

Report Year: 2019-20

Degree Program: Master of Science in Communication Sciences and Disorders

Submitter Contact Information

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Year Designated for the Next Program Review 2019-20

Is this degree accredited? Yes

If yes, list the accreditor(s). Commission on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

NOTE: One report is being submitted for both the Master of Science (MS) in Communication Sciences and Disorders AND the Speech-Language Pathology Services Credential With or Without Special Class Authorization. The programs are one in the same: Earning the MS degree equates to earning the Speech-Language Pathology Services Credential

List the degree program's Sac State/Chancellors Office approved Program Learning Outcomes (These learning outcomes can be found in Curriculum Workflow. If you cannot find them, contact Amy Wallace at amy.wallace@csus.edu.)

	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								

	Graduate Program Learning Goals (PLGs)	Program Learning Outcome (PLOs)	Method of Data Collection
1	<p>Written Communication (WSCUC)</p> <p>ASHA Skills Standard V-A</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Effective Communication Skills <p>Sac State Institutional Graduate Learning Goals</p> <ul style="list-style-type: none"> • Disciplinary Knowledge • Communication • Critical Thinking/Analysis • Information Literacy • Professionalism 	<p>Students will communicate effectively in oral and written or other forms of communication sufficient for entry into professional practice, including writing in the following formats, genres, and styles of writing used in communication sciences and disorders:</p> <ul style="list-style-type: none"> • Technical Reports • Diagnostic Reports • Treatment Reports • Treatment plans • Professional Correspondence in English 	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Graduate Intensive Writing Course (CSAD 242A): 90% of students will earn an overall course grade of B or better and will receive a grade of B- or better on each of the following signature course assignments: <ul style="list-style-type: none"> -Grammar Assignment -Clinical Report Writing Assignment -Written Treatment Plan Assignment -Research Literature Review Assignment -Self-Evaluation of Clinical Skills Assignment -Professional Letter Assignment -Goal and Baseline Assignment • 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 • Culminating Experience: 90% of students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSAD 500P) or Thesis (CSAD 500T) options. • Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -Effective Communication Skills <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 (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>Sac State Institutional Graduate Learning Goals</p> <ul style="list-style-type: none"> • Disciplinary Knowledge • Critical Thinking/Analysis • Professionalism 	<p>To demonstrate skills in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2020).</p> <p>Students will demonstrate clinical competence in the 4 general competency categories of Writing, Evaluation, Intervention, and Interaction and Personal Qualities (Professional Behavior) and potential 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) 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 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) 	<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 clinical practica • 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 • Culminating Experience: 90% of students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative Project (CSAD 500P) or Thesis (CSAD 500T) options. • Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <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 • National <i>Praxis</i> Exam: 90% of students will score 162 or higher

		<p>8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)</p> <p>9) Augmentative and alternative communication (AAC) modalities</p>	<p>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>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 Concern for Individuals Served Cultural Competence Professional Duty Collaborative Practice <p>Sac State Institutional Graduate Learning Goals</p> <ul style="list-style-type: none"> Disciplinary Knowledge Intercultural/Global Perspectives 	<p>To demonstrate knowledge in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2020).</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> <ol style="list-style-type: none"> 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 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 	<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 clinical practica 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 Didactic Coursework: 90% of students will pass all didactic (non-clinical) coursework with a grade of B or better Culminating Experience: 90% of students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative Project (CSASD 500P) or Thesis (CSAD 500T) options. Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <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 National <i>Praxis</i> Exam: 90% of students will score 162 or higher and score within or above the average range on the “Foundations and Professional Practice” portion. <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>ASHA Knowledge Standard IV-A</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> Effective Communication Skills Clinical Reasoning Evidence Based Practice Concern for Individuals Served Cultural Competence Collaborative Practice <p>Sac State Institutional Graduate Learning Goals</p> <ul style="list-style-type: none"> Disciplinary Knowledge 	<p>Students will demonstrate knowledge of statistics as well as the biological, physical, and social/behavioral sciences.</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-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; Introduction to Statistics; Introduction to Sign Language; One course in Physics or Chemistry; One course in a biological science.</i> Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -Effective Communication Skills -Clinical Reasoning

			<ul style="list-style-type: none"> -Evidence Based Practice -Concern for Individuals Served -Cultural Competence -Collaborative Practice • National <i>Praxis</i> Exam: 90% of students will score 162 or higher and score within or above the average range on the “Foundations and Professional Practice” portion. <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>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>Sac State Institutional Graduate Learning Goals</p> <ul style="list-style-type: none"> • Disciplinary Knowledge 	<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 evaluation and intervention competency categories with no individual line item score of 2.9 or less in all of their clinic practica • 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 • Culminating Experience: 90% of students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative Project (CSAD 500P) or Thesis (CSAD 500T) options. • National <i>Praxis</i> Exam: 90% of students will score 162 or higher and score within or above the average range on the “Foundations and Professional Practice” portion. <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>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>Sac State Institutional Graduate Learning Goals</p> <ul style="list-style-type: none"> • Disciplinary Knowledge • Critical Thinking/Analysis • Professionalism 	<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 evaluation and intervention competency categories with no individual line item score of 2.9 or less in all of their clinic practica • 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 • 90% of enrolled students will have successfully complete the CSAD 143 Multilingual Language Disorders course with a grade of C or better • Culminating Experience: 90% of students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the

	<ul style="list-style-type: none"> Intercultural/Global Perspectives 		<p>alternative Project (CSASD 500P) or Thesis (CSAD 500T) options.</p> <ul style="list-style-type: none"> Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <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 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>ASHA Knowledge Standard IV-E</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>Sac State Institutional Graduate Learning Goals</p> <ul style="list-style-type: none"> Professionalism 	Students will demonstrate knowledge of standards of ethical conduct.	<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 <u>Interaction and Personal Qualities (Professional Behavior)</u> competency categories with no individual line item score of 2.9 or less in all of their clinic practica Clinical Methods Coursework: 90% of students will pass all Methods Courses with a grade of B or better Culminating Experience: 90% of students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative Project (CSASD 500P) or Thesis (CSAD 500T) options. Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -Effective Communication Skills -Accountability -Integrity -Clinical Reasoning -Evidence Based Practice -Concern for Individuals Served -Professional Duty -Collaborative Practice 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>Written Communication (WSCUC)</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"> Graduate Intensive Writing Course (CSAD 242A): 90% of students will earn an overall course grade of B or better and will receive a grade of B- or better on each of the following signature course assignment: <ul style="list-style-type: none"> -Research Literature Review Assignment

	<p>Sac State Institutional Graduate Learning Goals</p> <ul style="list-style-type: none"> • Critical Thinking/Analysis • Information Literacy 		<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 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 students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative Project (CSASD 500P) or Thesis (CSAD 500T) options. • Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -Integrity -Evidence Based Practice • National <i>Praxis</i> Exam: 90% of students will score 162 or higher and score within or above the average range on the “Foundations and Professional Practice” portion. <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>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>Sac State Institutional Graduate Learning Goals</p> <ul style="list-style-type: none"> • Disciplinary Knowledge • Communication • Critical Thinking/Analysis • Information Literacy • Professionalism • Intercultural/Global Perspectives 	<p>Students will demonstrate knowledge of contemporary professional issues.</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-G related questions correctly • Clinical Competencies: 90% of students will earn an average rating of 4.0 or better in the Interaction and Personal Qualities (Professional Behavior) competency categories with no individual line item score of 2.9 or less in all of their clinic practica • 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 • Culminating Experience: 90% of students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative Project (CSASD 500P) or Thesis (CSAD 500T) options. • Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -Integrity -Clinical Reasoning -Evidence Based Practice -Concern for Individuals Served -Professional Duty -Collaborative Practice • National <i>Praxis</i> Exam: 90% of students will score 162 or higher

