes, Speech-Language Pathology Assistant(s)

Yes, Speech-Language Pathologist(s)

Yes, Audiology Technician(s)

Yes, Audiologist(s)

No, not currently

Do you frequently employ or utilize the following (select all that apply)?

Clinical Fellows (SLP)   Audiology Externs

Do you require your employees to hold any of the following?

California SLPA License

California SLP License

California Rehabilitative Services Credential (with or without Special Class Authorization)

ASHA CCC-SLP

California Hearing Aid Dispenser License

California Au.D. License

ASHA CCC-A

[   ] Other

Approximately what percentage of your employees are Sacramento State alumni?

90-100%   75-89%   50-74%   25-49%   Less than 25%   0%

Preparation within the Curriculum

I feel that my employee(s) were prepared at Sacramento State for professional practice in each of the following areas:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
Speech Sound Disorders (Articulation)	○	○	○	○	○	○
Fluency Disorders	○	○	○	○	○	○
Voice and Resonance	○	○	○	○	○	○
Receptive and expressive language, including literacy	○	○	○	○	○	○
Hearing and Hearing Disorders	○	○	○	○	○	○
Swallowing/Feeding	○	○	○	○	○	○
Cognitive Communication Disorders	○	○	○	○	○	○
Social Communication	○	○	○	○	○	○
Augmentative and Alternative Communication Modalities	○	○	○	○	○	○

I feel that the curriculum at Sacramento State prepared my employees for professional practice in each of the following areas:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
Apply current research findings	O	O	O	O	O	O
Knowledge of diagnostic techniques and instrumentation	O	O	O	O	O	O
Establish appropriate goals and objectives	O	O	O	O	O	O
Write setting-appropriate reports	O	O	O	O	O	O
Respond well to supervision and feedback	O	O	O	O	O	O
Maintain positive and professional relationships with clients and staff	O	O	O	O	O	O
Counseling	O	O	O	O	O	O
Work in both individual and group settings	O	O	O	O	O	O
Practice in an ethical manner in accordance with the ASHA Code of Ethics	O	O	O	O	O	O

My employees who are Sacramento State alumni are as prepared or better prepared than employees from other institutions.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree   Not Applicable or Unsure

Preparation for Professional Practice

My employee(s) use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers collaboratively and in partnerships. (ASHA Standard 3.1.1B Integrity. CUV-Collaboration & Partnership)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

My employee(s) understand the impact of the cultural and linguistic variables of the individuals served on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation). (ASHA Standard 3.1.1B Cultural Competence. CUV-Social Justice and Equity)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

My employee(s) can show evidence of care, compassion, and appropriate empathy during interactions with each individual served, including family members, caregivers, and any others involved in care. (ASHA Standard 3.1.1B Concern for Individuals Served. CUV-Inclusion)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

My employee(s) can practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology and/or audiology. (ASHA Standard 3.1.1B Accountability. CUV- Reflective, Ethical, and Best Practice)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

My employee(s) know how to perform effectively in different interprofessional team roles to plan and deliver care—centered on the individual served—that is safe, timely, efficient, effective, and equitable.   (ASHA Standard 3.1.1 B Professional Duty. CUV-Innovative Leadership and Advocacy)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

My employee(s) understand the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.). (ASHA Standard 3.1.1B Accountability)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

My employee(s) understand and use best professional practices as they relate to maintenance of confidentiality for all individuals in accordance with requirements of the health insurance portability and accountability act (HIPAA) and the family educational rights and privacy act (FERPA). (ASHA Standard 3.1.1B Integrity)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

My employee(s) can use all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner. (ASHA Standard 3.1.1B Effective Communication Skills)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

My employee(s) integrate valid scientific and clinical evidence in the provision of speech-language pathology services. (ASHA Standard 3.1.1B Evidence-Based Practice)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

My employee(s) understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases. (ASHA Standard 3.1.1B Professional Duty)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

Write-In Questions

What would you like to see for future Sacramento State students in Communication Sciences and Disorders?

Thank you for taking the time to complete this survey.

Your feedback is very helpful in our continual assessment of our program.

Following submission of this survey, you will be redirected to a CSAD Constituents Contact form (https://csus.co1.qualtrics.com/jfe/form/SV_72SANhUp5Z3tqAZ). The Department of Communication Sciences and Disorders (CSAD) at Sacramento State maintains a constituent contact list to disperse information regarding news and events related to the Department. If you would like to be added to this list, please complete and submit this form.

Intern Information

Internship Evaluation Form - Spring 2019 Communication Sciences and Disorders MS

Internship Liaison, please complete one form per internship student assigned to you. The following set of questions are based on the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) 2017 Standards for Accreditation/Professional Practice Competencies, which are cross coded to the Sacramento State Credentialing Unit Vision (CUV)

Intern First and Last Name

Student ID

Internship Site(s)

Evaluator

Date of Evaluation

CTC

The intern understands how to use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers collaboratively and in partnerships. (ASHA Standard 3.1.1B Integrity. CUV-Collaboration & Partnership)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands the impact of the cultural and linguistic variables of the individuals served on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation). (ASHA Standard 3.1.1B Cultural Competence. CUV-Social Justice and Equity)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern shows care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care. (ASHA Standard 3.1.1B Concern for Individuals Served. CUV-Inclusion)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern practices in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language

pathology. (ASHA Standard 3.1.1B Accountability. CUV-Reflective, Ethical, and Best Practice)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands the impact of his or her own set of cultural and linguistic variables on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation and reflect on these variables in ways that allow me to be a more culturally responsive educator. (ASHA Standard 3.1.11b Cultural Competence. CUV-Whole Child, Healthy Child)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands how to perform effectively in different interprofessional team roles to plan and deliver care—centered on the individual served—that is safe, timely, efficient, effective, and equitable. (ASHA Standard 3.1.1B Collaborative Practice. CUV-Innovative Leadership and Advocacy)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

ASHA 1-6

The intern can adhere to federal, state, and institutional regulations and policies that are related to care provided by speech-language pathologists. (ASHA Standard 3.1.1B Accountability)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands the professional's fiduciary responsibility for each individual served. (ASHA Standard 3.1.1B Accountability)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.). (ASHA Standard

3.1.1B Accountability)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern uses self-reflection to understand the effects of his or her actions and make changes accordingly. (ASHA Standard 3.1.1B Accountability)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands the health care and education landscapes and how to facilitate access to services. (ASHA Standard 3.1.1B Accountability)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands how to work on interprofessional teams to maintain a climate of mutual respect and shared values.(ASHA Standard 3.1.1B Accountability)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

ASHA 7-12

The intern understands and use best professional practices as they relate to maintenance of confidentiality for all individuals in accordance with requirements of the health insurance portability and accountability act (HIPAA) and the family educational rights and privacy act (FERPA). (ASHA Standard 3.1.1B Integrity)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern uses all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner. (ASHA Standard 3.1.1B Effective Communication Skills)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern communicates —with patients, families, communities, interprofessional team colleagues, and other professionals caring for individuals— in a responsive and

responsible manner that supports a team approach to maximize care outcomes. (ASHA Standard 3.1.1B Effective Communication Skills)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern uses valid scientific and clinical evidence in decision making regarding assessment and intervention. (ASHA Standard 3.1.1B Clinical Reasoning)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern applies current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served. (ASHA Standard 3.1.1B Clinical Reasoning)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern uses clinical judgment and self-reflection to enhance clinical reasoning. (ASHA Standard 3.1.1B Clinical Reasoning)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

ASHA 13-18

The intern accesses sources of information to support clinical decisions regarding assessment and intervention and management. can use clinical judgment and self-reflection to enhance clinical reasoning.(ASHA Standard 3.1.1B Clinical Reasoning)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern critically evaluates information sources and apply that information to appropriate populations.   (ASHA Standard 3.1.1B Evidence-Based Practice)

    Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern integrates evidence in the provision of speech-language pathology services. (ASHA Standard 3.1.1B Evidence-Based Practice)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern encourages active involvement of the individual served in his or her own care. (ASHA Standard 3.1.1B Concern for Individuals Served)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery. (ASHA Standard 3.1.1B Cultural Competence)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understand characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services. (Standard 3.1.1B Cultural Competence)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

ASHA 19-25

The intern engages in self-assessment to improve his or her effectiveness in the delivery of clinical services. (ASHA Standard 3.1.1B Professional Duty)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands the roles and importance of professional organizations in advocating for rights to access to speech-language pathology services. (ASHA Standard 3.1.1B Professional Duty)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands the role of clinical teaching and clinical modeling, as well as supervision of students and other support personnel. (ASHA Standard 3.1.1B Professional Duty)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources. (ASHA Standard 3.1.1B Professional Duty)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases. (ASHA Standard 3.1.1B Professional Duty)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands and use the knowledge of one's own role and the roles of other professionals to appropriately assess and address the needs of the individuals and populations served. (ASHA Standard 3.1.1B Professional Duty)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

The intern understands how to apply values and principles of interprofessional team dynamics. (ASHA Standard 3.1.1B Collaborative Practice)

Strongly Agree   Agree   Somewhat Agree   Disagree   Strongly Disagree

Overall

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 4 general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for each of the 4 general competency categories and (b) a minimum score of 3.0 on all individual competency line items. Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item or (b) a rating of 3.99 or less for a competency category will not pass the clinic, even if their average combined score of the 4 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.

