

**SJSU Annual Assessment Report  
Academic Year 2012-2013**

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**Electronic Copy of Report Due July 1, 2013**

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**Send to Undergraduate Studies ([Kim.Huynh@sjsu.edu](mailto:Kim.Huynh@sjsu.edu)), with cc: to your College Associate Dean and College Assessment Facilitator**

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**Department/Program Communicative Disorders and Sciences**

**Date of Report: 12/9/11**

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**Program Accreditation: The B.A. program is not accredited. MA. Program is accredited by the Council of Academic Programs in Communicative Disorders and Sciences (ASHA), NCATE and CCTC.**

1. **Overview and Context:** Students in CD& S are seeking careers in the profession of speech-language pathology or audiology. Speech language pathologists identify, evaluate and treat children and adults with speech-language, cognitive-communicative, and/or swallowing disorders. Audiologists identify, diagnose, and treat individuals with hearing or balance disorders. Speech-language pathologists and audiologists must hold the M.A. (Speech) or Au.D (Audiology) in order to obtain a license to practice. Thus the B.A. program is designed to provide the theoretical foundation to advanced graduate study in the discipline.

The Student Learning Outcomes established for the B.A. program are designed in recognition that the undergraduate curriculum serves as the launch pad to successful graduate work. Consequently, the SOs are framed in terms of what students are expected to learn that will facilitate their future success. The B.A. program is also aligned with external accreditation standards, which require foundational coursework in basic processes of normal and disordered communication. A list of the SLOs is found in Appendix A.

**2. Use of Prior Assessment/Closing the Loop:** The CDS Faculty are engaged in a continuous discussion and evaluation of student outcomes and are in the process of establishing a summer workshop series to ensure that students are exposed to a myriad of professionalism and professional ethics content

**3. Assessment Data: SLO 5- Students will demonstrate a beginning level of assessment skills for individuals with communication disorders.** Data was reviewed for EDSP 124-Assessment from Spring 2013. This class serves as the introductory course to basic knowledge and skills necessary to perform a differential diagnosis for a child or adult with communication disorders. There are various components to the course including review of screening procedures, establishing chronological, learning how to perform a peripheral-oral examination of the structures of articulation, converting raw scores to z-scores and selection of appropriate test materials consistent with an individual's disorder. A key assignment is for the students to identify a standardized test and make an oral presentation of the test components, Intended population, reliability, and scoring procedures. In reviewing course outcomes we determined that all 33 UG students enrolled in the course demonstrated satisfactory or better performance on their presentation and adequately addressed the key elements required for the activity.

In addition, to the class data we have also gathered and reviewed observations of graduate level supervisors relative to our students preparedness to independently conduct speech and language evaluations. Of the 15 supervisors surveyed, 90% reported that our students were deficient in some of the basic skills of assessment including selection of the appropriate test, establishing baseline and ceilings on test items, and converting raw scores to standard scores.

**4. Alignment of Course and Program Learning Outcomes:**  
Please see Appendix B for the alignment matrix.

**5. Recommendations for Student Learning:**

Based on our review of data, we have determined that we need to revamp the content of EDSP 124 to include additional exposure to basic knowledge of establish basal/ceilings when administering tests, converting raw score to standard score, and calculating chronological age. Although it appears that our students leave the course with an overall understanding of assessment, when we drill down to the fine details they are in need of additional preparation.

**6. Plans 2013-14 Academic Year:** The CDS faculty is undertaking a full review and analysis of the approach we are taking to prepare students to conduct independent assessments of individuals with communication disorders. The

review will attempt to identify critical points in academic and clinical pedagogy to improve student's knowledge and skill in this critical area of professional practice. For example, we will explore mechanisms to increase the opportunity for all students to participate in speech, language and hearing screenings. We believe this important experience helps our students to refine their skills in establishing normal communication benchmarks

Another component of the program we plan to consider is the content of the UG classes that are designed to improve knowledge and skills in clinical applications. We are evaluating course content for EDSP 112 (Treatment and Management of Speech & Language Disorders and EDSP 124 (Assessment in Speech Pathology) to provide a stronger theoretical foundation leading to graduate course and clinical exposure to differential diagnosis.

## Appendix A. CDS Undergraduate Student Learning Outcomes

### Learning Outcomes

Students who complete the bachelors degree program should demonstrate:

1. Oral and written communication skills;
2. A knowledge base in normal communication and disorders across life span;
3. Effective problem solving and critical thinking;
4. Knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases;
5. Beginning level of assessment skills for individuals with communication disorders;
6. Beginning level research skills in communication disorders and sciences;
7. An understanding of the changing models of service delivery and their effect on speech-language/audiology therapy management
8. A beginning understanding of the theoretical basis of speech-language and hearing therapy and models of practice;
9. Professional behavior based on the ethics and standards of the speech-language pathology and audiology professions; and
10. Flexible service delivery (at the beginning level) in a diverse, multicultural society



