

Departmental Assessment Plan Department of Communication Sciences and Disorders

**MASTER OF SCIENCE: COMMUNICATION SCIENCES AND DISORDERS
CREDENTIAL: SPEECH-LANGUAGE PATHOLOGY SERVICES**

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

Posted: Spring 2016 (Revised 2017)

ASSESSMENT PLAN

MASTER OF SCIENCE: COMMUNICATION SCIENCES AND DISORDERS CREDENTIAL: SPEECH-LANGUAGE PATHOLOGY SERVICES

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 national certification through ASHA.

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 Master's Degree program and the Credential program are identical. Earning the Master's Degree equates to earning the Credential.

Upon completion of the graduate program, graduate students in Communication Sciences and Disorders will demonstrate expertise in and a deep understanding of advanced theories and methodology in our field. They are expected to apply these acquired knowledge and skill sets in order to effectively assess and treat clients and effectively document their work in both oral and written forms. The following learning goals and outcomes, which are measured regularly, are aligned with the missions of the university and the department and our accrediting body, ASHA.

	Graduate Program Learning Goals (PLGs)	Program Learning Outcome (PLOs)	Method of Data Collection
1	<p>Written Communication</p> <p>ASHA Skills Standard V-A</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Effective Communication Skills 	<p>Students will communicate effectively in writing in the following formats, genres, and styles of writing used in communication sciences and disorders:</p> <ul style="list-style-type: none"> • Grammar • Clinical Report Writing • Written Treatment Plans • Research Literature Reviews • Self-Evaluation of Clinical Skills • Professional Letter Writing 	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Graduate Intensive Writing Course (CSAD 242A): 90% of students will earn a grade of B- or better on specific assignments and an overall course grade of B • Clinical Competencies: 90% of students will earn an average rating of 4.0 or better for the writing competency category with no individual line item score of 2.9 or less in all of their clinic 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
2	<p>Critical Thinking</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 	<p>To demonstrate skills in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2014).</p> <p>Students will demonstrate clinical competence in the areas of Writing, Assessment (Evaluation), Treatment (Intervention), and Professional Behavior (Interaction and Personal Qualities) 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 	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Clinical Competencies: 90% of students will earn an average rating of 4.0 or better for each of the 4 general competency categories with no individual line item score of 2.9 or less in all of their clinic coursework • Clinical Methods Coursework: 90% of students will pass all associated Methods Courses with a grade of B or better • Learning Outcomes Assessment: By the fourth semester, 83% of students will answer each of the critical thinking questions correctly. Note: 83% equates to a cohort grade of B

	<ul style="list-style-type: none"> • Cultural Competence • Professional Duty • Collaborative Practice 	<p>4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic 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>	<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
3	<p>Overall Competencies in the Major</p> <p>ASHA Knowledge Standard IV-C</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Effective Communication Skills • Accountability • Integrity • Clinical Reasoning • Evidence Based Practice 	<p>To demonstrate knowledge in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2014).</p> <p>Students will 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> <p>1) Articulation</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Clinical Competencies: 90% of students will earn an average rating of 4.0 or better for each of the 4 general competency categories with no individual line item score of 2.9 or less in all of their clinic coursework • Clinical Methods Coursework 90% of students will pass all associated Methods Courses with a grade of B or better • Learning Outcomes Assessment: By the fourth semester, 83% of students will answer each of the basic knowledge questions correctly

	<ul style="list-style-type: none"> • Concern for Individuals Served • Cultural Competence • Professional Duty • Collaborative Practice 	<p>2) Fluency</p> <p>3) Voice and Resonance, including respiration and phonation</p> <p>4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic 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>	<ul style="list-style-type: none"> • Didactic Coursework: 90% of students will pass all didactic (non-clinical) coursework with a grade of B 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
4	<p>Overall Competencies in the Major</p> <p>ASHA Knowledge Standard IV-A</p>	Students will demonstrate knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: By the fourth semester, 90% of students will answer 90% 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 to Psychology;</i>

			<p><i>Introduction to Statistics; Introduction to Sign Language</i></p> <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</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 Clinical Reasoning Evidence Based Practice Concern for Individuals Served Professional Duty Collaborative Practice 	<p>Students will 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: By the fourth semester, 83% of students will answer each of the IV-B related questions correctly Clinical Competencies: 90% of students will earn an average rating of 4.0 or better in the assessment and treatment competency categories with no individual line item score of 2.9 or less in all of their clinic coursework Clinical Methods Coursework: 90% of students will pass all associated Methods Courses with a grade of B or better Didactic Coursework: 90% of students will pass all didactic (non-clinical) coursework with a grade of B 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