Student DOES NOT Meet the Criteria Above

Student MEETS the Criteria Above

Student EXCEEDS the Criteria Above

Powered by Qualtrics

California State University, Sacramento
CALIPSO Clinical Competencies

Performance Rating Scale

5 = Exceeds Performance Expectations (Minimum assistance required)
- Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented
- Demonstrates creative problem solving
- Clinical Instructor consults and provides guidance on ideas initiated by student

4= Meets Performance Expectations (Minimum to moderate assistance required)
- Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency
- Student can problem solve and self-evaluate adequately in-session
- Clinical Instructor acts as a collaborator to plan and suggest possible alternatives

3= Needs Improvement in Performance (Moderate assistance required)
- Inconsistently demonstrates clinical skill/behavior
- Student's efforts to modify performance result in varying degrees of success
- Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively

2= Needs Significant Improvement in Performance (Maximum assistance required)
- Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate
- Student is aware of need to modify behavior, but is unsure of how to do so
- Maximum amount of direction and support from clinical Supervisor required to perform effectively

1= Unacceptable Performance (Maximum assistance is not effective)
- Clinical skill/behavior is not evident most of the time
- Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so
- Specific direction from Clinical Instructor does not alter unsatisfactory performance

Grade	Low	High
A	4.65	5.00
A-	4.50	4.64
B+	4.35	4.49
B	4.15	4.34
B-	4.00	4.14
C+	3.85	3.99
C	3.65	3.84
C-	3.50	3.64
D+	3.35	3.49
D	3.15	3.34
D-	3.00	3.14
F	1.00	2.99

Areas of Evaluation

Articulation:

Fluency:

Voice: Voice and Resonance, including respiration and phonation

Language: Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing

Hearing: Hearing, including the impact on speech and language

Swallowing: Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)

Cognition: Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

Social Aspects: Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)

Augmentative and Alternative Communication Modalities: Communication modalities (including oral, manual, augmentative and alternative communication techniques and assistive technologies)

Evaluation	Articulation	Fluency	Voice	Language	Hearing	Swallowing	Cognition	Social Aspects	AAC
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Conducts screening and prevention procedures as applicable (std IV-D, std V-B, 1a; CTC-SLP4) (a) Hearing Screenings: Administers hearing screenings (including conditioning) independently to individual client. Records responses accurately; demonstrates knowledge of pass/fail criteria and refers as needed. Provides information on hearing health care. (b) Speech/Language Screenings: Administers speech/language screenings. Records responses accurately. Demonstrates knowledge of pass/fail criteria; discusses findings, and makes appropriate referrals. (c) Participates in activities related to the prevention of communication and swallowing disorders.									
2. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B, 1b; CTC-SLP4) Collects case history information through focused interview questions, creates appropriate follow-up interview questions, and integrates information from clients and/or relevant others. This may be observed directly or evidenced in the history section of the client report. Assessment Clinic: Listens to client/caregiver responses carefully during the interview/testing and follows up with pertinent questions. Prepares interview questions and assessment sufficiently enough to be completed in the time available. Researches previous diagnoses and medical terminology as applicable to their client. Medical Internship: Collects case history information through chart review/review of referral information as demonstrated by being able to estimate the patient's level of performance prior to assessment. Public School Itinerant Internship: Collects case history information and integrates information from students, parents, and special education team members about student levels of performance in both assessment and consultative situations.									
3. Selects appropriate evaluation instruments/procedures (std V-B, 1c; CTC-SLP4) Explains the rationale for the selection of the chosen test measures and procedures. **Speech 2**: Completes assessment by the end of the 2nd week or four sessions. **Medical Internship**: Reviews appropriate tests for the setting/level of care (e.g. dysphagia protocol, cognitive/aphasia screening tools, cognitive/aphasia batteries,) and is prepared to discuss with the Clinical Instructor and selects appropriate evaluation instruments/procedures. **Public School Itinerant Internship**: Is able to select appropriate tests and/or non-standardized measures in order to adapt evaluation procedures to meet student needs for individualized assessment. Is able to effectively post-assess yearly goals and benchmarks to reflect student's current levels of performance. Is able to complete assessment of speech and language with students from multicultural and multilingual backgrounds.									
4. Administers and score diagnostic tests correctly (std V-B, 1c; CTC-SLP4) Reviews and practices the selected test sufficiently enough to administer and score diagnostic test correctly.									

3

Language 2: Reviews appropriate diagnostic (receptive/expressive, social pragmatic, academic achievement) and is prepared to discuss with the clinical instructor the rationale for the use of each selected diagnostic instrument in relationship to assigned clients. Speech 1: Obtains a speech sample and analyses it appropriately. Assessment: Administers an oral motor exam with some ease when applicable. Appropriately reinforces testing (client's) behavior rather than item correctness/incorrectness. Does not teach during the test except for the purpose of assessing stimulability								
5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d; CTC-SLP4) Language 1/Speech 1/Speech 3/Private Practice Internship/Special Day Class Internship: Clinician effectively manages client behavior during testing. Assessment - Uses an appropriate stimulus presentation rate for the client being assessed. Public School Itinerant Internship: Is able to involve students in evaluating their own learning.								
6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C; CTC-SLP2) Demonstrates knowledge of etiologies and characteristics of the communication disorder (std IV-C) Speech 2: Identifies disfluencies by name. Distinguishes between various vocal qualities and labels each appropriately. Demonstrates etiological knowledge of voice and fluency disorders. Language 2: Demonstrates knowledge of etiologies and characteristics of language and learning disorders. Is able to differentiate language-based reading disorders by type. Describes the functional impact/effect of the identified language deficits.								
7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std V-B, 1e; CTC-SLP4) Assessment: Uses informal, but systematic observations for the purpose of supporting formal testing								
8. Makes appropriate recommendations for intervention (std V-B, 1e; CTC-SLP7) Language 1/Speech 1/Language 3/Speech 3: Reviews data from the beginning of the treatment period and compares to end of semester data in an objective manner. Assessment: Long term goals are directly aligned with test findings, interpretation of the test findings and the client's needs. Medical Internship/Private Practice Internship: Establishes functional, measurable goals, and is able to indicate understanding of what can be accomplished according to the patient's current level of care. Special Day Class Internship: Uses the curricula for the development of language, motor, cognitive, academic, affective, and functional life skills								

4

9. Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f; CTC-SLP7) Follows all required client record procedures for complete and accurate records; ensures all documentation is filed in record as required.									
10. Refers clients/patients for appropriate services (std V-B, 1g; CTC-SLP7) Considers eligibility criteria as needed; referrals made for appropriate clinical services based in presenting characteristics and needs. Public School Itinerant Internship: Is able to use evaluation results to recommend services in collaboration with the special education team and establish curriculum-relevant learning goals tied to the Common Core standards for students that are functional and measurable.									
Score totals:									

Total number of items scored: Total number of points: Section Average:

Comments:

	Articulation	Fluency	Voice	Language	Hearing	Swallowing	Cognition	Social Aspects	AAC
Intervention	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Develops setting-appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process (std V-B, 2a; CTC-SLP5) With Clinical Instructor guidance, develops appropriate and measurable semester goals that are based on the assessment results and observations. Establishes baselines. Collaborates with clients and relevant others in the planning process. Reviews textbooks, course notes, and assessment and treatment methods to prepare for this clinic. Speech 2: Describes the functional impact of the identified speech/language/hearing problem, establishes a baseline, and develops semester goals and objectives that are reflective of the assessment findings. Public School Itinerant Internship: Is able to relate students' prior learning and experiences with current goals and objectives. Demonstrates an understanding of the need for informal and formal positive behavior plans and how they are implemented in the internship school district. Special Day Class Internship: Relates students' prior learning and experiences with current goals and objectives. Plans a unit of instruction appropriate for special education with clearly stated goals, consisting of a series of lessons in which at least one concept, skill, or topic is taught and sequenced effectively.									
2. Implements intervention plans that involve clients and relevant others in the intervention process (std V-B, 2b; CTC-SLP5) Selects and uses behavior management strategies as needed. Organizes the environment to insure maximum outcomes (orientation, materials, positioning, etc.)**Special Day Class Internship**: Understands developmental levels and the development of instructional and classroom management strategies appropriate to the students. Encourages group responsibility and social development. Uses a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a special education setting.									
3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c; CTC-SLP5) Identifies and uses materials/instrumentation that are motivating to the client and achieve the treatment objectives. Language 2: Effectively uses evidence-based methodology to treat the language and/or reading disorder by type. Prepares alternative activities as needed. Is able to discuss ONO, Expository language scaffolding, RAVE-O, Story Grammar Markers, phonological awareness materials, visual/tactile manipulatives for language expansion, and social pragmatic intervention and select an appropriate array of methodologies that meet the client's therapy needs.									

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Public School Itinerant Internship: Is able to use appropriate materials and technology to make the curriculum accessible to students.									
4. Sequences tasks to meet objectives (std IV-D, CTC-SLP5) Demonstrates understanding of scaffolding, the hierarchy of developing a clinical task or teaching/learning process.									
5. Provides appropriate introduction/explanation of tasks (CTC-SLP5) Language 3/Medical Internship: Uses a language level appropriate for the client. Medical Internship: Proper measures have been taken to ensure understanding of patient's family/caregivers as well.									
6. Measures and evaluates clients'/patients' performance and progress (std V-B, 2d; CTC-SLP5) Reliably and regularly takes accurate data in order to measure client progress. Provides the client with immediate and specific feedback as to the accuracy of client responses with appropriate reinforcement. Speech 2/Public School Itinerant Internship: Distinguishes the target from error productions and provides the client with timely, qualitative feedback, not only reinforcement. Speech 2: Checks client's written homework program.									
7. Uses appropriate models, prompts or cues. Allows time for patient response (CTC-SLP3)									
8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e; CTC-SLP3) Language 2: Sequences tasks to meet objectives. Demonstrates effective behavior management through the selection of reinforcements that match the difficulty level of the objective and the needs of the client. Speech 2: Appropriately gauges the client's level of understanding and modifies intervention plans, strategies, materials, or instrumentation to meet client needs. Public School Itinerant Internship/Special Day Class Internship: Is able to respond to each student's diverse needs in both individual and group instruction by varying instructional strategies. Is able to engage students in problem solving and critical thinking. Is able to demonstrate an awareness of multicultural issues and their impact on a student's performance in therapy sessions, group lessons, and the curriculum. Is able to match the specific needs of each student by modifying activities or integrating new methods that allow for sensory needs, attention deficits, increased activity level, etc. Recognizes the potential for individual student's behavior disintegration in the classroom and is able to develop behavior management strategies and/or lesson modifications as necessary. Understands positive behavior plans and how they are implemented in the internship school district.									