			Indirect Methods/Standards of Performance <ul style="list-style-type: none"> Positive Alumni, Employer, and Student Survey Feedback Positive Biannual Advisory Committee Meeting Feedback
10	ASHA Knowledge Standard IV-H ASHA Professional Practice Competencies: <ul style="list-style-type: none"> Accountability Professional Duty Sac State Institutional Graduate Learning Goals <ul style="list-style-type: none"> Professionalism 	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.	Direct Methods/Standards of Performance <ul style="list-style-type: none"> Public School Internship Methods Seminar: 90% of students will pass CSAD 250 with a grade of B or higher and with a grade of B or higher on 3 signature assignments related to local, state, and national regulations and policies relevant to professional practice. Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -Effective Communication Skills -Accountability -Professional Duty Indirect Methods/Standard of Performance <ul style="list-style-type: none"> Positive Alumni, Employer, and Student Survey Feedback Positive Biannual Advisory Committee Meeting Feedback

For last year (AY 2018/2019), provide a concise narrative that includes the program learning outcomes assessed, assessment findings by outcome, and needed actions to maintain success and improve student learning.

In 2018-19, we assessed our Program Assessment Plan’s PLG/PLO 7 (ASHA Knowledge Standard IV-E) (ASHA Professional Practice Competencies: *Effective Communication Skills, Accountability, Integrity, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Professional Duty, Collaborative Practice*) (Sacramento State Institutional Graduate Learning Goals: *Professionalism*)

We also assessed our program Assessment Plan’s PLG/PLO 8 (ASHA Knowledge Standard IV-F) (ASHA Professional Practice Competencies: *Integrity, Evidence-Based Practice*) (Sacramento State Institutional Graduate Learning Goals: *Critical Thinking/ Analysis, Information Literacy*)

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 PLG/PLO 7 and PLG/PLO8. The analysis does, however, provide an opportunity for discussions across our curriculum with regard to specific topics that may require curricular emphasis.

PLG/PLO7

Direct Measure 1: Clinical Competencies (Standard of Performance Exceeded)

The standard of performance is that 90% of students will earn an average rating of 4.0 or better in the **Interaction and Personal Qualities (Professional Behavior)** competency categories with no individual line item score of 2.9 or less in all of their clinical practica. During the 2018-19 academic terms, 29 students completed our program. All of them well exceeded the program standard of 90% earning an average rating of 4.0 on the Interaction and Personal Qualities (Professional Behavior) competency category, as 100% of the graduate students completing the program earned an average rating of 4.0 or better for this category in all of their required clinical courses throughout the program. Additionally, none of them scored 2.9 or less on any individual competency line item in any clinical course. Further analysis revealed that 100% of our 2018-19 completers successfully met all criteria for demonstrating clinical competency independently for each clinical experience in which they were enrolled during

their time in the program. Also, there is a general trend of growth that is suggested upon analysis of clinical competencies across the clinical and internship experiences in the Professional Behavior category, because student scores remained constant or increased in most areas as they moved toward higher levels of independent practice with increasingly complex client profiles and larger caseloads.

The faculty recognize that, occasionally, a student may need additional support during clinical experiences. Because of this, faculty have developed a standardized Performance Improvement Plan (PIP) form that corresponds to the clinical competencies form. The form 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 the identification of specific supports to be provided to the student. Any student with a PIP in place in two clinics will be provided with a department-level PIP identifying supports to be provided. The faculty continue to review the results of the PIPs developed to determine their effectiveness and to note methodologies that may be of support to future students and Clinical Instructors when a student is demonstrating difficulty in specific areas of clinical skill.

Direct Measure 2: Clinical Methods Course Grades (Standard of Performance Exceeded)

The standard of performance is that 90% of students will pass all Methods Courses with a grade of B or better. During the 2018-19 academic terms, 29 students completed our program. The group well exceeded our standard of performance, as 100% of them completed all methods courses with a B or better on the first attempt.

We continue to monitor subsequent cohorts' performance in this area. 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/content of the associated Methods Course. Recommendations for curricular change will be referred the Curriculum Committee.

As an example of this, based on feedback from our annual reports and our reaccreditation preparation, the faculty and Curriculum Committee restructured the content of our CSAD 228A course (Methods, Speech Disorders 1), which is taken by all students in the program in the first clinical semester, to ensure a clear focus on the etiology, characteristics, underlying anatomical and physiological characteristics, acoustic characteristics, psychological characteristics, developmental nature, linguistic characteristics, and cultural characteristics of speech sound disorders and production, including articulation, motor planning and execution, phonology and accent modification. Students entering the Master of Science program will still be required to have completed the equivalent of our undergraduate CSAD 126 (*Speech Sound Disorders and Development in Children: Aspects of Articulation and Phonology*) course as a program pre-requisite. CSAD 228A will reintroduce and assess these concepts, requiring deeper levels of analysis and evaluation as students also learn about the prevention, assessment, identification, and treatment of speech sound disorders. Full-time faculty member Dr. Heather Thompson, who has demonstrated expertise in the area of speech sound disorders, will teach the course. The title of the course has been changed to *CSAD 228A Speech Sound Disorders: Concepts and Methods* in the 2020-21 catalog to reflect the updated content.

Additionally, based on feedback from our annual reports and our reaccreditation preparation, the faculty and Curriculum Committee restructured the content and unit value (from 1 to 3 units) of our CSAD 228B course (*Methods: Speech Disorders II*), which is taken by all students in the program in the second clinical semester, to ensure a clear focus on the etiology, characteristics, underlying anatomical and physiological characteristics, acoustic characteristics, psychological characteristics, developmental nature, linguistic characteristics, and cultural characteristics of voice and fluency disorders. Students entering the Master of Science program will continue to be required to have completed the equivalent of our undergraduate CSAD 123 (*Voice and Fluency*) course. CSAD 228B will reintroduce, introduce, and assess concepts related to voice and fluency, requiring deeper levels of analysis and

evaluation as students also learn about the prevention, assessment, identification, and treatment of voice and fluency disorders. The course will be taught by full-time faculty member Dr. Aishah Patterson, who has demonstrated expertise in the areas of voice and fluency. The title of the course has been changed to *CSAD 228B Voice and Fluency: Concepts and Methods* in the 2020-21 catalog to reflect the enhanced content.

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

The standard of performance is that 90% of students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative Project (CSAD 500P) or Thesis (CSAD 500T) options (Standard of Performance Exceeded). 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. 100% of students passed the culminating experience on the first attempt, well exceeding our standard of performance. A similar pattern was noted for the last two years of fall and spring candidates (all passing on first attempt).

The Culminating Experience Committee and Curriculum Committee continue to monitor student progress on the Culminating Experience annually and the Curriculum Committee identifies curricular implications and presents 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 assesses the impact of any changes on student learning outcomes, student services, and student success. As a result of last year’s discussions, and the fact that three students have selected the Thesis option (with two successfully completing in 2019-20), our Culminating Experience Committee Co-Chairs developed a department thesis manual that includes student and faculty responsibilities and specific timelines in order to support successful completion and student success for students selecting the Thesis options. A similar document is currently being developed for the Project option.