6	<p>Overall Competencies in the Major/Intercultural knowledge and Competency</p> <p>ASHA Knowledge Standard IV-D</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>Students will demonstrate, for each of the areas specified in Standard IV-C, 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: By the fourth semester, 83% of students will answer each of the IV-D related questions correctly • Clinical Competencies: 90% of students will earn an average rating of 4.0 or better in the assessment and treatment competency categories with no individual line item score of 2.9 or less in all of their clinic coursework • Clinical Methods Coursework: 90% of students will pass all associated Methods Courses with a grade of B or better • Didactic Coursework: 90% of students will pass all didactic (non-clinical) coursework with a grade of B 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>Ethical Reasoning</p> <p>ASHA Knowledge Standard IV-E</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Effective Communication Skills • Accountability 	<p>Students will demonstrate knowledge of standards of ethical conduct</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Clinical Competencies: 90% of students will earn an average rating of 4.0 or better in the Professional Behavior competency categories with no individual line item score of 2.9 or less in all of their clinic coursework • Clinical Methods Coursework: 90% of students will pass all associated Methods Courses with a grade of B or better

	<ul style="list-style-type: none"> • Integrity • Clinical Reasoning • Evidence Based Practice • Concern for Individuals Served • Professional Duty <p>Collaborative Practice</p>		<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
8	<p>Inquiry and Analysis</p> <p>ASHA Knowledge Standard IV-F</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Integrity • Evidence Based Practice 	Students will demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: By the fourth semester, 83% of students will answer each of the IV-F related questions correctly • Upon admission to the program 100% of students will have successfully completed a course in research methodology 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
9	<p>Overall Competencies in the Major</p> <p>ASHA Knowledge Standard IV-G</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Integrity • Clinical Reasoning 	Students will demonstrate knowledge of contemporary professional issues	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: By the fourth semester, 83% of students will answer each of the IV-G related questions correctly • Clinical Competencies: 90% of students will earn an average rating of 4.0 or better in the Professional Behavior competency categories with no individual line item score of 2.9 or less in all of their clinic coursework

	<ul style="list-style-type: none"> • Evidence Based Practice • Concern for Individuals Served • Professional Duty • Collaborative Practice 		<ul style="list-style-type: none"> • Clinical Methods Coursework: 90% of students will pass all associated Methods Courses with a grade of B or better • Didactic Coursework: 90% of students will pass all didactic (non-clinical) coursework with a grade of B 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
10	<p>Ethical Reasoning</p> <p>ASHA Knowledge Standard IV-H</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Accountability • Professional Duty 	Students will demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • PS Internship Methods Seminar: 90% of students will pass CSAD 250 with a grade of B or higher • National <i>Praxis</i> Exam: 90% of students will score 162 or higher <p>Indirect Methods/Standard 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 GRADUATES

This outline identifies the tools and timelines for assessing program graduates, and how this information is used in the review and revision process. Our assessment process includes analyzing data provided from several courses, including our graduate writing intensive course, our students' clinical competencies portfolios, our students' learning outcomes assessment, our students' performance on the National *Praxis* Exam, alumni, employer and student surveys, and feedback from our community advisory committee.

Graduate Writing Intensive Course (CSAD 242A)

Tool Description: Our Graduate Writing Intensive (GWI) course prepares all new graduate students in the area of professional writing in communication sciences and disorders.

Timeline: The class is taken during the first clinical semester. Student grades are analyzed each semester and annually during assessment.

Use of Data in Review and Revision: This course identifies and remediates any new graduate student who needs writing support early in the semester and in the program sequence. Students must obtain a B- or better on an assignment in each of the following areas to pass the course: Grammar, clinical report writing, written treatment plans, research literature reviews, self-evaluation of clinical skills, and professional letter writing. They must also earn an overall grade of B or better to pass the course. Additionally, as the class is taken during the first clinical semester.

Evaluation of graduates' clinical competencies portfolios:

Tool Description: Our department requires students to complete approximately 32 hours in EACH of five in-house clinical courses (Speech I, Speech II, Language II, Speech III, Language III), approximately 20 hours in the Language I Clinic, 4 hours in the Assessment Clinic, 4 hours in the Hearing Screenings Clinic, and 200 hours in two internship placements for a total of a minimum of 388 hours of direct client/patient contact. Our graduate program is hierarchical in nature: Each student must have completed coursework related to each disorder before enrolling in the associated clinic. These clinical courses require the student to apply previously acquired knowledge to real-life situations. Success in these experiences is dependent upon the ability to think critically as the student assesses and treats clients under the supervision of a Clinical Instructor.