Special Day Class Internship: Demonstrates effective overall classroom management so that the students' attention is maintained at the highest level possible.									
9. Identifies and refers patients/clients for services as appropriate (std V-B, 2g; CTC-SLP3) Considers criteria for dismissal based on appropriate data. Recommends continuation of services and selects appropriate service delivery and intensity of services.									
Score totals:	0	0	0	0	0	0	0	0	0

Total number of items scored: 0   Total number of points: 0   Section Average: 0

Comments:

Professional Practice, Interaction, and Personal Qualities	Score
1. Possesses foundation for basic human communication and swallowing processes (std IV-B; CTC-SLP3) Attends all weekly conferences with the Clinical Instructor and discusses foundation for basic human communication disorders and/or swallowing disorders associated with the clinic. Assessment - Clinician conferences with the Clinical Instructor prior to assessment and discusses foundation for basic human communication disorders associated with client's specific diagnosis.	
2. Possesses the knowledge to integrate research principles into evidence-based clinical practice (std IV-F; CTC-SLP2) Reviews books, research articles and lecture notes pertinent to ensure adherence to evidence-based clinical practice	
3. Possesses knowledge of contemporary professional issues and advocacy (includes trends in professional practice, ASHA practice policies and guidelines, and reimbursement procedures) (std IV-G; CTC-SLP7) Public School Itinerant Internship: Is able to understand the legal processes and demands of the Individual Education Plans as specified under IDEA. Is able to demonstrate knowledge of Common Core standards and how speech and language ability affects the student's performance in the academic curriculum.	
4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others (std V-B, 3a; CTC-SLP5)	
5. Establishes an effective therapeutic relationship with the client and caregivers (i.e. emotionally-safe, promotes fairness, respect and supports productive treatment/assessment sessions) (CTC-SLP5)	
6. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c; CTC-SLP5)	
7. Collaborates with other professionals in case management (std V-B, 3b; CTC-SLP7) Asks for help from Clinical Instructor/Master Teacher when appropriate. Public School Itinerant Internship/Special Day Class Internship: Is able to establish a professional working relationship: Shares expertise appropriately, does not share too much personal information, is able to lead and direct, dresses appropriately, and uses appropriate patterns of speech and language for the student and/or family members.	
8. Displays effective oral communication with patient, family, or other professionals (std V-A; CTC-SLP5) Clearly and professionally communicates the goal and the desired behaviors for each goal to the client and/or caregiver, and to discuss progress or lack thereof. On-Campus Clinics: Is prepared to discuss all department forms coherently, effectively and submits them promptly. Public School Itinerant Internship: Is able to clearly and effectively report assessment results orally to parents and other professionals in an IEP meeting and in informal situations. Is able to appropriately discuss therapy and/or curriculum progress or lack thereof with family members, regular education staff, and special education staff. Demonstrates an understanding of appropriate register shifts when communicating with each group. Chooses appropriate language to support clear communication.	
9. Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (std IV-E, std V-B, 3d; CTC-SLP5) Maintains client confidentiality and complies with HIPAA regulations.	
10. Prepares sufficiently and is prompt with the initiation of and termination of each therapy session. (CTC-SLP5) Public School Itinerant Internship: Is able to use instructional time effectively. Is able to demonstrate knowledge of scheduling techniques that meet the needs of both staff and students.	
11. Implements advice/guidelines/recommendations of the Clinical Instructor promptly (CTC-SLP7)	

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Reviews Clinical Instructor's session comments, initials them and responds as appropriate.	
12. Maintains awareness of and complies with department and clinic/facility policies (CTC-SLP5) Notifies the Clinical Instructor of any client or clinician absences, per department and clinic policies. Complies with the department/facility dress code. Public School Itinerant Internship/Special Day Class Internship: Complies with school district reporting functions in order to measure and evaluate students' performance and progress. Is able to recognize and understand the role that Response to Intervention (RTI) plays in the district and participates in these activities according to school district regulations and master clinician guidance. Arrives on time, attends all required meetings, and demonstrates an awareness of appropriate communicative interactions and the hierarchical supervision structure of the school district (administrators, site administrators, etc.). Is able to demonstrate an understanding of regular and special education student files and the materials therein included. Special Day Class Internship: Maintains clear, concise records and student portfolio/gradebook that tracks progress effectively and meets school district requirements.	
Total number of items scored: Total number of points: Section Average:	
Comments:	

Clinical Writing	Score
1. Displays effective written communication for all professional correspondence (std V-A; CTC-SLP5) Public School Itinerant Internship/Special Day Class Internship: Is able to demonstrate an ability to complete and submit paperwork that meets district timeline requirements. Is able to complete all paperwork in a timely fashion and demonstrates an awareness of required paperwork submission deadlines as required by IDEA.	
2. Edits to ensure documentation is free of errors in sentence structure, grammar, spelling, punctuation and capitalization. No typographical errors are present	
3. Written work adheres to the appropriate format and is coherent and appropriate for the defined audience Language 3: Develops and writes a paragraph indicating an understanding of the functional impact of the speech/language/hearing/cognitive disorder on the client's and/or caregiver's life. Public School Itinerant Internship: Is able to produce a clear, coherent, defensible report that accurately describes the student in all areas of Speech (artic, voice, and fluency) and Language (receptive and expressive domains) and makes connections to the student's performance in the curriculum. Is able to accurately prepare Individual Education Plans.	
4. Summarizes the test results, takes into account the historical information and develops a written diagnostic statement that describes the speech/language/hearing problem(s) being addressed. Describes the functional impact of the identified speech/language/hearing problem(s).	
5. Writes goals and objectives that address the area of need/baseline and are S.M.A.R.T. (specific, measureable, attainable, results-oriented and timely). Assessment - Writes functional long-term goals. Public School Itinerant Internship/Special Day Class Internship: Is able to write appropriate curriculum relevant goals and benchmarks that reference Common Core Standards and are observable and measureable. Is able to prepare adequately detailed lesson plans for effective instruction. Writes Individualized Education Plans (IEPs) accurately and clearly	
6. Understands the difference between written semester goal and daily objectives. Public School Itinerant Internship: Is able to indicate an understanding of the distinction between a daily objective and a yearly goal and benchmarks. Is able to develop appropriate therapy objectives related to the established yearly goal and benchmarks.	
7. Displays effective written communication in all professional writing. Speech 2/Public School Itinerant Internship/Special Day Class Internship: Creates a written home program for the client and caregivers as appropriate. Assessment: Provides the client/caregiver with a well-written and descriptive closing conference outline.	
8. Demonstrates appropriate writing style by selecting the appropriate tone, sentence length, phrasing and use of professional terminology.	
9. Assesses his/her own writing and develops strategies for addressing weaknesses	
10. Completes daily therapy log/charting, lesson plans, SOAP notes in a timely manner. Reports and subsequent drafts are completed according to established deadlines. Assessment - Assessment Plan, Assessment Report and subsequent drafts are completed according to established deadlines. Special Day Class Internship: Regularly develops clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated, consistent with each other, and related to subjects commonly taught in public schools.	
11. Clearly documents the progress a client has made or lack thereof. Includes a discussion of the barriers to greater success/progress in the Final Case Report	

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	Total number of items scored:	Total number of points:	Section Average:

Comments:

Midterm Evaluation (Strengths/Areas Needing Improvement):

_____

_____

_____

Final Evaluation (Strengths/Areas Needing Improvement):

_____

_____

_____

Remediation Plan

_____

_____

_____

Total points (all sections included): _____ Adjustment: divided by total number of items ____
Evaluation score: ____
Letter grade ___
Quality points: ___

<u>Department of Communication Sciences and Disorders</u>

<u>2018 Learning Outcome Assessment</u>

1. **Type**: Critical Thinking
   Subject Area: Research
   Undergrad Curriculum: CSAD 148 (Spring Senior)
   Grad Curriculum:
   Author/Assignee: Dr. D'Angelo & Dr. Thompson
   The focus of a research study is to determine how cognition is impacted by meditation exercises. Clients will participate in meditation exercises and cognition will be measured to determine if meditation impacts performance on language and cognition. The independent variable in this study is _____ and the dependent variable is _____.
   a. Clients, relaxation
   b. Meditation, cognition
   c. Cognition, meditation
   d. Participation, meditation

2. **Type:** Basic Knowledge
   Subject Area: Foundation of Language
   Undergrad Curriculum: CSAD 112 (Fall Junior), CSAD 125 (Spring Junior)
   Grad Curriculum: CSAD 223
   Author/Assignee: Dr. Roseberry-McKibbin & Dr. Pieretti
   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 three doggy bark at my friend." This child has difficulty with which specific domain of language?
   a. Phonology
   b. Morphology
   c. Syntax
   d. Semantics

3. **Type:** Basic Knowledge
   Subject Area: Foundations of Language
   Undergrad Curriculum: CSAD 127 (Spring Senior), CSAD 126 (Spring Junior), CSAD 147 (Fall Senior)
   Grad Curriculum:
   Author/Assignee: Dr. Patterson
   Prior to surgery, which system would be primarily impaired if a child had a cleft palate?
   a. Phonology
   b. Semantics
   c. Syntax
   d. 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)
   Author/Assignee: Dr. Roseberry-McKibbin
   The essential difference between speech and language is
   a. Speech is communication, language is ideas
   b. Speech is physical/motor, language is symbolic representation
   c. Language is communication, speech is organized
   d. Language is learned, speech is innate.

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

5. **Type:** Basic Knowledge
   Subject Area:
   Undergrad Curriculum: CSAD 147 (FS), CSAD 125 (SJ)
   Grad Curriculum: CSAD 222 (2), 242b (2), 244 (3)
   Author/Assignee: Dr. Pieretti
   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)
   Author/Assignee: Dr. Pieretti
   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)
   Author/Assignee: Dr. Pieretti
   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: Anatomy & Physiology
   Undergrad Curriculum: 111 (FJ), 127 (SS)
   Grad Curriculum: 228B(2)
   Author/Assignee: Dr. Davis
   The amount of air in the lungs after exhaling as much air as possible is referred to as the:
   - a. residual volume
   - b. vital capacity
   - c. resting expiratory level
   - d. expiratory reserve volume

9. **Type:** Basic Knowledge
   Subject Area: Anatomy & Physiology
   Undergrad Curriculum: 111 (FJ), 123 (FS)
   Grad Curriculum: 228b(2)
   Author/Assignee: Dr. Davis
   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. increase supraglottal pressure

10. **Type:** Critical Thinking
    Subject Area: Research
    Undergrad Curriculum: 126 (SJ), 147 (FS)
    Grad Curriculum:
    Author/Assignee: Dr. Roseberry-McKibbin
    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:
    Author/Assignee: Dr. D'Angelo & Dr. Thompson
    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: Motor Speech
    Undergrad Curriculum: 111 (FJ), 125 (SJ), 126(SJ), 127 (SS)
    Grad Curriculum: 221 (2),
    Author/Assignee: Dr. Hagge
    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: Neurogenic Communication
    Undergrad Curriculum: 111 (FJ), 125(SJ),
    Grad Curriculum: 221(2)
    Author/Assignee: Dr. Hagge
    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: Neurogenic Communication
    Undergrad Curriculum: 125 (SJ),
    Grad Curriculum: 221 (2),
    Author/Assignee: Dr. Hagge
    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 apraxia of speech

