

ACTION PLAN FROM PROGRAM REVIEW AND PLANNING

San José State University

Connie L. Lurie College of Education

Department of Communicative Disorders and Sciences, BA Degree Only

November 14, 2016

1. The highest priority for the department is the successful recruitment of a permanent chair, to be completed as soon as possible.
2. Engage the faculty in developing a focused vision plan for the BA degree to improve student success. This plan should be submitted to the Program Planning Committee no later than December 2017. At minimum, the following items should be addressed in this plan:
 - Who are the students that the program is serving and what are the program values that should guide the curriculum?
 - How should the curriculum be revised to best reflect the vision?
 - What is the right mix of lecture, objective testing, labs, practica and project-based learning?
 - What is the optimal class size to support student learning? What level of teaching assistant support is needed in courses?
 - Since this is a discovery major, are there ways to recruit students to the program through lower division courses or other means?
 - Identify and implement high impact practices to support part-time and URM students to improve graduation rates and reduce the achievement gap.
 - What role do the BA students play in the Kay Armstead Center and Clinic?
 - Work with IEA to implement a tracking system to accurately assess graduation rates for BA Communicative Disorders and Sciences students or develop an internal tracking system.
3. Develop and implement a plan to address the following assessment challenges no later than December 2017:
 - In consultation with the Director of Assessment and the College assessment coordinator, revise the PLOs to reflect the revised program vision. Ensure that PLOs are measurable and mapped to courses in the curriculum. Consider reducing the total number of PLOs as appropriate.
 - Once the PLOs have been updated, create a clear plan for assessing each of the PLOs and defining criteria for levels of student achievement (possibly rubrics).
 - Submit an updated 5-year assessment plan and schedule in Fall 2017.
 - Submit the first set of data in Fall 2018.
4. Conduct a discussion of pursuing the development of a Doctor of Audiology degree. Part of the discussion may include a feasibility study, which should include an analysis of developing as a stand-alone program or in conjunction with partnering educational institutions. A decision on whether or not to recommend pursuing this new program should be made and reported to the Provost by May 2018.
5. Although the majority of students working in the Kay Armstead Center for Communicative Disorders are graduate students, some undergraduate students can work in the center as part of their practica. Therefore this item is included in this action plan. In collaboration with the

Dean of the College of Education, identify the tasks and resources needed to effectively support the clinic as well as instructors and students in EDAU 177 and EDSP 177.

6. The undergraduate and graduate program planning cycles will be synced. The next program planning cycle will coincide with the MA Degree program review in Fall 2018. The MA report will include elements of the accreditation report as well as the accreditation reviewer's report and department response. The BS program will submit an update on the action items above as well as current assessment materials.

By signing below, we agree to the action plan outlined above.

Peg Hughes

Digitally signed by Peg Hughes
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Peg Hughes, Interim Chair, Department of Communicative Disorders and Sciences

Paul w Cascella 11/29/16

Paul Cascella, Interim Dean, Connie L. Lurie College of Education

Carl Kemnitz, Deputy Provost for Academic Affairs