

**SJSU Annual Program Assessment Form
Academic Year 2013-2014**

Department: Communicative Disorders and Sciences
Program: Communicative Disorders and Sciences B.A.
College: College of Education
Website: <http://www.sjsu.edu/cds/Programs/ba/>
_ Check here if your website addresses the University Learning Goals.
Program Accreditation (if any): B.A. Program is not accredited. M.A. Program is accredited by the Council of Academic Programs in Communicative Disorders and Sciences (ASHA), NCATE, and CCTC.
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Date of Report: May 20, 2014

Part A

1. List of Program Learning Outcomes (PLOs)

The Program Learning Outcomes (PLOs) established for the B.A. program are designed in recognition that the undergraduate curriculum serves as the foundation for successful graduate work. Consequently, the PLOs 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.

CDS Undergraduate Student Learning Outcomes

Students who complete the BA 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 effects on speech-language/audiology therapy management;
8. A beginning understanding of the theoretical bases 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

2. Map of PLOs to University Learning Goals (ULGs)

University Learning Goals (UGLs)

CDS PLOs	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social & Global Responsibility
1		X	X		
2	X		X		
3		X	X	X	
4	X		X		X
5	X		X	X	X
6	X	X	X	X	
7	X		X	X	X
8	X	X		X	
9	X		X	X	X
10	X		X	X	X

3. Alignment – Matrix of PLOs to Courses

PLO	EDSP 102	EDSP 110	EDSP 111	EDSP 112	EDSP 113	EDSP 120	EDSP 124	EDSP 161	EDSP 162	EDAU 115	EDAU 170	EDAU 172
1		x					x					
2	x						x	x	x	x		x
3				x			x				x	
4			x		x			x	x	x		
5				x		x	x					
6				x		x	x					
7												
8				x								
9				x		x	x					
10				x			x					x

4. Planning – Assessment Schedule

The CDS faculty regularly engage in discussion and evaluation of student outcomes to continuously update and improve program instruction. The matrix below shows the multi-year assess plan for each of the Program Learning Outcomes.

Assessment Schedule

YEAR	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
12/13			C		C				C	
13/14			IC	IC	IC				IC	
14/15		C	I	IC	C					C
15/16	C	IC			IC	C			C	I
16/17	IC					IC	C	C	I	C

5. Student Experience

This is an area that the CDS faculty is actively working to strengthen. Undergraduate students will be informed of the Program Learning Outcomes in their orientation to the department. The PLOs will also be clearly posted on the program website. And starting in the Fall semester of 2014 all course syllabi will include the PLOs.

Part B

6. Graduation Rates for Total, Non URM and URM students (per program and degree)

Academic Programs		First-time Freshmen: 6 Year Graduation Rates		New UG Transfers: 3 Year Graduation Rates		Grads : 3 Year Graduation Rates	
		Fall 2007 Cohort		Fall 2010 Cohort		Fall 2010 Cohort	
		Entering	% Grad	Entering	% Grad	Entering	% Grad
Communicative Disorders/Sci	Total	1	0.0%	12	75.0%	42	81.0%
	URM	1	0.0%	3	66.7%	8	75.0%
	Non-URM	0	0.0%	8	75.0%	30	83.3%
	Other	0	0.0%	1	100.0%	4	75.0%

7. Headcounts of program majors and new students (per program and degree)

Communicative Disorders and Sci		Fall 2013										
		Degree	1st Fr.	UG Transf	New Students		Cont. Students			Total		
					New Creds	1st Grads	UGs	Creds	Grads	UGs	Creds	Grads
	Total	5	14	0	0	75	0	0	94	0	0	
	BA	5	14	0	0	75	0	0	94	0	0	

8. SFR and average section size (per program)

Course Prefix		Course Level		Fall 2013	
				Student to Faculty Ratio (SFR)	Average Headcount per Section
EDSP - Speech Pathology	Total	24.4	17.9		
	Lower Division	0.7	1.0		
	Upper Division	41.2	33.0		
	Graduate Division	19.9	13.0		

9. Percentage of tenured/tenure-track instructional faculty (per department)

	Fall 2013			
	% Tenured/Prob	Tenured	Temp Lecturer	Probationary
Communicative Disorders & Sciences	45.3%	2.899	4.667	0.966

Part C

10. Closing the Loop/Recommended Actions

During the AY 2013-2014, the CDS faculty began a full review and analysis of the approach the program was taking to prepare students to conduct independent assessments with communication disorders. The purpose of this review was to improve students' knowledge and skill in this critical area of professional practice. Faculty wanted to explore mechanisms to increase the opportunity for all students to participate in speech, language, and hearing screenings, as these are important experiences that help students refine their skills in establishing normal communication benchmarks.