15. **Type:** Critical Thinking
    Subject Area: Autism
    Undergrad Curriculum: 125(SJ), 142(FS)
    Grad Curriculum: 223 (1), 242B (2), 229B(3)
    Author/Assignee: Dr. Thompson
    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 working 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)
    Author/Assignee: D'Angelo & Dr. Patterson
    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 functioning

17. **Type:** Basic Knowledge
    Subject Area: Aural Rehabilitation
    Undergrad Curriculum: 130 (SJ)
    Grad Curriculum: N/A
    Author/Assignee: Dr. Gaeta
    To help people with hearing loss to use their residual hearing in an effective way is a goal of:
    a. Audiology
    b. Aural rehabilitation
    c. Manual language
    d. Newborn hearing screening

18. **Type:** Basic Knowledge
    Subject Area: Acoustics
    Undergrad Curriculum: 110(FJ), 130 (SJ)
    Grad Curriculum:
    Author/Assignee: Dr. Thompson
    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: Motor Speech
    Undergrad Curriculum: 127 (SS)
    Grad Curriculum: 227 (3)
    Author/Assignee: Dr. Hagge
    A patient comes for an evaluation and therapy after being diagnosed with right-sided base of tongue cancer and receiving 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: Fluency
    Undergrad Curriculum: 123 (FS)
    Grad Curriculum: 228b(2)
    Author/Assignee: Dr. Patterson
    Which of the following characteristics suggest a stronger prognosis for spontaneous recovery from stuttering?
    a. stuttering onset at 6;5 years of age
    b. female
    c. grandfather of child persists in stuttering
    d. presence of blocks and prolongations

21. **Type:** Critical Thinking
    Subject Area: Voice
    Undergrad Curriculum: 123 (FS),
    Grad Curriculum: 228b(2)
    Author/Assignee: Dr. Patterson
    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: Cultural Competence
    Undergrad Curriculum: 143 (FS),
    Grad Curriculum: 223 (1)
    Author/Assignee: Dr. Roseberry-McKibbin
    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. All of the above

23. **Type:** Basic Knowledge
    Subject Area: Alternative Communication
    Undergrad Curriculum: N/A
    Grad Curriculum: 217 (3)
    Author/Assignee: Dr. Hagge
    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 Presumed Competence
    b. Principle of Goodness-of-Fit
    c. Principle of Efficient and Effective Manner
    d. Principle of Attrition

24. Type: Audiology
    Subject Area: Basic Knowledge
    Undergraduate Curriculum: Intro, AR
    Grad Curriculum: NA
    Author/Assignee: Dr. Gaeta
    The inner hair cells of the cochlea are responsible for:
    a. Conducting sound energy from the outer ear
    b. Identifying frequency information and sending it to the auditory nerve
    c. Increasing intensity to overcome the impedance mismatch
    d. Collecting information in Wernicke's area for speech understanding

25. Type: Audiology
    Subject Area: Basic Knowledge
    Undergraduate Curriculum: Intro, AR
    Grad Curriculum: NA
    Author/Assignee: Dr. Gaeta
    Pure tone air and bone conduction testing can:

a. Determine site of lesion (conductive, sensorineural, or mixed hearing loss)
b. Determine the health of the tympanic membrane
c. Identify an acoustic neuroma
d. Be utilized in the diagnosis of Central Auditory Processing Disorder

California State University, Sacramento
College of Continuing Education

The Second Bachelor of Science in Communication Sciences and Disorders (CSAD2B) Program Evaluation Report

2017-2018 Cohort

Redefine the Possible™

SACRAMENTO STATE
COLLEGE OF CONTINUING EDUCATION

The Second Bachelor of Science in Communication Sciences and Disorders (CSAD2B) Program Evaluation Results

The CSAD2B Program Evaluation was sent to 27 students from the 2017-2018 Cohort, of which, 13 students submitted responses (response rate = 48.1%). The evaluation gathered information on the students' continuing academic and professional pursuits, as well as ways to improve the program. The following report details the CSAD2B online program evaluation results.

Figure 1. Have you applied for Speech-Language Pathology Assistant (SLPA) Licensure or already licensed? (n = 13)

38.5%

61.5%

■ No ■ Yes
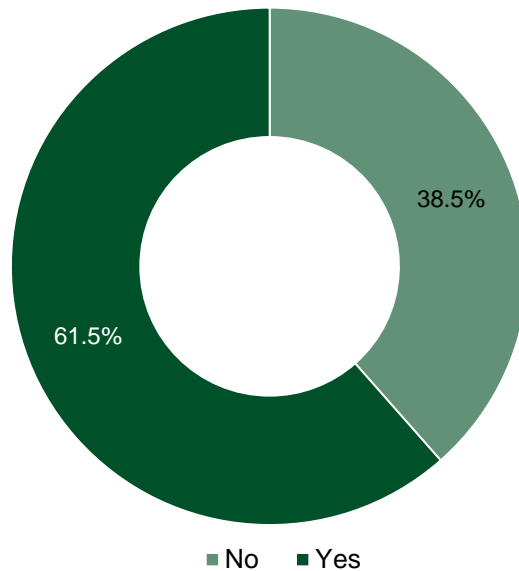
Figure 2. Plans to Work or has Gained SLPA Employment

	Answered Yes to Figure 1 (n = 8)			Answered No to Figure 1 (n = 5)	
I have gained SLPA employment. (n = 5)	I plan to work as a SLPA. (n = 3)	Other (n = 0)	I plan to apply for SLPA licensure at a later date. (n = 0)	I do not plan to work as a SLPA. (n = 4)	I am undecided. (n = 1)
62.5	37.5			80.0	20.0
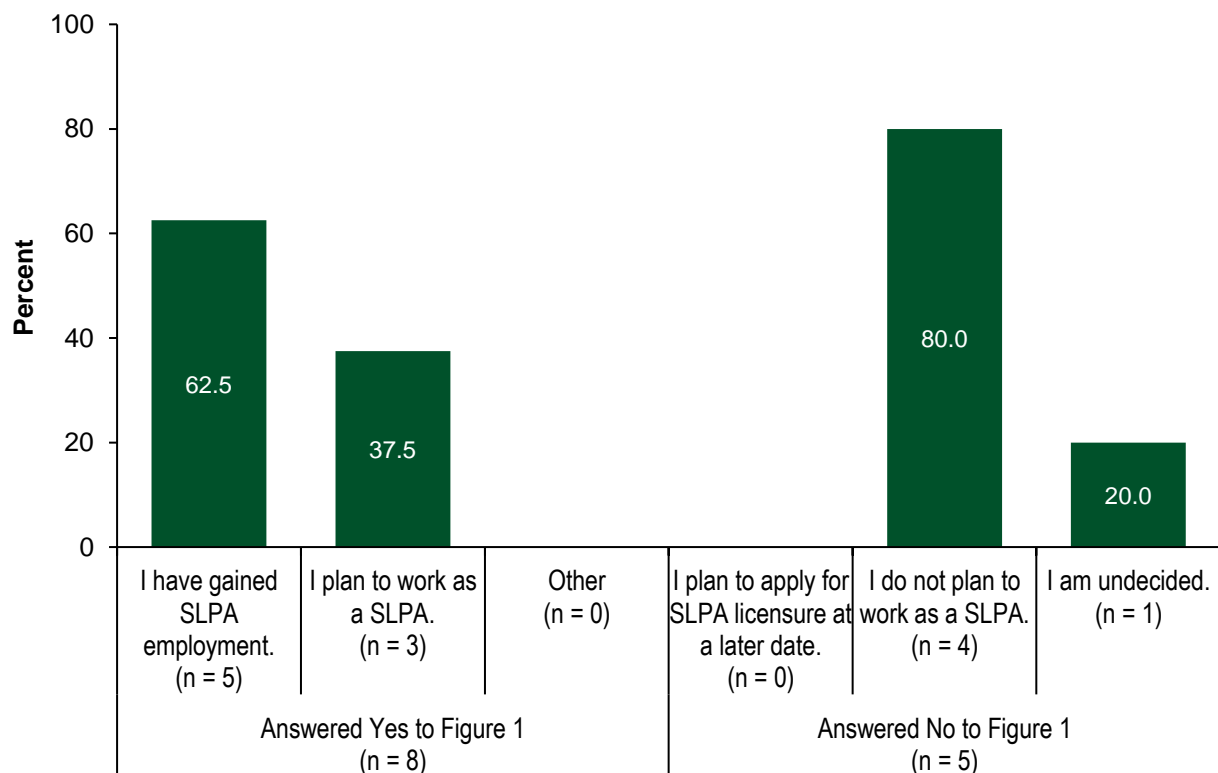
Figure 3. Have you made any job changes since graduating from the CSAD2B program? (n = 13)

53.8%   46.2%

■ No   ■ Yes
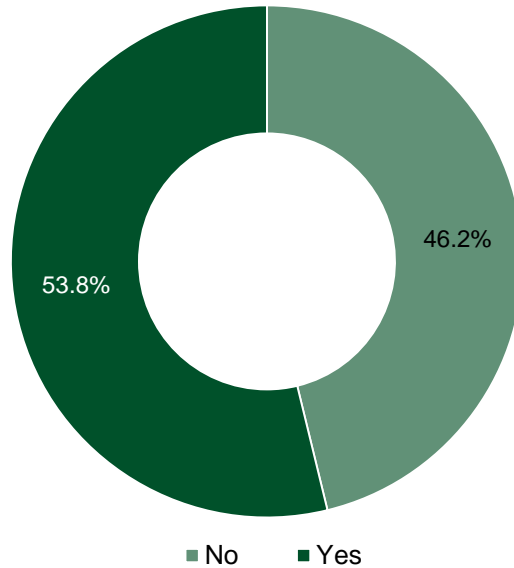
Respondents who answered *Yes* to the question in Figure 3 were asked to provide their employer. Their responses are listed **verbatim** below:

- Andrea Ruiz of Olive & Branch Speech Pathology Services, Inc.
- Care.com
- Growing Healthy Children Therapy
- Synergy Speech Therapy

Figure 4. Have you been promoted due to your CSAD2B degree? (n = 13)