Direct Measure 4: Performance on Graduate Internship Signature Assignment (Standard of Performance Exceeded)

The standard of performance is that 90% of students to receive a score of “agree” or higher on all questions in the *Effective Communication Skills, Accountability, Integrity, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Professional Duty, and Collaborative Practice* areas of the Graduate Internship Signature Assignment. In 2018-19, 96% of students received scores of “agree” or higher for all questions in the *Accountability* category and 100% of students received scores of “agree” or higher for all questions in the *Effective Communication Skills, Integrity, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Professional Duty, and Collaborative Practice* categories. In fact, 50% or more of students completing the assignment received a score of “Strongly Agree” in all of the categories.

The Curriculum Committee and faculty continues to review performance on the Graduate Student Internship Signature Assignment each semester and annually during assessment review. The Curriculum Committee 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 assesses the impact of any changes on student learning outcomes, student services, and student success.

Direct Measure 5: Praxis Exam (Standard of Performance Exceeded)

Our standard of performance is that 90% of students will score 162 or higher on the National *Praxis* exam. In 2018-19, 96.3% of students taking the *Praxis* exam passed it on the first attempt (100% passed the exam within the year given a second attempt). The mean passing score was 179.8 (up from 176 prior year). The high passing score was 195 (up from 190 last year). The low passing score was 167 (up from 165 prior year). This exceeds our program’s predetermined standard of performance. Our goal is for 90% of students to pass the exam with a score of 162 or higher. The following disaggregated scores were obtained:

2018-2019			
	Mean Score	High Score	Low Score
Foundations and Professional Practice	27.19	32	20
Screening; Assessment; Evaluation; Diagnosis	26.30	33	36
Planning Implementation and Evaluation of Treatment	25.63	33	18
Overall	179.81	195	167

The disaggregated *Praxis* results indicate that students are performing similarly across domains, including in the area of **“Foundations and Professional Practice,”** which is directly related to the 2018-19 PLOs.

Overall, the *Praxis* results indicated that our program had been doing an adequate job of preparing most students for independent practice.

The Chair and faculty 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 are 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 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 continues to identify curricular implications and presents 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 assesses the impact of any changes on student learning outcomes, student services, and student success.

Indirect Measure 1: Surveys (Feedback Exceeds Expectations)

Brief Clinical Experience Survey

A review of feedback from our Brief Clinical Experience Survey, completed by students enrolled in 203 clinical experiences during 2018-19, indicates that the majority (73% and above) of students agree/strongly agree that they are receiving sufficient supervision in clinical experiences, that the associated methods courses are important to their clinical training, that they receive appropriate supervision for their level of skill, and that they have been well prepared with theory and knowledge prior to associated clinical experiences.

Exit Survey

100% of students “agreed” or “strongly agreed” that they demonstrated competency for all items in the *Accountability, Integrity, Effective Communication Skills, Integrity, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Professional Duty, and Collaborative Practice* categories. In fact, 96-100% of students survey provided a score of “Strongly Agree” for all items in all of the categories. We will continue to conduct and analyze the results from these student surveys each year.

Alumni Survey:

The overwhelming majority of respondents indicated that they felt that they acquired the knowledge and skills necessary to apply their coursework to ethical conduct in careers and higher education in our field. Of particular note, 100% students were employed in the field of Communication Sciences and Disorders within one year of graduating from the Master of Science in Communication Sciences and Disorders program. 93% or more students “Agreed” or “Strongly Agreed” that, considering all aspects, they were satisfied with their program at Sacramento State. Additionally, analysis indicated that 60% or more of the respondents “Agreed” or “Strongly Agreed” that their educational preparation at Sacramento State prepared them for professional practice in five of the “Big Nine” disorders areas emphasized by the American Speech-Language Hearing Association. Areas that indicated the need for enhanced student experience were:

- Voice and Fluency Disorders
- Hearing and Hearing Disorders
- Augmentative and Alternative Communication Strategies

Further, 87% or more respondents “Agreed” or “Strongly Agreed” that the curriculum at Sacramento State prepared them for professional practice in twelve areas emphasized by the Department of Communication Sciences and Disorders. 67% or more respondents were “Somewhat” to “Extremely” Satisfied with the program at Sacramento State in seven key areas, with 93% or more indicating that they felt this way in four key areas: Level of Preparation in Coursework, Level of Preparation in Clinic, Responsiveness of Professors, and Level of Preparation in Clinical Writing. 87% or more respondents were “Somewhat” to “Extremely” satisfied with the guidance they received in clinical practicum and internship experiences, with 100% or more feeling this way about the level of supervision they received and the level of independence they achieved. Analysis also indicated that 100% or more of the respondents “Agreed” or “Strongly Agreed” (73% or more “*Strongly Agreed*”) that their education and training led to competence in areas aligned with *Accountability, Effective Communication Skills, Evidence-Based Practice, Integrity, Clinical Reasoning, Concern for Individuals Served, and Professional Duty.*

Employer Survey:

The overwhelming majority of respondents to date, however, are indicating that they feel that our graduates possess the knowledge and skills necessary to apply their coursework to ethical conduct in careers in Speech-Language Pathology. Of the 12 employers responding, 41.67% employed Speech-Language Pathology Assistants, 50% employed Speech-Language Pathologists, and 8.33% employed Audiologists. Of those employing Speech-Language Pathologists, early analysis indicates that 80% or more of the respondents “Agree” or “Strongly Agree” that their employees’ educational preparation at Sacramento State prepared them for professional practice in seven of the “Big Nine” disorders areas emphasized by the American Speech-Language Hearing Association. Areas that indicated the need for enhanced student experience were:

- Hearing and Hearing Disorders
- Augmentative and Alternative Communication Strategies

Analysis also indicated that 80% or more of these respondents “Agree” or “Strongly Agree” that their employees’ educational preparation at Sacramento State prepared them for professional practice in nine areas emphasized by the Department of Communication Sciences and Disorders. Six of these areas indicated that 100% of the respondents “Agree” or “Strongly Agree” that their employees’ educational preparation at Sacramento State prepared them for professional practice in the associated area. Analysis further indicated that 80% or more of these respondents “Agree” or “Strongly Agree” that their employee’s education and training led to competence in areas aligned with *Accountability, Effective Communication Skills, Evidence-Based Practice, Integrity, Concern for Individuals Served, and Professional Duty.*

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

Feedback from our Community Advisory Board indicates that we are preparing our students well for independent clinical practice, but that an increased focus on the following would be helpful:

- Student well-being, including self-care
- Additional experience in the area of Aural Rehabilitation

Survey data and Advisory Board feedback indicating the need for enhanced student experiences included the following:

- Voice and Fluency Disorders
- Hearing and Hearing Disorders
- Augmentative and Alternative Communication Strategies

We continue to distribute the employer and alumni survey every three years and the Graduate Student Exit Survey and Brief Clinical Experience Survey every year. The Curriculum Committee evaluates the data and identifies curricular implications and present the findings 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 assesses the impact of any changes on student learning outcomes, student services and student success.

