

Report Year: 2019-20

Degree Program: Bachelor 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? No, but our courses and program learning outcomes are designed to meet initial knowledge and skills outcomes delineated by the Commission on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). All graduates are prepared to apply to accredited Master’s Degree Programs in our field.

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

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
2015-16	X	X					
2016-17			X	X			
2017-18					X	X	
2018-19							X
2019-20	X	X					
2020-21			X	X			

	Undergraduate Program Learning Goals (PLGs)	Program Learning Outcome (PLOs)	Method of Data Collection
1	<p>Overall Competencies in the Major (BLG)</p> <p>ASHA Knowledge Standard IVC</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Accountability • Integrity • Effective Communication Skills • Clinical Reasoning • Evidence Based Practice • Concern for Individuals Served • Cultural Competence • Professional Duty • Collaborative Practice 	<p>To <u>begin</u> to demonstrate knowledge in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2020).</p> <p>Students will <u>begin</u> to demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in order to demonstrate knowledge across the nine major areas delineated by ASHA:</p> <ol style="list-style-type: none"> 1) 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 	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: 73% of Senior students will answer basic knowledge questions correctly. Note: 73% equates to a grade of C for the Cohort • 90% of the students will complete the undergraduate program with a 2.5 GPA or higher in major coursework • Culminating Experience: 90% of graduate students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSAD 500P) or Thesis (CSAD 500T) options. • Graduate Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -Accountability -Integrity -Effective Communication skills -Clinical Reasoning -Evidence Based Practice -Concern for Individuals served -Cultural Competence -Professional Duty

		<p>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.</p> <p>7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)</p> <p>8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)</p> <p>9) Augmentative and alternative communication (AAC) modalities</p>	<p>-Collaborative Practice</p> <ul style="list-style-type: none"> 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
2	<p>Critical Thinking (WSCUC)</p> <p>Intellectual and Practical Skills (BLG)</p> <p>ASHA Skills Standard V-B</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> Accountability Integrity Effective Communication Skills Clinical Reasoning Evidence Based Practice Concern for Individuals Served Cultural Competence Professional Duty Collaborative Practice 	<p>To <u>begin</u> to demonstrate <u>skills</u> in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2020).</p> <p>Students will <u>begin</u> to demonstrate <u>potential</u> for clinical competence in the areas of Writing, Evaluation, Intervention, and Interaction and Personal Qualities (Professional Behavior) and <u>potential</u> for required clinical and internship experiences in order to demonstrate skills across the nine major areas delineated by ASHA:</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"> Learning Outcomes Assessment: 73% of Senior students will answer <u>critical thinking</u> questions correctly 90% of the students will complete the program with a 2.5 GPA or higher in major coursework Culminating Experience: 90% of graduate students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSAD 500P) or Thesis (CSAD 500T) options. Graduate Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -Accountability -Integrity -Effective Communication Skills -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
3	<p>Quantitative Reasoning and Information Literacy (WSCUC)</p> <p>Overall Competencies in the Major (BLG)/Human Cultures and the Physical World (BLG)</p> <p>ASHA Knowledge Standard IV-A</p>	<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: 73% of Senior students will answer the IV-A related questions correctly. Students complete their biological and physical science as part of their general education. It is required to graduate. The following department-specific pre-major requirements are required: Upon admission to the program 100% of students will have successfully completed the following pre-major coursework: <i>Human Development Lifespan; Introduction to Psychology; Introduction to Statistics; Introduction to Sign Language</i>

			<ul style="list-style-type: none"> 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>Written Communication (WSCUC)</p> <p>Overall Competencies in the Major (BLG)</p> <p>ASHA Knowledge Standard IV-B</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> Accountability Integrity Clinical Reasoning Evidence Based Practice Concern for Individuals Served Professional Duty Collaborative Practice 	<p>Students will <u>begin</u> to demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> Learning Outcomes Assessment: 73% of Senior students will answer the IV-B related questions correctly 90% of the students will complete the program with a 2.5 GPA or higher in major coursework Culminating Experience: 90% of graduate students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSAD 500P) or Thesis (CSAD 500T) options. Graduate Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -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 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>Oral and written communication (WSCUC)</p> <p>Overall Competencies in the Major (BLG)/Personal and Social Responsibility (BLG)</p> <p>Intercultural knowledge and Competency (BLG)</p> <p>ASHA Knowledge Standard IV-D</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> Accountability Integrity Clinical Reasoning Evidence Based Practice Concern for Individuals Served Cultural Competence Professional Duty Collaborative Practice 	<p>Students will <u>begin</u> to demonstrate, for each of the nine areas specified in Standard IV-C, current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> Learning Outcomes Assessment: 73% of Senior students will answer the IV-D related questions correctly 90% of the students will complete the program with a 2.5 GPA or higher in major coursework 90% of students will successfully complete the CSAD 143 Multilingual Language Disorders course with a grade of C or better Culminating Experience: 90% of graduate students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSAD 500P) or Thesis (CSAD 500T) options. Graduate Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -Accountability