In addition CDS faculty considered the content of the undergraduate courses that are designed to improve knowledge and skills in clinical applications. They evaluated 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 in preparation for eventual graduate course work and clinical exposure to differential diagnosis.

Our analysis of student performance last year related to PLO 5 (Beginning Level of Assessment Skills for Individuals with Communication Disorders) showed that students were not as well prepared to assess speech and language disorders as we planned. As a result, the CDS faculty devoted a number of faculty meetings in Fall 2013 to identify appropriate changes to EDSP 124 (Introduction to Speech and Language Assessment) to promote better establishment of beginning level skills and knowledge related to assessment.

The faculty identified one of the barriers to student success was lack of opportunity to administer test multiple times over the semester. One reason for the lack of opportunity was the limited availability of standardized test in our inventory.

Once we identified the factors at the root of the problem we developed our action plan. First, we selected three core standardized-tests that students needed more opportunities to administer in the course. The department made a substantial financial investment in purchasing multiple copies of each test to ensure they were readily available to students.

Once we had the appropriate inventory in stock we then establish a minimum standard for the number of tests the students had to administer as part of their course requirements. We discovered that in previous semesters students were only able to administer tests a maximum of 2x each. During this most recent semester, students were required to administer standardized test a minimum of 5 times over the

semester. By increasing the test administration standard student become more familiar with principles of presenting standardized instructions, manipulating test materials, and scoring, analyzing and interpreting test scores.

11. Assessment Data

PLO # 3: Effective Problem Solving and Thinking

Class EDSP 112 Treatment and Management of Speech-Language Disorders

Assignment	# of students	Developed
Evaluation of Code of Ethics Violation	58	58
Lesson plan writing in real-time with consumers	58	58
Identifying and correcting incorrect treatment goal	58	58
Develop a treatment session based on a case study	58	58

EDSP 112 is designed to establish the foundational skills and knowledge necessary for UG students to undertake their first supervised clinical experience with children or adults. Effective problem solving and critical thinking is at the heart of the clinical enterprise. Students must learn to quickly analyze client performance and make necessary adjustments in treatment activities. Students must also consider issues related to ethical conduct

The assignments tied into PLO # 3 are designed to provide students opportunities to synthesize and integrate information to identify problems and quickly identify a solution. For example, evaluation of a code of ethics violation requires students to assess the scenario presented by the instructor and then determine how the information in the scenario relates to and violates the Code. Identifying and correcting errors in lesion plans requires students to apply principles of treatment planning and execution in order to successfully complete the assignment. The activity requiring lesson plan writing in real-time with external consumers is mimics what will eventually be the daily experience of our students when they eventually go in to professional practice following attainment of the M.A. degree.

PLO # 5 Beginning Level of Assessment Skills for Individuals with Communication Disorders.

Assignment	# of Students	Developed
Analysis of test validity and reliability	57	57
Critical review of a standardized test	57	57
Completion of an oral-facial evaluation.	57	57
Conducting a parent interview	57	57
Successful Administration of 6 tests	57	57

12. Analysis

EDSP 112 Evaluation of student performance across the four assignments shows that all 58 students (two sections of 29 students each) all demonstrated satisfactory performance indicating that they meet expectations for knowledge and skills appropriate to their level of preparation and experience with the clinical process. We believe these assignments appropriately require demonstration of functional performance-based behaviors.

EDSP 124: We are pleased with the performance of our students on the variety of functional tasks required in the class. We believe the assignments achieve the correct balance between developing theoretical knowledge of test construction (analysis of validity and reliability and critical analysis of a standardized test and actual hands-on experience with administration. (oral-facial exam, parent interview, and multiple test administration). We were pleased to observe that all students met performance expectations consistent with their level of preparation.

13. Proposed changes and goals (if any)

There are no changes proposed for the next cycle.