We continue to monitor Advisory Board feedback each semester. The Chair of the Advisory Board presents highlights from meeting minutes to the Curriculum Committee each semester. The Curriculum Committee evaluates the data and identifies curricular implications and presents the findings 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 also assesses the impact of any changes on student learning outcomes, student services, and student success

In response to last year's assessment reports and feedback obtained during our accreditation preparation, our lead instructor for voice and fluency, Dr. Aishah Patterson, has worked for the last two years to the standardize evidence-based education in the area of voice and fluency disorders for all students (CSAD 123, CSAD 228B/229B). Additionally, based on feedback from our annual reports and our accreditation preparation, the faculty and Curriculum Committee restructured the content and unit value (from 1 to 3 units) of our CSAD 228B (*Methods: Speech Disorders II*) course to ensure a clear focus on the etiology, characteristics, underlying anatomical and physiological characteristics, acoustic characteristics, psychological characteristics, developmental nature, linguistic characteristics, and cultural characteristics of voice and fluency disorders. Students entering the Master of Science program will continue to be required to have completed the equivalent of our undergraduate CSAD 123 (*Voice and Fluency*) course. CSAD 228B will reintroduce, introduce, and assess concepts related to voice and fluency, requiring deeper levels of analysis and evaluation as students also learn about the prevention, assessment, identification, and treatment of voice and fluency disorders. The course will be taught by full-time faculty member Dr. Aishah Patterson, who has demonstrated expertise in the areas of voice and fluency. The title of the course has been changed changed to *CSAD 228B Voice and Fluency: Concepts and Methods* in the 2020-21 catalog to reflect the enhanced content.

Additionally, Dr. Laura Gaeta, our Audiology Program Director has created an optional Aural Rehabilitation experience for undergraduate students (CSAD 199), worked with key faculty to revise learning outcomes for CSAD 130 and CSAD 133, and worked with with faculty to redesign CSAD 241S into a service learning course that will emphasize hearing and hearing disorders, including the impact of hearing loss on communication function and on aural rehabilitation (lip reading, communication strategies, advocacy). Additionally, recent changes to the CSAD 243A Language I Clinic will provide additional clinical experiences in the area of Aural Rehabilitation to our students. Dr. Darla Hage completed a curricular strand on Augmentative and Alternative Communication (AAC) Strategies that has further strengthened the AAC course and experiences we provide for our students and a dynamic

class assessment project was added to the CSAD 217 (AAC & Assistive Technologies) course. Dr. Darla Hagge continues to emphasize the importance of self-care and well-being in CSAD 219 (Counseling Techniques for Speech-Language Pathologists and Audiologists) and our Clinic Director has recently proposed an assignment to the Curriculum Committee would be completed by all graduate students that would be designed to emphasize the importance and benefit of well-being and self-care for both clients and clinicians.

PLG/PLO8

Direct Measure 1: Graduate Intensive Writing Course (CSAD 242A) (Standard of Performance Exceeded)

The standard of performance is that 90% of students will earn an overall course grade of B or better and will receive a grade of B- or better on the following signature course assignment: Research Literature Review Assignment. During the 2018-19 academic terms, 29 students completed our graduate program. This group of students well exceeded our standard of performance as 100% of the students earned an overall course grade of B or better and received a grade of B- or better on the Research Literature Review Assignment. In fact, 83% or more of students received a grade of B or better on the assignment.

The CSAD 242A Graduate Writing Intensive Course Methods Course instructor and the associated Clinical Instructors continue to meet each semester to review student success, clinical competency expectations in the area of writing, and Methods Course 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 Graduate Intensive Writing Course

Direct Measure 2: Learning Outcomes Assessment (Standard of Performance Exceeded)

The standard of performance is that, by the fourth semester, 83% of students will answer each of the **IV-F** related questions correctly on the Learning Outcomes Assessment (LOA). The following questions on the LOA were considered IV-F questions: 1, 10, and 11. In 2018-19, the data indicates that, by the approximately the fourth clinical semester, 83% or more students are answering 3 of 3 (100%) of the **IV-F** questions correctly. The results also demonstrate a general trend of acquisition of knowledge as students progress through the program as all questions show a steady increase in percent answered correctly across the semesters.

Percentage first and fourth clinical semester Master’s Degree students answering LOA IV-F questions correctly:

2018-2019			
% students answering IV-F questions correctly			
	1	10	11
Semester 1	60	46.7	60
Semester 4	87.5	85.7	92.9

The faculty reviewed the overall results from the Learning Outcomes Assessment, paying particular attention to these questions, at our fall faculty retreat. We continue to assess the impact of any changes as part of our ongoing cycle of review and revision to this annual measure. The Curriculum Committee evaluates the data collected and compares it to the predetermined standard of performance. The Committee also identifies curricular implications and present the findings 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 assesses the impact of these new changes on the student learning outcomes, student services, and student success.

Direct Measure 3: Course in Research Methodology (Standard of Performance Exceeded)

The standard of performance is that, upon admission to the program, 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). During the 2018-19 academic terms, 29 students completed our graduate program. This group of students well exceeded our standard of performance as 100% of the students had completed a course in

research methodology upon admission to the program and all students had obtained a grade of C or better on the final course research assignment.

The faculty and Graduate Admissions Committee continue to monitor student’s completion of a research methodology course and project.

Direct Measure 4: Culminating Experience (Standard of Performance Exceeded)

The standard of performance is that 90% of students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative Project (CSASD 500P) or Thesis (CSAD 500T). 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, 100% of students passed the culminating experience on the first attempt, well exceeding our standard of performance. A similar pattern was noted for the last two years of fall and spring candidates (all passing on first attempt).

The Culminating Experience Committee and Curriculum Committee continue to monitor student progress on the Culminating Experience annually and the Curriculum Committee identifies curricular implications and presents 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 assesses the impact of any changes on student learning outcomes, student services, and student success. As a result of last year’s discussions regarding a need to encourage the Thesis option as a means of promoting research, and due to the fact that three students have selected the Thesis option (with two successfully completing in 2019-20), our Culminating Experience Committee Co-Chairs developed a department thesis manual that includes student and faculty responsibilities and specific timelines in order to support successful completion and student success for students selecting the Thesis options. A similar document is currently being developed for the Project option.

Direct Measure 5: Internship Signature Assignment (Standard of Performance Exceeded)

The standard of performance is that 90% of students will receive a score of “agree” or higher for all questions in the following areas of the Signature Assignment: *Integrity & Evidence Based Practice*. Fourteen 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. 100% of students received a score of “agree” or higher for all questions in the areas of Integrity & Evidence-Based Practice, well exceeding our standard of performance. The questions required the evaluator to determine whether or not the student demonstrates specific competencies in the associated areas:

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
Integrity (2 Questions)	35%	65%	100%
Evidence-Based Practice (2 Questions)	46%	54%	100%

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

Direct Measure 6: National *Praxis* Exam (Standard of Performance Exceeded)

The standard of performance is that 90% of students will score 162 or higher and score within or above the average range on the “Foundations and Professional Practice” portion. In 2018-19, 96.3% of students taking the *Praxis* exam in 2017-18 passed it on the first attempt (100% passed the exam within the year given a second attempt). The mean passing score was 179.8 (up from 176 last year). The high passing score was 195 (up from 190 last year). The low passing score was 167 (up from 165 last year). This exceeds our program's predetermined standard of performance. Our goal is for 90% of students to pass the exam with a score of 162 or higher. The following disaggregated scores were obtained:

2018-2019			
	Mean Score	High Score	Low Score
Foundations and Professional Practice	27.19	32	20
Screening; Assessment; Evaluation; Diagnosis	26.30	33	36
Planning Implementation and Evaluation of Treatment	25.63	33	18
Overall	179.81	195	167

The disaggregated *Praxis* results indicate that students are performing similarly across domains, including in the area of “**Foundations and Professional Practice,**” which is directly related to this year's PLO.