			<ul style="list-style-type: none"> -Integrity -Clinical Reasoning -Evidence Based Practice -Concern for Individuals Served -Professional Duty -Collaborative Practice <ul style="list-style-type: none"> • National <i>Praxis</i> Exam: 90% of students will score 162 or higher <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Positive Alumni, Employer, and Student Survey Feedback • Positive Biannual Advisory Committee Meeting Feedback
6	<p>Quantitative Reasoning and Information Literacy (WSCUC)</p> <p>Oral and Written Communication (WSCUC)</p> <p>Integrative Learning and Inquiry and Analysis (BLG)</p> <p>ASHA Knowledge Standard IV-F</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Integrity • Evidence Based Practice 	<p>Students will <u>begin</u> to demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: 73% of Senior students will answer the IV-F related questions correctly • 90% of students will have successfully completed a course in research methodology with a grade of C or better on the final course research project (signature assignment) • Culminating Experience: 90% of graduate students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSAD 500P) or Thesis (CSAD 500T) options. • Graduate Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <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
7	<p>Overall Competencies in the Major (BLG)</p> <p>ASHA Knowledge Outcome Standard IV-G</p> <p>ASHA Professional Practice Competencies:</p> <ul style="list-style-type: none"> • Integrity • Clinical Reasoning • Evidence Based Practice • Concern for Individuals Served • Professional Duty • Collaborative Practice 	<p>Students will <u>begin</u> to demonstrate knowledge of contemporary professional issues</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: 73% of Senior students will answer the IV-G related questions correctly • 90% of the students will complete the program with a 2.5 GPA or higher in major coursework • Culminating Experience: 90% of graduate students will receive “Pass” results on the comprehensive exam (CSAD 500C) or will receive passing scores on the alternative written Project (CSAD 500P) or Thesis (CSAD 500T) options. • Graduate Internship Signature Assignment. 90% of students will receive a score of “agree” or higher for all questions in the following areas: <ul style="list-style-type: none"> -Integrity -Clinical Reasoning -Evidence based practice -Concern for Individuals Served -Professional Duty -Collaborative Practice

			<ul style="list-style-type: none"> National <i>Praxis</i> Exam: 90% of students will score 162 or higher <p>Indirect Methods/Standards of Performance</p> <ul style="list-style-type: none"> Positive Alumni, Employer, and Student Survey Feedback Positive Biannual Advisory Committee Meeting Feedback
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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 (Baccalaureate Learning Goals: Overall Competencies in the Major) (ASHA Knowledge Standard IV-G) (ASHA Professional Practice competencies of *Integrity, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Professional Duty, and Collaborative Practice*)

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

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

The standard of performance, which is that 73% of senior students will answer the IV-G questions correctly, was met for only 2/11 questions (18%) at the start of the junior year and for only 6/11 questions (55%) at the end of the senior year. Seniors met criteria on the following topics: Cleft Palate, Speech vs. Language, Aural Rehabilitation, Fluency, Voice, and Multicultural. Seniors did not meet criteria on the following topics: Morphology, Voice, and Autism. General trends suggest that seniors outperformed juniors on 9/11 (82%) of the questions. Questions 2 (Basic knowledge/Morphology), 8 (Basic knowledge/Vital Capacity), 9 (Basic Knowledge/Voice), 15 (Basic Knowledge/Autism), and 16 (Basic Knowledge/Autism) require specific analysis to determine if the questions need further development (which affects the validity of this measure) or if curricular modifications or enhancements are appropriate.

The faculty 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 2: Performance in Coursework/GPA in Major (Standard of Performance Exceeded)

The standard of performance is for 90% of students to complete the undergraduate program with a GPA of 2.5 or higher in major coursework. In recent cycles, 99-100% our graduating seniors have met or exceeded the 2.5 minimum GPA required by the Communication Sciences and Disorders department for graduation.