The assigned Clinical Instructor completes a clinical competency form for each student in each clinical course at midterm and final. Through this process, each clinical experience is assessed formatively and summatively with specific clinical competencies designed to measure critical thinking across the nine skill areas set forth by ASHA divided into four areas: *Writing, Assessment, Treatment, and Professional Behavior*. Specific clinical competency forms are in place for each clinic and internship. Students are provided with the clinical competency evaluations before they begin each clinical experience. Clinical Instructors, who have been trained on the form and its use by the Clinic Coordinator, use this form to provide feedback to students regarding progress.

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.** As a student meets clinical competency in an area, the required skill is recorded as being met on their Knowledge and Skills form, maintained electronically by the department.

Timeline: The faculty Curriculum Committee meets each week of the semester to discuss any student who is at risk for not passing a clinic. The faculty and Clinic Coordinator review the results of the remediation plans developed annually.

Use of Data in Review and Revision: The Curriculum Committee has developed a standardized remediation plan form that corresponds to the clinical competencies form. The Graduate Coordinator follows up with the student and the Clinic Coordinator follows up with the student and Clinical Instructor to provide support in the development of the remediation plan. The plan is used as a teaching tool to promote critical thinking in specific competency areas in which a student is demonstrating difficulty and for which the student is at-risk for not reaching moderate to independent level mastery by semester's end. It includes student and Clinical Instructor responsibilities and timelines in the process and requires specific supports to be provided to the student. Any student with a remediation plan in place in two clinics will be provided with a department-level remediation plan specifying specific supports to be provided. The faculty and Clinic Coordinator review the results of the remediation plans developed annually to evaluate their effectiveness with regard to student program completion and to review the clinical competencies score trends by clinic to determine if we are meeting our pre-determined standard of performance and the subsequent need for overall revision in clinical instruction.

Clinical Methods Coursework (See Curriculum Map)

Tool Description: Each clinical practicum course is paired with a methods course in which students discuss client profiles, plan assessment and treatment, and complete specific assignments designed to support their developing clinical skills.

Timeline: This coursework is taken during all four clinical semesters. Methods Instructors and Clinical Instructors meet each semester to discuss the alignment of Methods courses and Clinical Practicum courses.

Use of Data in Review and Revision: Students must obtain a B or better or better to pass each course. Methods Instructors and Clinical Instructors meet each semester to review student success, clinical competency expectations, and methods class expectations in order to ensure alignment of all three of these areas and to identify trends in student learning that should shape Clinical Instruction or design of the associated Methods Course.

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, 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 ten specific PLO areas and 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	8	IVF	CT
2	5,3,9	IVB, IV(C4), IVG	BK
3	3,4,9	IVA, IV(C3), IV(C4), IVG	BK
4	3,9	IV(C4), IVG	BK
5	3,5,6,9	IVB, IV(C4), IVD, IVG	BK
6	2,5,6,9	IVB, VB(C4), IVD, IVG	CT
7	2,5,6,9	IVB, VB(C4), IVD, IVG	CT
8	3,4,9	IVA, IV(C3), IVG	BK
9	3,4,9	IVA, IV(C3), IVG	BK
10	8	IVF	CT
11	6,8,9	IVD, IVF, IVG	BK
12	3,5,6,9	IVB, IV(C1), IVD, IVG	BK
13	3,4,5,6,9	IVA, IVB, IV(C7), IVD, IVG	BK
14	2,4,5,6,9	IVA, IVB, VB(C7), IVD, IVG	CT
15	2,5,6,9	IVB, IVB(C8), IVD, IVG	BK
16	2,5,6,9	IVB, IVB(C8), IVD, IVG	BK
17	5,9	IVB(C5), IVG	BK
18	3,4	IVA, IV(C5),	BK
19	2,4,5,6,9	IVA, IVB, VB(C6), IVD, IVG	CT
20	3,6,9	IV(C2), IVD, IVG	BK
21	2,4,5,6,9	IVA, IVB, VB(C3), IVD, IVG	CT
22	2,4,5,6,9	IVA, IVB, VB(C4), IVD, IVG	CT
23	3,5,6,9	IVB, IV(C9), IVD, IVG	BK
24	3, 4,5,6	IVA, IVB, IVC(5), IVD	BK
25	3,4,5,6	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.