Overall, the *Praxis* results indicated that our program had been doing an adequate job of preparing most students for independent practice.

The Chair and faculty 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 are 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 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 have continued 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 continues to 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 assesses the impact of any changes on student learning outcomes, student services and student success.

Indirect Measure 1: Surveys (Feedback Meets/Exceeds Expectations)

Brief Clinical Experience Survey

A review of feedback from our Brief Clinical Experience Survey, completed by students enrolled in 203 clinical experiences during 2018-19, indicated that the majority (73% and above) of students agree/strongly agree that they are receiving sufficient supervision in clinical experiences, that the associated methods courses are important to their clinical training, that they receive appropriate supervision for their level of skill, and that they have been well prepared with theory and knowledge prior to associated clinical experiences.

Exit Survey

100% of students “agreed” or “strongly agreed” that they demonstrated competency for all items in the *Integrity* and *Evidence-Based Practice* categories. In fact, 100% of students surveyed provided a score of “Strongly Agree” for all items in all of the categories.

Alumni Survey

The overwhelming majority of respondents indicated that they feel that they have the knowledge and skills necessary to apply their coursework to careers and higher education in our field. Of particular note, 100% students were employed in the field of Communication Sciences and Disorders within one year of graduating from the Master of Science in Communication Sciences and Disorders program. 93% or more students “Agreed” or “Strongly Agreed” that, considering all aspects, they were satisfied with their program at Sacramento State. Additionally, 60% or more of the respondents “Agreed” or “Strongly Agreed” that their educational preparation at Sacramento State prepared them for professional practice in five of the “Big Nine” disorders areas emphasized by the American Speech-Language Hearing Association. Areas that indicated the need for enhanced student experience were:

- Voice and Fluency Disorders
- Hearing and Hearing Disorders
- Augmentative and Alternative Communication Strategies

Further, 87% or more respondents “Agreed” or “Strongly Agreed” that the curriculum at Sacramento State prepared them for professional practice in twelve areas emphasized by the Department of Communication Sciences and Disorders. 67% or more respondents were “Somewhat” to “Extremely” Satisfied with the program at Sacramento State in seven key areas, with 93% or more indicating that they felt this way in four key areas: Level of Preparation in Coursework, Level of Preparation in Clinic, Responsiveness of Professors, and Level of Preparation in Clinical Writing. 87% or more respondents were “Somewhat” to “Extremely” satisfied with the guidance they received in clinical practicum and internship experiences, with 100% or more feeling this way about the level of supervision they received and the level of independence they achieved. 100% or more of the respondents “Agreed” or “Strongly Agreed” that their education and training led to competence in areas aligned with *Integrity* and *Evidence-Based Practice*.

Employer Survey:

The overwhelming majority of respondents indicated that they feel that our graduates possess the knowledge and skills necessary to apply their coursework to careers in Speech-Language Pathology. Of the 12 employers responding, 41.67% employed Speech-Language Pathology Assistants, 50% employed Speech-Language Pathologists, and 8.33% employed Audiologists. Of those employing Speech-Language Pathologists, analysis indicated that 80% or more of the respondents “Agreed” or “Strongly Agreed” that their employees’ educational preparation at Sacramento State prepared them for professional practice in seven of the “Big Nine” disorders areas emphasized by the American Speech-Language Hearing Association. Areas that indicated the need for enhanced student experience were:

- Hearing and Hearing Disorders

- Augmentative and Alternative Communication Strategies

Analysis further indicated that 80% or more of these respondents “Agreed” or “Strongly Agreed” that their employees’ educational preparation at Sacramento State prepared them for professional practice in nine areas emphasized by the Department of Communication Sciences and Disorders. Seven of these areas indicated that 100% of the respondents “Agreed” or “Strongly Agreed” that their employees’ educational preparation at Sacramento State prepared them for professional practice in the associated area. Analysis further indicated that 80-100% of these respondents “Agreed” or “Strongly Agreed” that their employee’s education and training led to competence in areas aligned with *Integrity* and *Evidence-Based Practice*.

Indirect Measure 2: Advisory Committee Feedback (Feedback Meets/Exceeds Expectations)

Feedback from our Community Advisory Board indicates that we are preparing our students well for independent clinical practice, but that an increased focus on the following would be helpful:

- Student well-being, including self-care
- Additional experience in the area of Aural Rehabilitation

Survey data and Advisory Board feedback indicating the need for enhanced student experiences included the following:

- Voice and Fluency Disorders
- Hearing and Hearing Disorders
- Augmentative and Alternative Communication Strategies

We continue to distribute the employer and alumni survey every three years and the Graduate Student Exit Survey and Brief Clinical Experience Survey every year. The Curriculum Committee evaluates the data and identifies curricular implications and present the findings 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 assesses the impact of any changes on student learning outcomes, student services and student success.

We continue to monitor Advisory Board feedback each semester. The Chair of the Advisory Board presents highlights from meeting minutes to the Curriculum Committee each semester. The Curriculum Committee evaluates the data and identifies curricular implications and presents the findings 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 also assesses the impact of any changes on student learning outcomes, student services, and student success.

In response to the 2018-19 assessment reports and feedback obtained during our accreditation preparation, our lead instructor for voice and fluency, Dr. Aishah Patterson, has worked for the last two years to the standardize evidence-based education in the area of voice and fluency disorders for all students (CSAD 123, CSAD 228B/229B). Additionally, based on feedback from our annual reports and our accreditation preparation, the faculty and Curriculum Committee restructured the content and unit value (from 1 to 3 units) of our CSAD 228B course (*Methods: Speech Disorders II*), which is taken by all students in our program in their second clinical semester, to ensure a clear focus on the etiology, characteristics, underlying anatomical and physiological characteristics, acoustic characteristics, psychological characteristics, developmental nature, linguistic characteristics, and cultural characteristics of voice and fluency disorders. Students entering the Master of Science program will continue to be required to have completed the equivalent of our undergraduate CSAD 123 (*Voice and Fluency*) course. CSAD 228B will reintroduce, introduce, and assess concepts related to voice and fluency, requiring deeper levels of analysis and evaluation as students also learn about the prevention, assessment, identification, and treatment of voice and fluency

disorders. The course will be taught by full-time faculty member Dr. Aishah Patterson, who has demonstrated expertise in the areas of voice and fluency. The title of the course has been changed to *CSAD 228B Voice and Fluency: Concepts and Methods* in the 2020-21 catalog to reflect the enhanced content.

Additionally, Dr. Laura Gaeta, our Audiology Program Director has created an optional Aural Rehabilitation experience for undergraduate students (CSAD 199), worked with key faculty to revise learning outcomes for CSAD 130 and CSAD 133, and worked with with faculty to redesign CSAD 241S into a service learning course that will emphasize hearing and hearing disorders, including the impact of hearing loss on communication function and on aural rehabilitation (lip reading, communication strategies, advocacy). Additionally, recent changes to the CSAD 243A Language I Clinic will provide additional clinical experiences in the area of Aural Rehabilitation to our students. Dr. Darla Hagge completed a curricular strand on Augmentative and Alternative Communication (AAC) Strategies that has further strengthened the AAC course and experiences we provide for our students and a dynamic class assessment project was added to the CSAD 217 (AAC & Assistive Technologies) course. Dr. Darla Hagge continues to emphasize the importance of self-care and well-being in CSAD 219 (Counseling Techniques for Speech-Language Pathologists and Audiologists) and our Clinic Director has recently proposed an assignment to the Curriculum Committee would be completed by all graduate students that would be designed to emphasize the importance and benefit of well-being and self-care for both clients and clinicians.

