

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 will change from “Speech Pathology and Audiology” to “Communication Sciences and Disorders” for cohorts entering the program in Fall 2016

Posted: **Spring 2016 (Revised 2017)**

ASSESSMENT PLAN

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.

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

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

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

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

	Undergraduate Program Learning Goals (PLGs)	Program Learning Outcome (PLOs)	Method of Data Collection
1	<p>Overall Competencies in the Major (BLG)</p> <p>ASHA Knowledge Standard IVC</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Effective Communication Skills • Accountability • Integrity • Clinical Reasoning • Evidence Based Practice • Concern for Individuals Served • Cultural Competence • Professional Duty • Collaborative Practice 	<p>To <u>begin</u> to demonstrate knowledge in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2014).</p> <p>Students will <u>begin</u> to demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in order to demonstrate knowledge across the nine major areas delineated by ASHA:</p> <ol style="list-style-type: none"> 1) Articulation 2) Fluency 3) Voice and Resonance, including respiration and phonation 4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing 5) Hearing, including the impact on speech and language 6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for 	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: 73% of senior students will answer 6 of the basic knowledge questions correctly. Note: 73% equates to a grade of C for the Cohort (6 questions equate to 60% of the basic knowledge acquired across the undergraduate and graduate programs) • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework • National <i>Praxis</i> Exam: 90% of students will score 162 or higher <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback

		<p>feeding, orofacial myology)</p> <p>7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)</p> <p>8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)</p> <p>9) Augmentative and alternative communication (AAC) modalities</p>	
2	<p>Critical Thinking (WSCUC)</p> <p>ASHA Skills Standard V-B</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Effective Communication Skills • Accountability • Integrity • Clinical Reasoning • Evidence Based Practice • Concern for Individuals Served • Cultural Competence • Professional Duty • Collaborative Practice 	<p>To <u>begin</u> to demonstrate <u>skills</u> in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2014).</p> <p>Students will <u>begin</u> to demonstrate <u>potential</u> for clinical competence in the areas of Writing, Assessment (Evaluation), Treatment (Intervention), and Professional Behavior (Interaction and Personal Qualities) and <u>potential</u> for required clinical and internship experiences in order to demonstrate skills across the nine major areas delineated by ASHA:</p> <ol style="list-style-type: none"> 1) Articulation 2) Fluency 3) Voice and Resonance, including respiration and phonation 4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic 	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: 73% of senior students will answer 7 of the <u>critical thinking</u> questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework • National <i>Praxis</i> Exam: 90% of students will score 162 or higher <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory

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

	<ul style="list-style-type: none"> • Accountability • Integrity • Clinical Reasoning • Evidence Based Practice • Concern for Individuals Served • Cultural Competence • Professional Duty • Collaborative Practice 		<p><i>to Psychology; Introduction to Statistics; Introduction to Sign Language</i></p> <ul style="list-style-type: none"> • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework • National <i>Praxis</i> Exam: 90% of students will score 162 or higher <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
4	<p>Overall Competencies in the Major (BLG)</p> <p>ASHA Knowledge Standard IV-B</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Effective Communication Skills • Accountability • Integrity 	<p>Students will <u>begin</u> to demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: 73% of senior students will answer 60% of the IV-B related questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework

	<ul style="list-style-type: none"> • Clinical Reasoning • Evidence Based Practice • Concern for Individuals Served • Professional Duty • Collaborative Practice 		<ul style="list-style-type: none"> • National <i>Praxis</i> Exam: 90% of students will score 162 or higher <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
5	<p>Overall Competencies in the Major (BLG)/Intercultural knowledge and Competency</p> <p>ASHA Knowledge Standard IV-D</p> <p>Personal and Social Responsibility (BLG)</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Effective Communication Skills • Accountability • Integrity • Clinical Reasoning • Evidence Based Practice • Concern for Individuals Served 	<p>Students will <u>begin</u> to demonstrate, for each of the nine areas specified in Standard IVC, current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: 73% of senior students will answer 60% of 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 • National <i>Praxis</i> Exam: 90% of

	<ul style="list-style-type: none"> • Cultural Competence • Professional Duty • Collaborative Practice 		<p>students will score 162 or higher</p> <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
6	<p>Inquiry and Analysis</p> <p>ASHA Knowledge Standard IV-F</p> <p>Integrative Learning and Inquiry and Analysis (BLG)</p> <p>Quantitative Reasoning and Information Literacy (WSCUC)</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Integrity • Evidence Based Practice 	<p>Students will <u>begin</u> to demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: 73% of senior students will answer 60% of the IV-F related questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework • 90% of students will successfully complete the CSAD 148 Research Methods Course with a Grade of C or better • National <i>Praxis</i> Exam: 90% of students will score 162 or higher

			<p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
7	<p>Overall Competencies in the Major (BLG)</p> <p>ASHA Knowledge Standard IV-G</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Integrity • Clinical Reasoning • Evidence Based Practice • Concern for Individuals Served • Professional Duty • Collaborative Practice 	<p>Students will <u>begin</u> to demonstrate knowledge of contemporary professional issues</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: 73% of senior students will answer 60% of the IV-G related questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework • National <i>Praxis</i> Exam: 90% of students will score 162 or higher <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback

II. OUTCOME MEASURES OF COMMUNICATION SCIENCES AND DISORDERS STUDENTS

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

Student Learning Outcome Assessment:

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

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 standards. There is only one elective course (CSAD 146). A 2.5 GPA in this major coursework is required to graduate from our program.

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

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

Completion of Pre-Major Requirements

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

Timeline: Upon admission to the undergraduate course sequence.

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

Graduates' performance on the National Speech Language Pathology *Praxis* Examination:

Tool Description: The *Praxis II* exam in Speech-Language Pathology is required, in addition to the earned Master's Degree and a required professional experience, in order to apply for the American

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

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

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

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

Alumni, Employer and Student surveys:

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

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

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

Biannual Advisory Committee Meetings

Tool Description:

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

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

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

III. Curriculum Map and Lines of Evidence

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

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

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

IV. Assessment Timeline

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

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