100.0%

■ No   ■ Yes
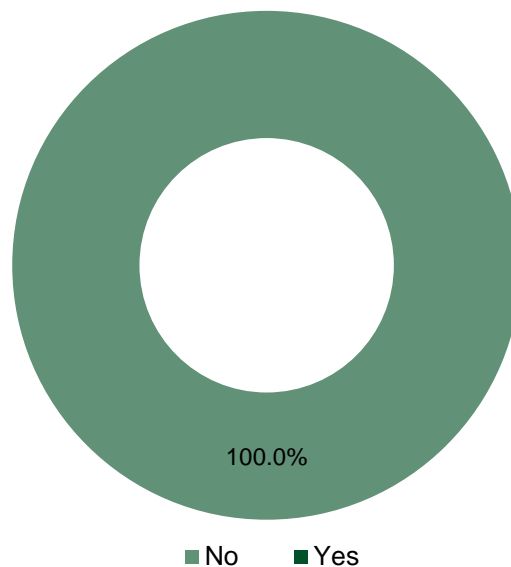
Figure 5. Have you applied to any Audiology and/or Speech Pathology/Communication Sciences and Disorders graduate programs? (n = 13)

- 15.4%
- 84.6%

■ No ■ Yes
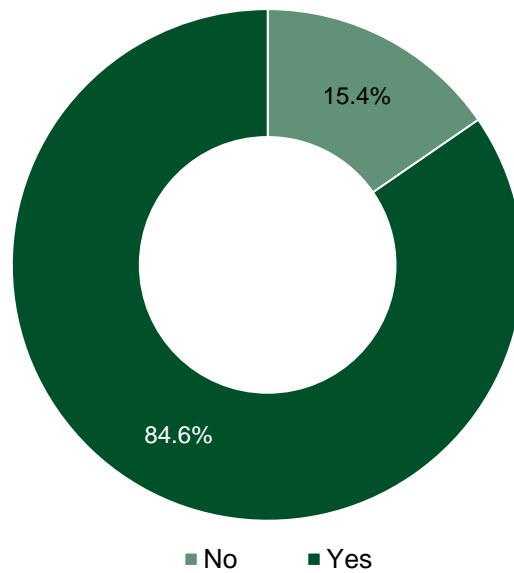
Figure 6. What type of graduate programs have you applied to? (n = 12)

Masters (SP/CSD) (n = 11)	78.6
PhD (SP/CSD) (n = 1)	7.1
Masters (Audiology) (n = 0)	
PhD (Audiology) (n = 0)	
AuD (n = 0)	

Y-axis: Percent (0 to 100)
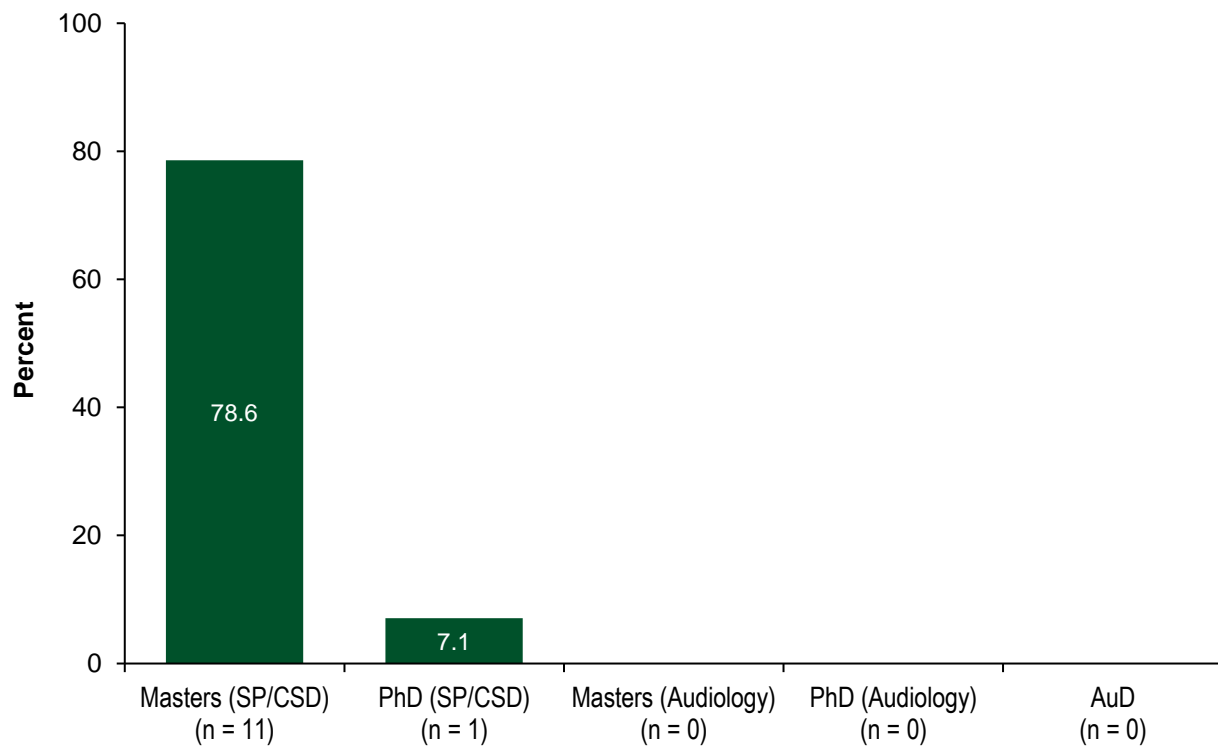
Figure 7. Number of Graduate Programs Applied and Accepted Into

How many graduate programs have you applied to? (n = 11)	How many graduate programs were you accepted into? (n = 11)

1-3 (n = 6): 54.5
4-6 (n = 2): 18.2
7-9 (n = 2): 18.2
10+ (n = 1): 9.1

0 (n = 0)
1-3 (n = 9): 81.8
4-6 (n = 2): 18.2
7-9 (n = 0)
10+ (n = 0)
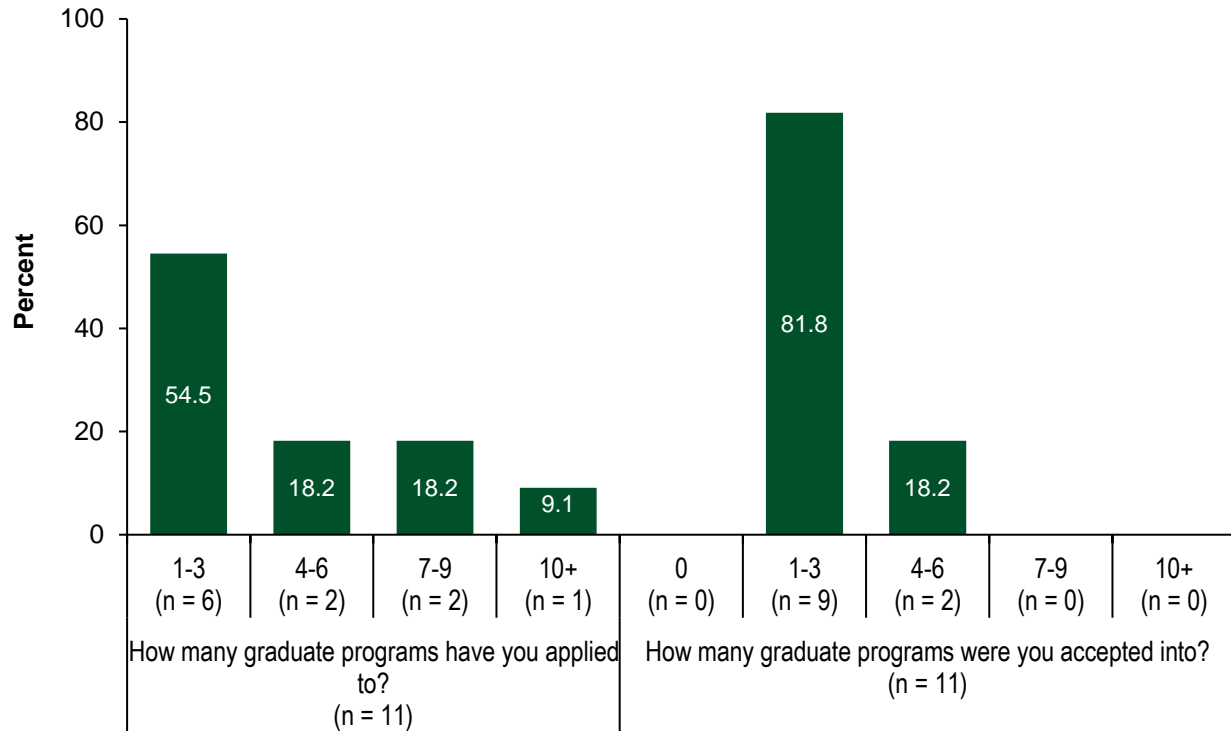
Figure 8. Are you enrolled in a graduate program? (n = 13)

9.1%

90.9%

■ No ■ Yes

Figure 9. What type of graduate program are you enrolled in? (n = 2)
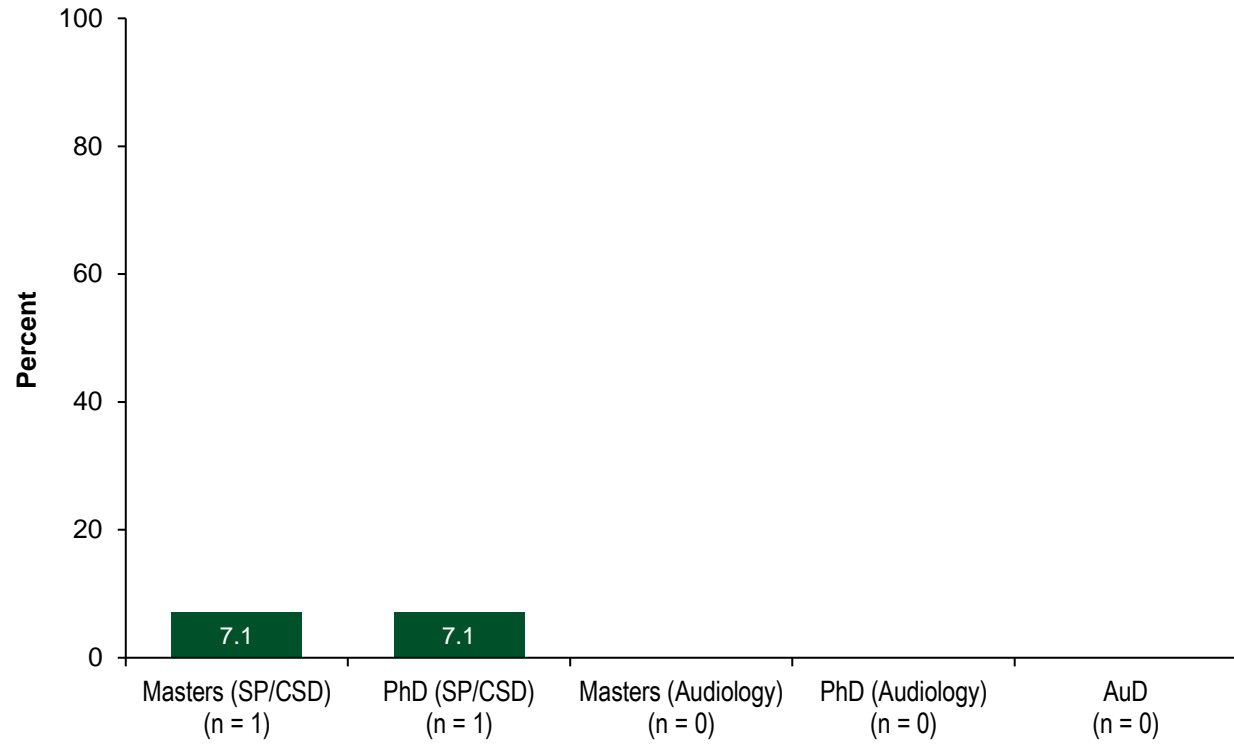
Thesis Information
adopted S-95

DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

THE THESIS

1) Definition. A thesis is an independent research project, conducted by the student under the supervision of members of the faculty. A thesis must involve a research question or hypothesis, review of pertinent literature, and the collection and analysis of data. It is the student's responsibility to locate and recruit subjects and to collect the data, as well as to write the thesis. Projects that include the generation of original data are preferred; however, superior proposals based on file data or other secondary data sources will be considered.

2) Supervision. A thesis is supervised by a committee of two or more faculty members in speech and hearing. The "first reader" is the chair of the committee, and the student's primary consultant, advisor, counselor, editor, confidant, and critic. The "second reader" evaluates the project at the beginning, consults and helps with the development of the manuscript as necessary, and must read and approve the final manuscript.

3) Credit. A student enrolls in two units of SPHP 500A each semester he/she works on the thesis, up to a total of four units. If your thesis is not completed within two semesters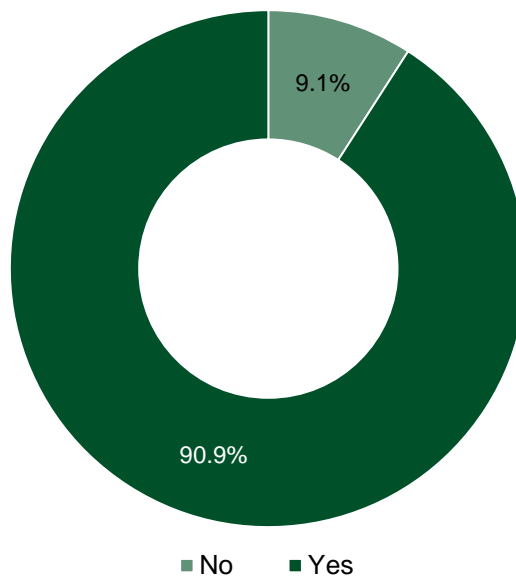, you cannot continue to enroll for two additional units for each additional semester. Students are allowed a maximum of three semesters past the semester of first registering in 500a to complete their thesis. If not otherwise actively enrolled, students must register in "continuous enrollment" each of these semesters. Students who do not finish the thesis within the first semester of enrolling in 500A will receive a grade of SP. If a student does not complete the thesis within the four total semesters, he/she will receive a No Credit (NC) grade for the original units. All requirements for the master's degree must be completed within seven years.

   In order to enroll in SPHP 500A, a student must have been advanced to candidacy. Advancement to candidacy requires that an application be submitted to the Graduate Office at least one month before the beginning of the semester. For further requirements see Graduate Advising Manual Section on Speech Pathology and Audiology Departmental Policies. Grading is SP (Satisfactory Progress), CR (Credit), or NC (No Credit).

STEPS IN DEVELOPING A THESIS

1) Choose some areas of special interest to you. Generate several ideas within these areas. These ideas will not be fully thought-out projects.

2) Nose around in the library, brainstorm with faculty members. Evaluate your ideas regarding:

> - Potential for generating a specific project
> - Value to you as a learning experience
> - Practicality of getting the project done
> - Number of work hours involved
> - Availability of subjects
> - Availability of special equipment, tests, etc.

3) Decide which faculty person you would like to be your first reader. This person must have expertise in your area of interest and should be someone you can communicate with. Both first and second readers must hold the Ph.D. degree and be full-time faculty on campus. The first reader must be from this Department; the second reader may be from outside the Department. A third reader may be an off-campus person.

4) Ask the faculty member that you have chosen if that person is willing to serve as your first reader. Faculty members are not obligated to be thesis readers, and may decline if they are too busy or feel that your project is not within their expertise. In that case, ask another faculty member.

5) Meet with your first reader:

> - Discuss the project
> - Narrow the focus
> - Work out a tentative schedule of due dates
> - Select a second reader

6) Write the thesis proposal and an informed consent letter, using the attached outlines.

7) Submit to first reader, discuss, revise as necessary. Discuss with your second reader.

8) Submit four copies each of both documents (proposal, informed consent) to the chair of the Thesis Committee. The Committee will screen the proposal regarding design, subjects, relevance and potential risks to human subjects.

9) The committee chair will notify you regarding the Committee's action on your proposal. If your proposed project includes any potential risks to human subjects, your proposal may need approval by the University Human Subjects Committee. If necessary the Thesis Committee will discuss your project with you regarding possible risks.

10) If your proposal is approved by the committee, begin review of literature for Chapter One in consultation with first reader. If not approved, revise, consult with first reader, and resubmit.

11) From now on you work primarily with your first reader, consulting with your second reader as appropriate. The second reader should read Chapter One and should give input to Chapter Two (Procedures) early, so that you get sufficient advice about developing your procedures before you begin collecting your data.

12) Always keep a personal copy of work in progress, to make sure your "only copy" doesn't get lost.

13) Your first and second readers must have a minimum of two weeks in which to read your manuscript. You may make separate copies for both readers to save time. Faculty are usually unable to read theses during the dead week and finals week.

14)   Joint Thesis.

Occasionally two students wish to collaborate on their theses. Remember that a thesis is an individual project; a one-person job. Two students may collaborate by doing complementary theses, for example gathering different sets of data from the same subjects. Each student must have a separate research question, do their own literature review, collect separate data, and write their thesis independently. If everything works well, the information gained from two complementary sets of data will be more than either thesis would have produced on its own, and any such results may be presented in the discussion section of each thesis.

Be aware that collaborative theses are difficult to accomplish. It is not too hard to come up with complementary ideas, but coordinating two efforts at data collection, etc., turns out to be surprisingly complicated. The most common problem is that one thesis ends up being completed considerably before the other one, often by more than a year. The result is that the collaboration tends to disintegrate.

If you are considering collaborative thesis projects with another student, inform your first and second readers early and discuss it with them. The Department allows collaborative thesis projects, and we have had a few successful ones, but most have degenerated, and the students have finished their theses without the collaborative aspect. At the very least, students who contemplate collaborative projects are inviting additional complications in pursuing their theses.

WARNINGS

1)   The student is responsible for reading the graduate catalogue and fulfilling all requirements and timelines.

2)   The student is responsible for contacting the Graduate Center to obtain the guidelines for theses and projects. This office is located in the RiverFront Center Room 215 (278-6402: http://www.csus.edu/rgs/gradstud/gradctr.html).

3)   On the final draft, follow guidelines for form and style carefully. The margins on your final copy may be measured with a ruler; references must be in proper style, etc. These guidelines will be described later, under "The Final Product" and in the guidelines from the Graduate Center.

4)   Thesis proposals **will not** be accepted by the Culminating Experience Committee during the last three weeks of class each semester.

5)   If you do not complete your thesis during the first semester that you enroll in SPHP 500A, you must maintain Satisfactory Progress each semester until the thesis is completed for up to a maximum of four semesters. This means keeping in touch with your first reader, even if you are off campus. If you have completed all coursework and clinics, but your thesis is still in progress, you must enroll in "Continuous Enrollment" through Regional and Continuing Education each semester until completion of the thesis or you reach to maximum of four total semesters. The fee for this is approximately $125 per semester, much less than the normal part-time enrollment. If you do not enroll in "Continuous Enrollment", you will have to reapply for admission to the graduate school. See Graduate Center Guidelines for "Continuous Enrollment".

A thesis cannot be extended more than two years beyond the date when the first SP grade was assigned. Theses that are continued beyond this period may receive a No Credit, in which case the student will have to begin again, meeting all new Department Requirements for graduation in effect at that time.

SOURCES OF HELP IN DOING A THESIS

1)   First and second readers.

2)   Library: special privileges including extended check-out of materials, reference librarians, etc.

3)   Graduate Studies Office: Thesis Manual: form for final draft.

4)   American Psychological Association (APA) style manual: style for tables, references, figures, etc.
      (Two copies are retained in supply room and may be checked out; also for sale in the Hornet
      Bookstore).

5)   Look at old theses; WARNING: style of most theses is now out of date.

THESIS PROPOSAL

Note: The thesis proposal is not a contract; you and your first reader can alter the project as appropriate, once it has been approved. If you develop an entirely new project, however, you must submit another proposal. The proposal must be typed, double spaced. Use the same writing style as is found in the speech and hearing journals. Append a list of the references you have consulted, but you do not need to refer to them in the body of the proposal. Do not do a review of the literature. Proposals containing spelling, punctuation and grammatical errors will not be considered by the Committee.

Use the following headings for your proposal.

1)   TITLE OF PROJECT.

2)   FIRST AND SECOND READERS.

3)   SUMMARY/ABSTRACT. One paragraph description of what you want to find out and what you plan to do.

4)   STATEMENT OF THE PROBLEM. Formal statement of the problem.

5)   JUSTIFICATION. One paragraph statement of why this project should be done.

6)   SUBJECTS. Number of subjects and characteristics of the sample. Indicate availability of subjects and where you will obtain these subjects. State whether or not you will be able to obtain permission to use these subjects, including obtaining clearance for the project through a school district, if appropriate.

7)   METHOD. Summarize your procedure in a paragraph or two. Be specific enough that the Committee can tell exactly what you will do.

8)   NATURE OF PROCEDURES. Regarding the procedures you just described in #7, state whether they are conventional, accepted techniques in speech pathology and audiology, education or psychology, or if they are original procedures. Conventional procedures include, but are not limited to, standardized tests, commonly used assessment and therapy methods, etc. This information is for the Human Subjects Committee. Theses that involve only conventional procedures are automatically approved.