For this year (AY 2019/2020), provide a concise narrative on the actions taken, or evaluated previous actions, to maintain success and improve student learning.

In 2019-20, we attempted to assess our Program Assessment Plan's PLG/PLO 9 (ASHA Knowledge Standard IV-G) (ASHA Professional Practice Competencies: *Integrity, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Professional Duty, Collaborative Practice*) (Sacramento State Institutional Graduate Learning Goals: *Disciplinary Knowledge, Communication, Critical Thinking/ Analysis, Information Literacy, Professionalism, Intercultural/ Global Perspectives*)

We also attempted to assess our program Assessment Plan's PLG/PLO 10 (ASHA Knowledge Standard IV-H) (ASHA Professional Practice Competencies: *Accountability, Professional Duty*) (Sacramento State Graduate Institutional Learning Goals: Professionalism)

While some data collection was affected by the COVID-19 Pandemic, 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 PLG/PLO 9 and PLG/PLO10. The analysis does, however, provide an opportunity for discussions across our curriculum with regard to specific topics that may require curricular emphasis.

PLG/PLO 9

Direct Measure 1: Learning Outcomes Assessment (Data Not Collected)

The standard of performance is that, by the fourth semester, 83% of students will answer each of the **IV-G** related questions correctly on the Learning Outcomes Assessment (LOA). Each year, we distribute a **40-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 disciplinary knowledge in our major and as they progress through the program, as **50%** of the questions have been designed to do this. It also provides information regarding the development of critical thinking, as **50%** 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.

We were not able to complete collecting this data, which is usually collected in selected class sections, in a manner that ensured data reliability and response rate, secondary to the campus interruptions related to COVID-19. Beginning with the 2020-21 data, the faculty and Curriculum Committee will resume analyzing 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: Clinical Competencies (Standard of Performance Exceeded)

The standard of performance is that 90% of students will earn an average rating of 4.0 or better in the **Interaction and Personal Qualities (Professional Behavior)** competency categories with no individual line item score of 2.9 or less in all of their clinical practica. The group of 35 students completing program requirements in 2019-20 exceeded the program standard of 90% earning an average rating of 4.0 on the Interaction and Personal Qualities (Professional Behavior) competency category, as 94% of these students earned an average rating of 4.0 or better for this category in their first attempt on all of their required clinical courses throughout the program and 97% of them ultimately met this standard. Additionally, none of them scored 2.9 or less on any individual competency line item in any clinical course. Also, it was noted that there is a general trend of growth that is suggested upon analysis of clinical competencies across the clinical and internship experiences in the Professional Behavior category, because student scores remained constant or increased in most areas as they moved toward higher levels of independent practice with increasingly complex client profiles and larger caseloads.

The faculty recognize that, occasionally, a student may need additional support during clinical experiences. Because of this, faculty have developed a standardized Clinic Performance Improvement Plan (PIP) form that corresponds to the clinical competencies form. The form 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 the identification of specific supports to be provided to the student. Any student with a PIP in place in two clinics will be provided with a department-level PIP identifying supports to be provided. The faculty will continue to review the results of the PIPs developed to determine their effectiveness and to note methodologies that may be of support to future students and Clinical Instructors when a student is demonstrating difficulty in specific areas of clinical skill.

Direct Measure 3: Clinical Methods Course Grades (Standard of Performance Exceeded)

The standard of performance is that 90% of students will pass all Methods Courses with a grade of B or better. During the 2019-20 academic terms, the group of 35 students mentioned above well exceeded our standard of performance, as 100% of them completed all methods courses with a B or better on the first attempt.

We will continue to monitor subsequent cohorts' performance in this area. 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. Recommendations for curricular change will be referred to the Curriculum Committee.

Direct Measure 4: Didactic Coursework (Standard of Performance Exceeded)

The standard of performance is that 90% of students will pass all Didactic (non-clinical) coursework with a grade of B or better. During the 2019-20 academic terms, the group of 35 students referenced above well exceeded our standard of performance, as 100% of them completed all didactic courses with a B or better on the first attempt.

We will continue to monitor subsequent cohorts' performance in this area. Instructors meet each semester to review student success and to identify trends in student learning that should shape Clinical Instruction or design of the associated Methods Course. Recommendations for curricular change will be referred to the Curriculum Committee.

Direct Measure 5: Culminating Experience (Standard of Performance Exceeded)

The standard of performance is that 90% of students will receive “Pass” results on the comprehensive exam or to receive passing scores on the alternative written project or thesis. A need to encourage the 500T thesis option was identified in 2018-19 by faculty. In 2019-20, 100% of students enrolled (33) for the comprehensive exam option and received scores of “Pass.” 100% of students enrolled (2) in the thesis option and successfully completed the experience within two semesters to graduate on time.

A need to encourage the 500T thesis option was previously identified by faculty as a means of promoting research. As a result of these discussions, and the fact that three students have selected the Thesis option (with two successfully completing in 2019-20), our Culminating Experience Committee Co-Chairs developed a department thesis manual that includes student and faculty responsibilities and specific timelines in order to support successful completion and student success for students selecting the Thesis options. A similar document is currently being developed for the Project option. As a result of our assessment process this year, our Culminating Experience Committee Co-Chairs have decided to develop a department Project Manual, similar to the completed Thesis Manual, that includes student and faculty responsibilities and specific timelines in order to support successful completion and student success for students selecting the Thesis options. 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.

Direct Measure 6: Internship Signature Assignment (Standard of Performance Exceeded)

The standard of performance is that 90% of students will receive a score of “agree” or higher in the *Integrity, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Professional Duty, and Collaborative Practice* areas of the Internship Signature Assignment.

Each student intern in the CSAD 295I Public School Internship is paired with a university liaison who scores the student at internship completion on this assignment, which is comprised of 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)

In 2019-20, 100% of students received scores of “agree” or higher for all questions in the *Integrity, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Professional Duty, and Collaborative Practice* categories. In fact, the vast majority of students completing the assignment received a score of “Strongly Agree” in each of the categories.

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.

Direct Measure 7: National *Praxis* Exam (Standard of Performance Exceeded)

Our Standard of Performance is that 90% of students will pass the National *Praxis* exam with a score of 162 or higher.

The *Praxis II* exam in Speech-Language Pathology is required, in addition to the earned Master's Degree and a required professional experience, in order to apply for the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence, the California License in Speech-Language Pathology, and the Clear California Speech-Language Pathology Services Credential with or without the Special Class Authorization. This summative assessment measures candidate's level of preparation for independent practice as a speech-language pathologist in all primary employment settings and is aligned to ASHA's student learning outcomes.

A pass rate at the national average is threshold for curricular assessment. As of September 2014, *Praxis* Speech-Language Pathology (SLP) test scores are reported on a 100–200 score scale in one-point increments. The required score for ASHA and the state boards of examiners (including the California Speech-Language Pathology and Audiology Licensing Board and the CTC) on the new scale is 162 (equivalent to the required score of 600 or greater on the former 250–990 scale).