The Department Chair continues to monitor GPA in consultation with the degree evaluation office through the graduation application process and will offer student advising and suggestions for tutoring when needed. The Curriculum Committee also annually reviews this data each semester and shares the results with faculty at both fall and spring retreats and identifies curricular implications and presents them to faculty. Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department’s policies and procedures. Proposed curricular changes take into account feedback from multiple sources. The Curriculum Committee assesses the impact of any changes on student learning outcomes, student services, and student success.

Direct Measure 3: Performance on Master of Science 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). Because students begin to develop and demonstrate knowledge of contemporary professional issues in the undergraduate program, and because our undergraduate curriculum, or its equivalent, is required for admission to the graduate program, the Culminating Experience is considered to be one way to measure PLG/PLO7. In 2018-19, 100% of students enrolled for the comprehensive exam option and received scores of “Pass

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. A need to encourage the 500T thesis option was 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.

Direct Measure 4: Performance on Master of Science 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: *Integrity, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Professional Duty, and Collaborative Practice*. Because students begin to develop and demonstrate knowledge of contemporary professional issues in the undergraduate program, and because our undergraduate curriculum, or its equivalent, is required for admission to the graduate program, the Graduate Internship Signature Assignment is considered to be one way to measure PLG/PLO7. In 2018-19, 100% of students received scores of “agree” or higher for all questions in these areas. In fact, 50% or more of students completing the assignment received a score of “Strongly Agree” in each of the areas. Our goal is for 90% of students to receive a score of “agree” or higher in these areas.

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 5: Praxis Exam (Standard of Performance Exceeded)

The standard of performance is that 90% of students will score 162 or higher on the *Praxis* exam. Because students begin to develop and demonstrate knowledge of contemporary professional issues in the undergraduate program, and because our undergraduate curriculum, or its equivalent, is required for admission to the graduate program, the Graduate Internship Signature Assignment is considered to be one way to measure PLG/PLO7. 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 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 this year’s PLO.

Overall, the *Praxis* results indicate that our program has 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 Exceeds Expectations)

Undergraduate Experience Exit Survey:

A review of feedback from our Undergraduate Experience Exit Survey, completed by 161 senior-level students, indicated that the overwhelming majority of our students are felt that they had the developing knowledge and skills necessary to apply their coursework to careers and higher education in our field and related fields.

Alumni Survey:

The overwhelming majority of respondents indicated that they felt that they acquired the knowledge and skills necessary to apply their coursework to careers and higher education in our field and related fields. Of particular note, 50% students were employed in the field of Communication Sciences and Disorders within one year of graduating from the Bachelor of Science in Communication Sciences and Disorders program, while 38% were enrolled in continuing education within one year of graduating and were currently employed as Speech-Language Pathologists. The survey further revealed that 38% of respondents were employed in related fields, such as Teacher Assistant, School Counselor, or Behavior Technician, and that 12% were employed as Speech-Language Pathology Assistants. Additionally, 8% were employed as Audiologists and 4% were employed as Audiology Technicians. Analysis further indicated that 90% or more of the respondents “Agreed” or “Strongly Agreed” that their education and training led to competence in areas aligned with *Integrity, Clinical Reasoning, Concern for Individuals Served, Professional Duty, and Evidence-Based Practice.*

Employer Survey:

The overwhelming majority of respondents indicated that they felt that our graduates possessed 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

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. Six 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 also indicated that 80% or more of these respondents “Agreed” or “Strongly Agreed” that their employees’ education and training led to competence in areas aligned with *Integrity, Evidence-Based Practice Concern for Individuals Served, and Professional Duty*.

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

Feedback from our Community Advisory Board indicated 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

We continue to distribute the employer and alumni survey every three years and the Graduate Student Exit Survey and the Undergraduate Experience Exit 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 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 1 (ASHA Knowledge Standard IV-C) (ASHA Professional Practice Competencies: *Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, Collaborative Practice*) (Sacramento State Baccalaureate Learning Goals: *Overall Competencies in the Major*)

We also attempted to assess our program Assessment Plan's PLG/PLO 2 (ASHA Skills Standard V-B) (ASHA Professional Practice Competencies: *Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, Collaborative Practice*) (Sacramento State Baccalaureate Learning Goals: Intellectual and Practical Skills) (WSCUC: Critical Thinking)

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 1 and PLG/PLO2. The analysis does, however, provide an opportunity for discussions across our curriculum with regard to specific topics that may require curricular emphasis.