9)   DATA ANALYSIS. A few sentences regarding how you will analyze your raw data. This plan may be tentative.

10)   POTENTIAL BENEFITS TO INDIVIDUAL SUBJECTS. If none, say so. There is no need to pad this section.

11)   POTENTIAL RISKS TO INDIVIDUAL SUBJECTS. If none, say so. If you are using only conventional procedures, by definition there are no risks.

12)   PRECAUTIONS TAKEN TO MINIMIZE RISKS. If you identified risks in #9, state here how you will minimize these risks. If there are no risks, enter "Not applicable."

Informed Consent Letter

The informed consent form is written as a letter. Normally it has two functions. The first is in recruiting subjects. It should be written with this in mind. The second function is to have a written record that all subjects were informed of what their participation in the project would involve and that they agreed to participate. This letter is not a contract, however. The informal consent letter should be approved by the first reader and typed by the Department secretaries.

This letter describes the project in lay terms. Each subject or legal guardian must sign a copy. You retain all copies.

Use the following sequence, but do not use headings or number the paragraphs. Try to fit the whole letter on one page. Avoid technical jargon.

1)   Write the letter on Departmental letterhead. Before the letter is mailed, it must be approved by your first reader. In some cases, the first reader may wish to assist you or even write the letter for you.

2)   Indicate that you are a graduate student at CSUS; state that you are doing a thesis research project; invite them to participate. State that your thesis supervisor is Dr._____ (your first reader).

3)   Purpose of project in one or two sentences.

4)   Describe the subject's participation in the project. They should know exactly what they will be asked to do and what will happen to them if they volunteer. That's why it's called informed consent. One paragraph.

5)   Describe any potential risks or discomforts that subjects might experience. Omit if none.

6)   Describe any potential benefits that subjects might receive from participating. Omit if none. To help recruit subjects you can say something to the effect that volunteers in similar projects have found it an interesting experience.

7)   State your willingness to answer questions. The Department letterhead has the Department phone number printed on it. You should ask that persons needing more information should call the Department and leave their name, phone number and a brief message and their call will be returned by you or your thesis supervisor.

8)   Sign the letter with a "thank you" or "sincerely" or whatever.

9)   Beneath your signature write a statement for the subject to sign. It should be something like the following:

        I am willing to participate (I give permission for my child, _____, to participate) in the research described above. I understand that I (my child and I) can ask questions at any time, that we can withdraw from the project at any time, and that our identities will be kept confidential. I further understand that I (my child) will not be required to do anything that I (he/she) does not wish to do.

10)   Below this statement put a signature line for the participant or parent, and a place for the date.

THE FINAL PRODUCT

1)   The final draft. Two copies of the final manuscript are required: one for the Graduate Studies Office, unbound (the library does its own binding), and one hardbound copy for the Department. It is customary to provide a third copy (inexpensive paper and binding) for the first reader.

2)   Form. The Graduate Studies Office has a manual that specifies the form of the thesis. This includes title page, table of contents, requirements for margins, page numbers, headings and so forth. You must follow this form.

3)   Writing Style. Theses in our Department must follow the American Psychological Association style manual for writing style, which includes how to handle references, tables, figures, headings, etc. JSHR also follows the APA style manual, but JSHR has not been consistent over the years, so you are better off following the APA manual directly. Do not copy the form and writing style of old theses in the library. The requirements have changed over the years.

4)   Typing. The final manuscript must be a clean, professional-looking job. Computer printouts are acceptable, but check with the Graduate Studies Office before using dot matrix or right justification. Quality paper as specified in the Graduate Studies thesis manual must be used for the library copy.

5)   Approvals. The final manuscript must be approved and signed by your first reader, second reader and the departmental graduate coordinator (form and style only); the graduate coordinator and the department chair are often the same person. The manuscript is then submitted to the Graduate Studies Office, which also must approve it.

PROCEDURE FOR TURNING IN THE COMPLETED THESIS

1)   The cover of the Departmental copy of the thesis can be the color of your choice but must be a hard-bound copy with the author's last name and the title of the thesis on the spine. This spine requirement applies even if you choose to have your name and the title appear on the front of the book.

2)   The Department must receive a separate copy of the thesis abstract. This copy is in addition to the one that is bound in the thesis itself.

3)   When you have completed the final draft of your thesis, turn in the first copy (the unbound one) to the Office of Graduate Studies. Submit the hardbound copy, plus an extra copy of the abstract, to the Department. At this point:

   A.   You fill out a "Change of Grade" form. Obtain this form from the Department secretary and return it to her.

   B.   Your grade of SP (Satisfactory Progress) will not be changed to CR (Credit) unless you turn in this form.

   C.   Your first reader and the Department Chair will sign the form and forward it to the Graduate Studies Office for recording on your transcript.

4)   Fees: When the final, approved manuscript is submitted to the Graduate Studies Office, there are two fees to pay: one for the library binding and one for your diploma.

Departmental Assessment Plan
Department of
Communication Sciences and Disorders

BACHELOR OF SCIENCE: COMMUNICATION SCIENCES AND DISORDERS

SECOND BACHELOR OF SCIENCE: COMMUNICATION SCIENCES AND DISORDERS

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

Drafted Spring 2016 (Revised Spring 2019)

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BACHELOR OF SCIENCE: COMMUNICATION SCIENCES AND DISORDERS

SECOND BACHELOR OF SCIENCE: COMMUNICATION SCIENCES AND DISORDERS

Mission: The Department of Communication Sciences and Disorders trains highly competent professionals in the fields of speech-language pathology and audiology by providing a rigorous scientific background and diverse clinical experiences while fostering a dedication to lifelong learning and community service.

Strategic goals:

- Encourage innovative teaching
- Provide opportunities for research, scholarly and creative activities
- Enhance community partnerships to promote student success
- Provide sequenced, integrated academic and clinical training

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. Graduate program admission priority is given to students whose undergraduate curriculum is equivalent to Sacramento State's Communication Sciences and Disorders Undergraduate Curriculum. If an admitted student's Bachelor's degree has been completed at another University, additional time may be needed to complete the undergraduate requirements not already met

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 2020 ASHA certification standards can be found at the following URL: https://www.asha.org/Certification/2020-Audiology-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	**Overall Competencies in the Major (BLG)** **ASHA Knowledge Standard IVC** **ASHA Professional Practice Competencies:** **Accountability** **Integrity** **Effective Communication Skills** **Clinical Reasoning** **Evidence Based Practice** **Concern for Individuals Served** **Cultural Competence** **Professional Duty** **Collaborative Practice**	To <u>begin</u> to demonstrate **knowledge** in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2020). Students will <u>begin</u> to demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in order to demonstrate knowledge across the nine major areas delineated by ASHA: 1) Speech Sound Production to encompass articulation, motor planning and execution, phonology and accent modification. 2) Fluency and Fluency disorders 3) Voice and Resonance, including respiration and phonation 4) Receptive and Expressive language, including phonology, morphology, syntax, semantics, pragmatics, prelinguistic	Direct Methods/Standards of Performance - Learning Outcomes Assessment: 73% of Senior students will answer **basic knowledge** questions correctly. **Note:** 73% equates to a grade of C for the Cohort 90% of the students will complete the undergraduate program with a 2.5 GPA or higher in major coursework - Culminating Experience: 90% of graduate students will receive "Pass" results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSASD 500P) or Thesis (CSAD 500T) options. - Graduate Internship Signature Assignment. 90% of students will receive a score of "agree" or higher for all questions in the following areas: -Accountability -Integrity -Effective Communication

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		communication, paralinguistic communication, and literacy in speaking, listening, reading, and writing 5) Hearing, including the impact on speech and language 6) Swallowing/feeding including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan. 7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) 8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities) 9) Augmentative and alternative communication (AAC) modalities	Skills -Clinical Reasoning -Evidence Based Practice -Concern for Individuals Served -Cultural Competence -Professional Duty -Collaborative Practice • National *Praxis* Exam: 90% of students will score 162 or higher and score within or above the average range on the "Foundations and Professional Practice" portion. Indirect Methods/Standards of Performance • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
2	**Critical Thinking (WSCUC)** **Intellectual and Practical Skills (BLG)** **ASHA Skills Standard V-B** **ASHA Professional Practice Competencies:** • **Accountability** • **Integrity** • **Effective Communication Skills** • **Clinical Reasoning** • **Evidence Based Practice**	To <u>begin</u> to demonstrate **skills** in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2020). Students will <u>begin</u> to demonstrate <u>potential</u> for clinical competence in the areas of Writing, Evaluation, Intervention, and Interaction and Personal Qualities (Professional Behavior) and <u>potential</u> for required clinical and internship experiences in order to demonstrate skills across the nine major areas delineated by ASHA: 1) Speech Sound Production to encompass articulation, motor	Direct Methods/Standards of Performance • Learning Outcomes Assessment: 73% of Senior students will answer **<u>critical thinking</u>** questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework • Culminating Experience: 90% of graduate students will receive "Pass" results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative

	• **Concern for Individuals Served**
	• **Cultural Competence**
	• **Professional Duty**
	• **Collaborative Practice**
		planning and execution, phonology and accent modification.
		
		2) Fluency and Fluency disorders
		
		3) Voice and Resonance, including respiration and phonation
		
		4) Receptive and Expressive language, including phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, paralingustic communication, and literacy in speaking, listening, reading, and writing
		
		5) Hearing, including the impact on speech and language
		
		6) Swallowing/feeding including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan.
		
		7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
		
		8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
		
		9) Augmentative and alternative communication (AAC) modalities
			written Project (CSASD 500P) or Thesis (CSAD 500T) options.
			