In 2019-20, 100% of students taking the *Praxis* exam passed it on the first attempt. The mean passing score was 180. The high passing score was 199 (up from 195 last year). The low passing score was 164. This exceeds our program's predetermined standard of performance.

Overall, the *Praxis* results indicate that our program has been doing an adequate job of preparing most students for independent practice. We need to continue to attend to the new version of the exam to ensure that our students are prepared for 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 continue to 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 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.

Indirect Measure 1: Surveys (Feedback Exceeds Expectations)

We distribute surveys to alumni, employers and students. Undergraduate students complete an Undergraduate Experience Exit Survey in a selected class. Graduate students complete a Brief Clinical Experience Survey and an

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. 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. This year, we were scheduled to deliver the following survey:

- Exit Survey
- Brief Clinical Experience Survey

Each student completes the Exit Survey prior to graduation. The survey is comprised of 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)

In 2019-20, 92% of students rated their skills with scores of “agree” or higher for all questions. In fact, the vast majority of students completing the survey rated their skills with scores of “Strongly Agree” in each of the categories. It should be noted that there was a lower survey response rate in Spring 2020 secondary to the COVID-19 Pandemic.

We were unable to administer the Brief Clinical Experience Survey secondary to the clinic interruptions related to COVID-19. Beginning with the 2020-21 data, the faculty and Curriculum Committee will resume distributing the Brief Clinical Experience survey every year and the Curriculum Committee will evaluate the data and identify curricular implications and present the findings 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.

Indirect Measure 2: Advisory Committee Feedback (Feedback Meets/Exceeds Expectations)

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.

Our Community Advisory Committee usually meets biannually (fall and spring). The minutes are reviewed by faculty once each semester and annually during assessment review. This year, while we met in the fall, we were unable to meet in the spring due to the community interruptions related to COVID-19.

Feedback from our Community Advisory Board indicates that we are preparing our students well for independent clinical practice, but that an increased focus on the following would be helpful:

- Scoring assessments correctly
- Telepractice
- More education in dysphagia and vent training

In response to the feedback about assessment scoring, we have worked in strategies to clinical methods courses and clinics, such as self-checks, pairing up, and looking over each other's assessments and we have committed to providing more undergraduate practice in CSAD 147 Assessment, prior to students applying to graduate school. Spring 2020 and the non face-to-face clinical format in response to COVID-19 has provided our faculty with the opportunity to embrace a variety of pedagogies, including Simulation and Telepractice, to ensure that our students are meeting clinical clock hours. This will continue in the Fall 2020 semester. While it is anticipated that we will return to a face-to-face clinical instruction in Spring 2021, faculty will discuss means through which we can maintain elements of telepractice in the curriculum in order to ensure that students are prepared for this interface when they need to implement it. The dysphagia class will include vent training in its next revision, scheduled for fall 2020.

The Chair of the Advisory Board will continue to present highlights from meeting minutes to the Curriculum Committee each semester. The Curriculum Committee will evaluate the data and identify curricular implications and present the findings 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.

PLG/PLO 10

Direct Measure 1: Public School Internship Methods Seminar (Standard of Performance Exceeded)

The standard of performance is that 90% of students will pass CSAD 250 with a grade of B or higher and with a grade of B or higher on 3 signature assignments related to local, state, and national regulations and policies relevant to professional practice. The three assignments are as follows:

- IFSP/IEP Transition
- Secondary ITP Transition
- Multicultural IEP Assignment

In 2019-20, 100% of students passed CSAD 250 with a grade of B or higher and with a grade of B or higher on these assignments.

The Curriculum Committee and faculty will continue to review CSAD 250 student performance each semester. The course instructor and 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.

Direct Measure 2: Internship Signature Assignment (Standard of Performance Exceeded)

Our standard of performance is that 90% of students will receive a score of "agree" or higher in the *Effective Communication Skills, Accountability, and Professional Duty* areas of the Internship Signature Assignment.

Each student intern in the CSAD 295I Public School Internship is paired with a university liaison who scores the student at internship completion on this assignment, which is comprised 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)

In 2019-20, 100% of students received scores of “agree” or higher for all questions in the *Effective Communication Skills, Accountability, and Professional Duty* categories. In fact, the vast majority of students completing the assignment received a score of “Strongly Agree” in each of the categories.

We were unable to administer the Brief Clinical Experience Survey secondary to the clinic interruptions related to COVID-19. Beginning with the 2020-21 data, the faculty and Curriculum Committee will resume distributing the Brief Clinical Experience Survey every year and the Curriculum Committee will continue to evaluate all data collected and identify curricular implications and present the findings 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.

Indirect Measure 1: Surveys (Feedback Exceeds Expectations)

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 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.

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. This year, we were scheduled to deliver the following survey:

- Exit Survey
- Brief Clinical Experience Survey

Each student completes the Exit Survey prior to graduation. The survey is comprised of a set of 31 competencies related to professional practice in the following areas:

- Accountability (7 questions)
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Indirect Measure 2: Advisory Committee Feedback (Feedback Meets/Exceeds Expectations)

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.

Our Community Advisory Committee usually meets biannually (fall and spring). The minutes are reviewed by faculty once each semester and annually during assessment review. This year, while we met in the fall, we were unable to meet in the spring due to the community interruptions related to COVID-19.

Feedback from our Community Advisory Board indicates that we are preparing our students well for independent clinical practice, but that an increased focus on the following would be helpful:

- Scoring assessments correctly
- Telepractice
- More education in dysphagia and vent training

In response to the feedback about assessment scoring, we have worked in strategies to clinical methods courses and clinics, such as self-checks, pairing up, and looking over each other’s assessments and we have committed to providing more undergraduate practice in CSAD 147 Assessment, prior to students applying to graduate school. Spring 2020 and the non face-to-face clinical format in response to COVID-19 has provided our faculty with the opportunity to embrace a variety of pedagogies, including Simulation and Telepractice, to ensure that our students are meeting clinical clock hours. This will continue in the Fall 2020 semester. While it is anticipated that we will return to a face-to-face clinical instruction in Spring 2021, faculty will discuss means through which we can maintain elements of telepractice in the curriculum in order to ensure that students are prepared for this interface when they need to implement it. The dysphagia class will include vent training in it’s next revision, scheduled for fall 2020.

The Chair of the Advisory Board will continue to present highlights from meeting minutes to the Curriculum Committee each semester. The Curriculum Committee will evaluate the data and identify curricular implications and present the findings 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.

List any student success (admissions, retention, advising, graduation etc.) goals identified by the program, or included in the program's current action plan.

Our current action plan is housed in our Strategic Plan

Our 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.

Our Vision

The Department of Communication Sciences and Disorders will be widely recognized as a leader in the innovative education of speech-language pathologists and audiologists

Our Values

Student Success, Community Engagement and Service, Well-Being, Diversity, Inclusion and Access, Leadership, Professional Ethics, Excellence in Teaching, Service, and Scholarship, Social Responsibility, Collaboration and Interprofessional Education, Innovation, Global Engagement

Our Strategic Goals, which have specific, tracked objectives at the webpage listed below, are grouped into four broad categories:

1. Encourage Innovative Teaching
2. Provide Opportunities for Research, Scholarly, and Creative Activities for Faculty and Students
3. Enhance Community Partnerships to Promote Student Success
4. Provide Sequenced, Integrated Academic and Clinical Training

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/assessment/csad-mission-and-goals-2018-2023.pdf>

For year (AY 2019/2020), provide a concise narrative how the program took action, or evaluated previous actions, to improve student success (admissions, retention, and graduation).