PLG/PLO 1

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

The standard of performance is that 73% of Senior students will answer **basic knowledge** 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: Performance in Coursework/GPA in Major (Standard of Performance Exceeded)

The standard of performance is for 90% of students to complete the undergraduate program with a GPA of 2.5 or higher in major coursework. In recent cycles, 99-100% of our graduating seniors have met or exceeded the 2.5 minimum GPA required by the Communication Sciences and Disorders department for graduation.

The Department Chair will continue to monitor GPA in consultation with the degree evaluation office through the graduation application process and will offer student advising and suggestions for tutoring when needed. The Curriculum Committee also annually reviews this data each semester and shares the results with faculty at both fall and spring retreats and identifies curricular implications and presents them to faculty. Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures. Proposed curricular changes take into account feedback from multiple sources. The Curriculum Committee assesses the impact of any changes on student learning outcomes, student services, and student success. One preliminary recommendation that was made and implemented was to open up Department-Specific Tutoring to all students in light of the COVID-19 crisis and its potential impact on student success.

Direct Measure 3: Master of Science 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). Because students begin to develop and demonstrate **knowledge** in the areas set forth by ASHA in the undergraduate program, and because our undergraduate curriculum, or its equivalent, is required for admission to the graduate program, the Culminating Experience is considered to be one way to measure PLG/PLO1. A need to encourage the 500T thesis option was identified in 2018-19 by faculty. In 2019-20, two student theses were subsequently completed and another proposal has been developed. Ultimately, 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.

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 4: Master of Science 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 *Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice* areas of the Internship Signature Assignment. Because students begin to develop and demonstrate **knowledge** in the areas set forth by ASHA in the undergraduate program, and because our undergraduate curriculum, or its equivalent, is required for admission to the graduate program, the Graduate Internship Signature Assignment is considered to be one way to measure PLG/PLO 1.

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 *Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice* areas. 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 5: 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. Because students begin to develop and demonstrate knowledge in the areas set forth by ASHA in the undergraduate program, and because our undergraduate curriculum, or its equivalent, is required for admission to the graduate program, the *Praxis* is considered to be one way to measure PLG/PLO 1.

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 Meets 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:

- Undergraduate Experience Exit Survey

In 2019-20, the response rate for this survey was low (30 of 134 seniors), which is attributed to the fact that it had to be distributed electronically secondary to virtual instruction because of COVID-19. 63% of students responding were transfer students and 37% were native freshman. Upon graduation, 67% plan to pursue a MS degree in Communication Sciences and Disorders, 3% plan to pursue an AuD, 7% plan to pursue SLPA licensure, 10% plan to apply for entry level positions in various fields, and 13% were undecided. The students then answered a variety of questions on a 1-5 Likert Scale, with 5 being "Outstanding." 90% of students ranked our department instructors program expectations as "Outstanding." 48% of students ranked overall department course organization as "Outstanding," while 45% ranked overall department course organization with a "4." 76% ranked the research relevance of our coursework as "Outstanding," while 14% ranked it with a "4." 62% ranked their overall program satisfaction as "Outstanding," while 21% ranked with a "4." Students were then asked to rate their developing knowledge of the following professional practice competencies as set forth by the American Speech-Language Hearing Association: Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, and Professional Duty. 90% or more of students somewhat agreed or strongly agreed that they felt confident in their skill development in these areas (with the exception of Clinical Reasoning at 88%) that typically are further developed in a Master's Degree Program, which indicates the majority of students feel that they are poised for success should they choose this option and are accepted into a program. The Clinical Reasoning score is understandable as clinical practice opportunities are limited to observational or pre-clinical experiences at the undergraduate level.

We will continue to distribute our surveys on time. 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 additional vent training content 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 2

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

The standard of performance is that 73% of Senior students will answer **critical thinking** 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: Performance in Coursework/GPA in Major (Standard of Performance Exceeded)

The standard of performance is for 90% of students to complete the undergraduate program with a GPA of 2.5 or higher in major coursework. In recent cycles, 99-100% our graduating seniors have met or exceeded the 2.5 minimum GPA required by the Communication Sciences and Disorders department for graduation.