			• Graduate Internship Signature Assignment. 90% of students will receive a score of "agree" or higher for all questions in the following areas:
			  -Accountability
			  -Integrity
			  -Effective Communication Skills
			  -Clinical Reasoning
			  -Evidence Based Practice
			  -Concern for Individuals Served
			  -Cultural Competence
			  -Professional Duty
			  -Collaborative Practice
			
			• National *Praxis* Exam: 90% of students will score 162 or higher
			
			Indirect Methods/Standards of Performance
			• Positive Alumni, Employer, and Student Survey Feedback
			• Positive Biannual Advisory Committee Meeting Feedback

| 3 | **Quantitative Reasoning and Information Literacy (WSCUC)**

 Overall Competencies in the Major (BLG)/Human Cultures and the Physical World (BLG)

 ASHA Knowledge Standard IV-A | Students will demonstrate knowledge of statistics as well as the biological, physical, and social/behavioral sciences | Direct Methods/Standards of Performance Learning Outcomes Assessment: 73% of Senior students will answer the **IV-A** related questions correctly.
Students complete their biological and physical science as part of their general education. It is required to graduate. The following department-specific pre-major requirements are required: Upon admission to the program 100% of students will have successfully completed the following pre-major coursework: *Human Development Lifespan; Introduction to Psychology; Introduction to Statistics; Introduction to Sign Language*
National *Praxis* Exam: 90% of students will score 162 or higher and score within or above the average range on the "Foundations and Professional Practice" portion. Indirect Methods/Standards of Performance Positive Alumni, Employer, and Student Survey Feedback Positive Biannual Advisory Committee Meeting Feedback |

| 4 | **Written Communication (WSCUC)**

Overall Competencies in the Major (BLG)

ASHA Knowledge Standard IV-B

ASHA Professional Practice Competencies:
• **Accountability**
• **Integrity**
• **Clinical Reasoning**
• **Evidence Based Practice**
• **Concern for Individuals Served**
• **Professional Duty**
• **Collaborative Practice** | Students will <u>begin</u> to demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan. | Direct Methods/Standards of Performance
• Learning Outcomes Assessment: 73% of Senior students will answer the **IV-B** related questions correctly

• 90% of the students will complete the program with a 2.5 GPA or higher in major coursework

• Culminating Experience: 90% of graduate students will receive "Pass" results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSASD 500P) or Thesis (CSAD 500T) options.

• Graduate Internship Signature Assignment. 90% of students will receive a score of "agree" or higher for all questions in the following areas:
 -Accountability
 -Integrity
 -Clinical Reasoning
 -Evidence Based Practice
 -Concern for Individuals Served
 -Professional Duty
 -Collaborative Practice

• National *Praxis* Exam: 90% of students will score 162 or higher and score within or above the average range on the "Foundations and Professional Practice" portion. |

			Indirect Methods/Standards of Performance • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
5	**Oral and written communication (WSCUC)** **Overall Competencies in the Major (BLG)/Personal and Social Responsibility (BLG)** **Intercultural knowledge and Competency (BLG)** **ASHA Knowledge Standard IV-D** **ASHA Professional Practice Competencies:** • **Accountability** • **Integrity** • **Clinical Reasoning** • **Evidence Based Practice** • **Concern for Individuals Served** • **Cultural Competence** • **Professional Duty** • **Collaborative Practice**	Students will <u>begin</u> to demonstrate, for each of the nine areas specified in Standard IV-C, current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.	Direct Methods/Standards of Performance • Learning Outcomes Assessment: 73% of Senior students will answer the **IV-D** related questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework • 90% of students will successfully complete the CSAD 143 Multilingual ==Language Disorders course with a grade of C or better== • Culminating Experience: 90% of graduate students will receive "Pass" results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSASD 500P) or Thesis (CSAD 500T) options. • Graduate Internship Signature Assignment. 90% of students will receive a score of "agree" or higher for all questions in the following areas: -Accountability -Integrity -Clinical Reasoning -Evidence Based Practice

			-Concern for Individuals Served -Professional Duty -Collaborative Practice • National *Praxis* Exam: 90% of students will score 162 or higher Indirect Methods/Standards of Performance • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
6	**Quantitative Reasoning and Information Literacy (WSCUC)** **Oral and Written Communication (WSCUC)** **Integrative Learning and Inquiry and Analysis (BLG)** **ASHA Knowledge Standard IV-F** **ASHA Professional Practice Competencies:** • **Integrity** • **Evidence Based Practice**	Students will <u>begin</u> to demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice	Direct Methods/Standards of Performance • Learning Outcomes Assessment: 73% of Senior students will answer the **IV-F** related questions correctly • 90% of students will have successfully completed a course in research methodology with a grade of C or better on the final course research project (signature assignment) • Culminating Experience: 90% of graduate students will receive "Pass" results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSASD 500P) or Thesis (CSAD 500T) options. • Graduate Internship Signature Assignment. 90% of students will receive a score of "agree" or higher for

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			all questions in the following areas: -Integrity -Evidence Based Practice • National *Praxis* Exam: 90% of students will score 162 or higher and score within or above the average range on the "Foundations and Professional Practice" portion. Indirect Methods/Standards of Performance • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
7	**Overall Competencies in the Major (BLG)** **ASHA Knowledge Outcome Standard IV-G** **ASHA Professional Practice Competencies:** • **Integrity** • **Clinical Reasoning** • **Evidence Based Practice** • **Concern for Individuals Served** • **Professional Duty** • **Collaborative Practice**	Students will <u>begin</u> to demonstrate knowledge of contemporary professional issues	Direct Methods/Standards of Performance • Learning Outcomes Assessment: 73% of Senior students will answer the **<u>IV-G</u>** related questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework • Culminating Experience: 90% of graduate students will receive "Pass" results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSASD 500P) or Thesis (CSAD 500T) options.

		• Graduate Internship Signature Assignment. 90% of students will receive a score of "agree" or higher for all questions in the following areas: -Integrity -Clinical Reasoning -Evidence based practice -Concern for Individuals Served -Professional Duty -Collaborative Practice • National *Praxis* Exam: 90% of students will score 162 or higher Indirect Methods/Standards of Performance • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback

II. OUTCOME MEASURES OF COMMUNICATION SCIENCES AND DISORDERS STUDENTS

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

Student Learning Outcome Assessment:
Tool Description: Each year, we distribute a 25-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. 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 32% 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.

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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	2, 6	IVF	CT
2	1,4,7	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	2, 6	IVF	CT
11	1, 4,5,6,7	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	1,4,5,7	IVB, IVB(C8), IVD, IVG	BK
16	1,4,5,7	IVB, IVB(C8), IVD, IVG	BK
17	1, 4, 7	IVB(C5), IVG	BK
18	1, 3	IVA, IV(C5),	BK
19	2, 3,4,5,7	IVA, IVB, VB(C6), IVD, IVG	CT
20	1,5,7	IV(C2), IVD, IVG	BK
21	2, 3,4,5,7	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
24	1,3,4,5	IVA, IVB, IVC(5), IVD	BK
25	1,3,4,5	IVA, IVB, VC(5), IVD	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/accreditation standards. There is only one elective course (CSAD 146). A 2.5 GPA in this major coursework is required to graduate from our program.

Specific Courses Highlighted in Assessment Plan:
- CSAD 148: **Research in Speech - Language Pathology and Audiology**
  Survey of research strategies and methods in Speech-Language Pathology and Audiology. Statistical procedures and single-subject designs. Emphasis on interpreting research reports in the literature and on developing research projects. Writing research proposals and reports.
- CSAD 143: **Communication Disorders in Multicultural Populations**
  Identification, evaluation, and treatment of multicultural, multilingual clients with communication disorders. Discussion of normal second language acquisition, bilingual development, and cultural values related to effective service delivery for multicultural clients.

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 meet each semester and annually, during assessment review, to discuss overall student success in this coursework and on any identified signature assignments to identify trends in student learning that would warrant curriculum modification. 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. The Curriculum Committee will assess the impact of the new changes on the student learning outcomes, student services, and student success.

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). Students must complete one course in biological science and one course in physical science as part of Sacramento State General Education requirements.

Timeline: Four courses required to be complete 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 and to review specific accreditation requirements. 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. The Curriculum Committee will assess the impact of the new changes on the student learning outcomes, student services, and student success.

Culminating Experience: comprehensive exam (CSAD 500C) or Project (CSASD 500P) or Thesis (CSAD 500T)

Tool Description: The Culminating Experience is required of all graduate students. While many students take the written comprehensive exam, which consists of a minimum of seven 1.5 hour questions designed to measure knowledge and skills across the curriculum, some students complete an alternative written thesis or project designed to measure knowledge and skills as they relate to evidence based practice in our field.

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 Culminating Experience results, therefore, are a measure of the appropriateness of our undergraduate curriculum in preparing students for professional practice.

Timeline: The culminating experience is finished in the last clinical semester of the graduate program.

Use of Data in Review and Revision: The Culminating Experience Committee in collaboration with the Curriculum Committee reviews the results of the culminating experiences annually to evaluate their effectiveness with regard to student program completion and to determine if we are meeting our pre-determined standard 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. The Curriculum Committee will assess the impact of the new changes on the student learning outcomes, student services, and student success.

Graduate Student Internship Signature Assignment

Tool Description: Each student intern in the CSAD 295I Public School Internship is paired with a university liaison who scores the student at internship completion on a set of 31 competencies related to professional practice in the following areas:

- Accountability (7 questions)
- Integrity (2 questions)
- Effective Communication Skills (2 questions)
- Clinical Reasoning (3 questions)
- Evidence Based Practice (3 questions)
- Concern for Individuals Served (2 questions)
- Cultural Competence (4 questions)
- Professional Duty (6 questions)
- Collaborative Practice (2 questions)

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 Graduate Internship Signature Assignment results, therefore, are a measure of the appropriateness of our undergraduate curriculum in preparing students for professional practice.

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Timeline: This data is collected each semester for the graduate students currently enrolled in internships. The Curriculum Committee and faculty review this information each semester and annually during assessment review.

Use of Data in Review and Revision: 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. The Curriculum Committee will assess the impact of the new changes on the student learning outcomes, student services, and student success.

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. The test is broken up into the following three content categories:

- Foundations and Professional Practice,
- Screening; Assessment; Evaluation; Diagnosis
- Planning Implementation and Evaluation of Treatment

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 a 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. 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. 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. The Curriculum Committee will assess the impact of the new changes on the student learning outcomes, student services, and student success.

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. Surveys results are reviewed annually by the Curriculum Committee and faculty at the fall retreat during annual assessment review.

Use of Data in Review and Revision: The surveys are reviewed at the fall faculty retreat. If/when common themes emerge, 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. The Curriculum Committee will assess the impact of the new changes on the student learning outcomes, student services, and student success.

Biannual Advisory Committee Meetings
Tool Description:
Our Community Advisory Committee maintains a system of six cohorts (public schools, hospitals, private practices, audiology, alumni, and NSSLHA students) 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). The minutes are reviewed by faculty once each semester and annually during assessment review.

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 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. The Curriculum Committee will assess the impact of the new changes on the student learning outcomes, student services, and student success.

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, if not all, 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. 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			