Admissions:

In order to promote our values of student success, inclusion, and access in the areas of admissions, we continue to maintain an advising webpage that provides a variety of resources for our students:

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-advising.html>

The webpage includes Advising Information for Prospective Graduate Students: Two prospective graduate student orientation sessions are held each fall, in a group setting, using set criteria, and individually by appointment with the Graduate Coordinator.

In order to support our value of student inclusion and access, we also continue to maintain a webpage providing detailed information and specific instructions related to application and admissions process for the Master of

Science Program: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/ms/csad-ms-application-admissions.pdf>

This Spring, the Graduate Admissions Committee evaluated potential Master of Science in Communication Sciences and Disorders application barriers related to COVID-19. As a result, and in order to support students' ability to apply to the program, the Committee asked the Graduate Coordinator to work with the Office of Graduate Studies to remove the GRE application requirements for the February 2021 application cycle.

Additionally, the Department Chair and Clinic Director developed and submitted a written request to the Chancellor's Office for a portion of funds available to graduate programs in Communication Sciences and Disorders. The funding request to support the Maryjane Rees Language, Speech, and Hearing Center was approved, allowing us clinically educate an additional students per year (our move to the new location had allowed us to grow by four-6 students per year. The additional 2 students equates to a 20% growth since 2018). This is in direct support of our values of student access and inclusion and our strategic goal of providing sequenced, integrated, academic and clinical training.

Retention, Advising, and Graduation:

In order to promote our values of student success, inclusion, and access in the areas of retention, advising, and graduation rate, we continue to maintain an advising webpage that provides a variety of resources for our students: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-advising.html>

The webpage includes:

- General Student Advising Information: All faculty serve as advisors to all undergraduate students to increase accessibility. Students in the graduate program are required to meet with their Clinical Instructors at least weekly and the Graduate Coordinator at least once each semester.
- Student Success Strategies
- Links to Sacramento State Student Support Services

In order to support our value of student inclusion and access, we have maintained our Department-Specific Tutoring program in order to support our undergraduate students' ability to achieve the highest GPA possible. While many of our students plan to apply to Master of Science in Communication Sciences and Disorders or Doctor of Audiology programs, others have set goals for advanced study in other Allied Health and Education fields that require academic success in the undergraduate program of study. All of our full-time faculty serve as student advisors and have been trained in university services and supports for students demonstrating a variety of needs. Graduate students receiving a grade B or lower on any course component are required to consult with their instructor.

In order to support student retention in and graduation from the Master of Science program, the Curriculum Committee, in collaboration with the Commission on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) evaluated our program policies and procedures for implementing and documenting all forms of intervention used to facilitate each student's success in meeting the program's expectations. Our clinical Performance Improvement Plan (PIP) was found to be firmly outlined in policy, procedure, and practice across all students. While all faculty draw from the same resources with regard to students demonstrating the need for academic improvement, the Committee recognized that this was not outlined in a specific policy that would ensure consistent application across all students identified as needing academic intervention. Effective October 7, 2019, the Academic Performance Plan (APIP) policy and form were adopted by the faculty and placed in our Online Handbook. The Online Handbook was also expanded this year to support student success. It can be found at: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

The Master of Science APIP policy reads as follows: The current University Catalog and the department handbook state that all graduate students in the Master of Science in Communication Sciences and Disorders must maintain a 3.0 in the graduate program and have no grade below a B in a non-clinical course. All department non-clinical course syllabi will be required to include the formative Learning Outcomes Competencies (LOC) where each learning outcome for the course will be explicitly connected to assessment measures for the course. Students and faculty will be instructed to track these learning outcomes as they are measured by the specified learning assessments. APIP strategies are initiated by faculty if students fall below a B grade on any of the specified assessment measures.

The faculty meet weekly following an agenda that includes a specific line item regarding student academic progress and concerns. The faculty will discuss any student whose grade falls below a B on any of the specified measures of the course(s) LOC(s). Faculty will suggest an academic strategies designed to support student success. Supports may include the following:

- Individual support from the instructor
- Referral to a department-specific tutor
- Meeting with CSAD Department Representative to the College of Health and Human Services' Student Success Center
- Referral to the University Writing Center
- Referral to other University-sponsored tutoring supports such as SmartThinking and/or the Peer and Academic Resource Center (PARC).

The course instructor will then meet with the student to develop this structured, learning outcome-centered remediation plan with their didactic instructor(s). The form includes student and instructor responsibilities and timelines in the process, and requires specification of specific supports and benchmarks to be provided to the student. The instructor of the course and the Graduate Coordinator are available to provide additional support as part of the APIP. Satisfactory performance on the APIP will equate to a course grade of at least B. Non-satisfactory performance on the APIP will equate to a course grade of B- or lower.

Additionally, in response to our evaluation of annual report data and current trends and to support student success, retention, and our strategic goal of Innovative Teaching, the department sponsored four Continuing Professional Development workshops for Didactic Instructors, Clinical Instructors, and Master Clinicians in the field designed to support student learning and success. The workshop titles were as follows:

Public School Internship Supervision in Communication Sciences and Disorders University Training Programs Fall 2019 (May 13, 2019: 2 hours)

Public School Internship Supervision in Communication Sciences and Disorders University Training Programs Spring 2020 (December 9, 2019: 2 hours)

Instruction and Clinical Supervision in Communication Sciences and Disorders University Training Programs 2019-20 Part I: Maximizing Student Success Through Performance Improvement Plans (PIPS) (August 21, 2019: 2.5 hours)

Instruction and Clinical Supervision in Communication Sciences and Disorders University Training Programs 2019-20, Part II: Ethics and Supervision in Communication Sciences and Disorders (January 16, 2020: 2.5 hours)

In response to COVID-19, the majority of our faculty have enrolled in Teach ON! Sacramento State Summer Camp to learn how, and to have the time, to convert existing classes into effective online or blended courses with goals of improving the virtual experience for both students and faculty and maximizing student learning, engagement and success. We will also be providing all Clinical Instructors with a 3 hour Continuing Professional Development Workshop on Tele

practice and its implementation with our students and clients in the Maryjane Rees Language, Speech, and Hearing Center on August 26, 2020, in order to ensure evidence-based clinical practice and student success in Fall 2020.

In response to Sacramento State President Robert Nelsen's commitment to combat racism and bias on our campus, our primary faculty initiative for the 2020-2021 academic year will be to foster purposeful discussions so that we may, in consultation with the Sacramento State Division of Inclusive Excellence, systematically examine our policies, processes, procedures and curriculum to ensure that they are anti-racist, inclusive, and grounded in cultural humility. Our CSAD Department Preliminary Inclusion, Equity, and Anti-Racism Action Plan includes several items that faculty have identified as areas for focused review. As we continue to develop our Action Plan, we will seek feedback, correction, and engagement from our stakeholders. We will continue to revise and update the Action Plan in response to the feedback we receive from the Office of the President, the Division of Inclusive Excellence, and, importantly, our community, which includes our students, alumni, clients, colleagues and all stakeholders. We will ensure that student experience and voice are included in every part of the process and development of the plan. We recognize and acknowledge that this is an ongoing process, and we are committed to holding ourselves account.