Didactic Coursework (See Curriculum Map)

Tool Description: Our non-clinical practicum coursework builds on our students' prior knowledge of specific etiologies and furthers their training in theory and evidence-based practice in these areas.

Timeline: The coursework is taken during the first three clinical semesters.

Use of Data in Review and Revision: Students must obtain a B or better or better to pass each course. Student grades are analyzed each semester and annually during assessment. The Curriculum Committee and faculty meet each semester to discuss student success in this coursework and to identify trends in student learning that would warrant curriculum modification.

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 each 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 PLO2 and PLO3. A pass rate at the national average is our 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).

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 classes. 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 Community Advisory Committee.

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 PLO2 and PLO3.

Timeline: Our Community Advisory Committee meets biannually (fall and spring). The minutes are reviewed by faculty once each semester.

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.

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	PLO 8	PLO 9	PLO 10	Lines of Evidence
Undergraduate Research Methodology Course			I					D			Assignments, Projects, Quizzes and Exams
CSD Undergraduate Curriculum			I	IDM	I	I	I	I	I		Assignments, Projects, Quizzes and Exams
CSAD 217 AAC & Assistive Technologies			I		I	I	I		I		Assignments, Projects, Quizzes and Exams
CSAD 218 Motor Speech Disorders			I		I	I	I		I		Assignments, Projects, Quizzes and Exams
CSAD 219 Counsel Speech Path+Audio			I		I	I	I		I		Assignments, Projects, Quizzes and Exams
CSAD 222 Curr Lang-Learn Dis Child			I		I	I	I		I		Assignments, Projects, Quizzes and Exams

CSAD 223 Advanced Child Language			I		I	I	I		I		Assignments, Projects, Quizzes and Exams
CSAD 227 Dysphagia & Medical Setting			I		I	I	I		I		Assignments, Projects, Quizzes and Exams
CSAD 228A Meth: Speech Disorders I	I	D	D		D	D	D		D		Assignments, Projects, and Presentations
CSAD 228B Meth: Speech Disorders II	I	D	D		D	D	D		D		Assignments, Projects, and Presentations
CSAD 228C Meth: Speech Disorders III	I	D	D		D	D	D		D		Assignments, Projects, and Presentations
CSAD 229A Prac: Speech Disorders I	M	M	M		M	M	M		M		Clinical Competency
CSAD 229B Prac: Speech Disorders II	M	M	M		M	M	M		M		Clinical Competency
CSAD 229C Prac: Speech Disorders III	M	M	M		M	M	M		M		Clinical Competency
CSAD 241S Hearing Screenings		M	M								Clinical Competency
CSAD 242A Meth: Language Disorders I	M	D	D		D	D	D		D		Assignments, Projects, and Presentations
CSAD 242B Meth: Lang Disorders II	I	D	D		D	D	D		D		Assignments, Projects, and Presentations
CSAD 242C Meth: Lang Disorders III	I	D	D		D	D	D		D		Assignments, Projects, and Presentations
CSAD 243A Prac: Language Disorders I	M	M	M		M	M	M		M		Clinical Competency
CSAD 243B Prac: Lang Disorders II	M	M	M		M	M	M		M		Clinical Competency
CSAD 243C Prac: Lang Disorders III	M	M	M		M	M	M		M		Clinical Competency
CSAD 244 Meth: Sph-Lang Assessment	I	I	D		D	D	D		D		Assignments, Projects, and Presentations
CSAD 245 Prac: Sph-Lang Assessment	M	M	M		M	M	M		M		Clinical Competency
CSAD 250 Speech/Language Internships			D							IDM	Assignments, Projects, and Presentations
CSAD 295I Intern: SLHS Schools	M	M	M		M	M	M		M		Clinical Competency
CSAD 295M Intern: SLP Medical	M	M	M		M	M	M		M		Clinical Competency

CSAD 295 P Intern: SLP Private Practice	M	M	M		M	M	M		M		Clinical Competency
CSAD 295S Internship: SLP Special Class	M	M	M		M	M	M		M		Clinical Competency
CSAD 500C Comprehensive Exam	M		M								Exam
CSAD 500P. Culminating Experience: Project.	M		M					M			Project
CSAD 500T. Culminating Experience: Thesis.	M		M					M			Thesis

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 Community Advisory Committee. 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	PLO 8	PLO 9	PLO 10
2015-16	X	X								
2016-17			X	X						
2017-18					X	X				
2018-19							X	X		
2019-20									X	X
2020-21	X	X								