The Department Chair will continue to monitor GPA in consultation with the degree evaluation office through the graduation application process and will offer student advising and suggestions for tutoring when needed. The Curriculum Committee also annually reviews this data each semester and shares the results with faculty at both fall and spring retreats and identifies curricular implications and presents them to faculty. Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures. Proposed curricular changes take into account feedback from multiple sources. The Curriculum Committee assesses the impact of any changes on student learning outcomes, student services, and student success. One preliminary recommendation that was made and implemented was to open up Department-Specific Tutoring to all students in light of the COVID-19 crisis and its potential impact on student success.

Direct Measure 3: Master of Science 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). Because students begin to develop and demonstrate **skills** in the areas set forth by ASHA in the undergraduate program, and because our undergraduate curriculum, or its equivalent, is required for admission to the graduate program, the Culminating Experience is considered to be one way to measure PLG/PLO2. A need to encourage the 500T thesis option was identified in 2018-19 by faculty. In 2019-20, two student theses were subsequently completed and another proposal has been developed. Ultimately, 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.

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 4: Master of Science 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 *Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice* areas of the Internship Signature Assignment. Because students begin to develop and demonstrate **skills** in the areas set forth by ASHA in the undergraduate program, and because our undergraduate curriculum, or its equivalent, is required for admission to the graduate program, the Graduate Internship Signature Assignment is considered to be one way to measure PLG/PLO 2.

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 *Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice* areas. 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 5: 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. Because students begin to develop and demonstrate **skills** in the areas set forth by ASHA in the undergraduate program, and because our undergraduate curriculum, or its equivalent, is required for admission to the graduate program, the *Praxis* is considered to be one way to measure PLG/PLO 2.

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 Meets 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:

- Undergraduate Experience Exit Survey

In 2019-20, the response rate for this survey was low (30 of 134 seniors), which is attributed to the fact that it had to be distributed electronically secondary to virtual instruction because of COVID-19. 63% of students responding were transfer students and 37% were native freshman. Upon graduation, 67% plan to pursue a MS degree in Communication Sciences and Disorders, 3% plan to pursue an AuD, 7% plan to pursue SLPA licensure, 10% plan to apply for entry level positions in various fields, and 13% were undecided. The students then answered a variety of questions on a 1-5 Likert Scale, with 5 being "Outstanding." 90% of students ranked our department instructors program expectations as "Outstanding." 48% of students ranked overall department course organization as "Outstanding," while 45% ranked overall department course organization with a "4." 76% ranked the research relevance of our coursework as "Outstanding," while 14% ranked it with a "4." 62% ranked their overall program satisfaction as "Outstanding," while 21% ranked with with a "4." Students were then asked to rate their developing knowledge of the following professional practice competencies as set forth by the American Speech-Language Hearing Association: Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, and Professional Duty. 90% or more of students somewhat agreed or strongly agreed that they felt confident in their skill development in these areas (with the exception of Clinical Reasoning at 88%) that typically are further developed in a Master's Degree Program, which indicates the majority of students feel that they are poised for success should they choose this option and are accepted into a program. The Clinical Reasoning score is understandable as clinical practice opportunities are limited to observational or pre-clinical experiences at the undergraduate level.

We will continue to distribute our surveys on time. 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 Tele-practice, 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 tele-practice 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 additional vent training content 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.

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 Undergraduate Students: Prospective undergraduate student orientation sessions are held weekly, on a rotating basis, by faculty in a group setting using a set criteria, each week. Undergraduate students with follow-up questions are encouraged to set up a one-to-one appointment with any full-time faculty member for additional advising.
- 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.
- CSAD Career Path Advising
 - Doctor of Audiology
 - Speech-Language Pathology Assistant
 - MS in Communication Sciences and Disorders
- Student Success Strategies
- Links to Sacramento State Student Support Services

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.

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, which includes supports for students demonstrating a variety of needs. Undergraduate students receiving a grade of C or lower on any course component are required to consult with their instructor. Undergraduate students receiving grades of C- or lower on exams or assignments in core coursework are automatically referred for tutoring and meet with the course instructor of record regularly. Further, Dr. Aishah Patterson receives 3 release units each semester to serve as an advisor in the College of Health and Human Services Student Success Center. Dr. Patterson spends 8 hours in the center each week during the academic year and 4 hours per week in the summer, conducts annual transfer student and first-year department-specific orientations in conjunction with summer advising, and consults with the Department Chair regarding students at risk to not graduate from the undergraduate program on time as part of the graduation application process. In this way, we ensure that all students are aware of the following resources.

- 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).

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.

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.