

**SJSU Annual Program Assessment Form
Academic Year 2014-2015**

<Please replace the <...> in this template with the requested text, and then delete these instructions prior to submission. The completed forms will be posted under Annual Assessment Reports on the Program Records webpage (<http://www.sjsu.edu/ugs/faculty/programrecords/index.html>) for your department.

Electronic copy of report is due June 1, 2015. Send to Undergraduate Studies (academicassessment@sjsu.edu), with cc: to your college's Associate Dean and college Assessment Facilitator. List of AFs is found at <http://www.sjsu.edu/ugs/faculty/programs/committee/index.html>>

Department: Communicative Disorders and Sciences
Program: B.A. Communicative Disorders and Sciences
College: Connie L. Lurie College of Education
Website: www.sjsu.edu/cds

_Check here if your website addresses the University Learning Goals. <If so, please provide the link.>

Program Accreditation (if any): NA

Contact Person and Email: Michael L. Kimbarow, Ph.D. Michael.Kimbarow@sjsu.edu

Date of Report: June 3, 2015

Part A

List of Program Learning Outcomes (PLOs) : No Change

1. **Map of PLOs to University Learning Goals (ULGs) No Change**
2. **Alignment – Matrix of PLOs to Courses: No Change**
3. **Planning – Assessment Schedule : No Change**
4. **Student Experience: Since last year's report we have listed the PLOs on our department website. http://www.sjsu.edu/cds/docs/CDS_UG_SLO.pdf. Students were not consulted in the development of the PLOs. The faculty developed the PLO with regard to pre-professional acquisition of skills, knowledge, and competencies required for success in M.A. programs in Communicative Disorders and Sciences. The M.A is the minimum entry degree requirement to become a speech-language pathologist. The B.A. program provides the foundational academic preparation for graduate study.**

Part B

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

	First-Time Freshmen				Undergraduate Transfer			
	Fall 2008 Cohort: 6-Year Graduation Rate				Fall 2011 Cohort: 3-Year Graduation Rate			
	Program Cohort Size	Program Grad Rate	College Average Grad Rate - All Students Who Entered This College	University Average Grad Rate - All Students Who Entered the University	Program Cohort Size	Program Grad Rate	College Average Grad Rate - All Students Who Entered This College	University Average Grad Rate - All Students Who Entered the University
Total	0	/0	62.7%	49.7%	20	85.0%	69.1%	55.3%
URM	0	/0	48.0%	40.7%	7	71.4%	59.5%	55.2%
Non-URM	0	/0	74.2%	53.3%	10	90.0%	69.7%	54.9%
All others	0	/0	66.7%	52.9%	3	100.0%	85.0%	56.9%

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

Fall 2014				
New Students		Continuing Students	Total	
FT Admit	New Transf	Continuing		
Total	8	29	58	95
BA	8	29	58	95

8. SFR and average section size (per program)

	Fall 2014		
	Subject SFR	College SFR	University SFR
Lower Division	1.1	33.7	31.0
Upper Division	37.2	22.5	25.5
Graduate Division	19.6	16.8	20.8

	Fall 2014		
	Subject Headcount per Section	College Headcount per Section	University Headcount per Section
Lower Division	2.0	38.6	35.6
Upper Division	30.4	22.6	28.0
Graduate Division	12.4	16.2	15.8

SFR for our upper division courses exceed College and University levels. This is partly due to our reliance on P/T faculty who teach many of these classes. Our content is very specialized and the availability of faculty to teach many of these classes is limited. Consequently, we run a number of large section classes with approximately 60 students in each section. We have take steps over the last two years to lower our SFR to bring us closer to College and University avg.

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

10. Fall 2014				
Department FTEF #	Department FTEF %	College FTEF %	University FTEF %	
Tenured/Tenure-track	3.3	40%	34.0%	42.8%
Not tenure-track	5.0	60%	66.0%	57.2%
Total	8.3	100%	100.0%	100.0%

Part C

10. Closing the Loop/Recommended Actions

1. **Action Items:** In their Spring 2013 report, CDS department clearly articulated their assessment plans. They planned to conduct a full review of how they prepare students to complete individual assessments of clients. They also planned to evaluate the content of two courses (EDSP 112 and EDSP 124).
2. **Proposed Improvements:** In the Spring 2013 report, CDS department proposed to improve the EDSP 124 course (based on the information that they have received from assessments of student outcomes). One example given in the report is the possibility of increasing the students' opportunity to participate in screenings and thereby increase student ability to conduct independent assessments as professionals in the field.
3. **Evaluation of Impact:** The annual assessment report for the Spring semester of 2014 included detailed information about the evaluation of the EDSP 112 and 124 courses, as well as the assessment of the effectiveness of faculty plans to improve instruction related to PLO #5 (student ability to give clinical assessments to clients) through increased opportunities for the students to offer and interpret clinical measures. Assessment activities as well as data collected were discussed, and it appears that the CDS department was successfully able to close the loop in terms of student learning.

11. Assessment Data

Assessment data for the impact of the changes to EDSP 124 are in progress. We achieved the goal of increasing the number of test instruments students were required (more than double the previous year). Student report increased comfort with administering the tests, more comfort with following standardized protocols and more comfort interpreting results

12. Analysis

. We will monitor the performance of our UG students who will enroll in our M.A. program in Fall 2015 when they are enrolled in our graduate level diagnostic class. Performance will be evaluated against the clinical skills assessment rubric to determine if the cohort achieves higher scores than graduate students enrolled in the same class for two previous years (under the former EDSP 124 requirements)

13.

The CDS faculty met in an all day retreat on April 25th for the purpose of evaluating and discussing our current SLO's associated with :

- A. Effective problem solving and critical thinking (PLO 3)
- B. Professional behavior based on the ethics and standards of the speech-language pathology audiology professions (PLO 9); and,
- C) Flexible service delivery (at the beginning level) in a diverse, multicultural society (PLO 10)

During the retreat the faculty shared observations of UG clinical performance as well as reports from the field regarding the clinical preparation of our graduate students. There was consensus that our students are not achieving the above referenced UG PLO's at the level necessary for complete success on the graduate level.

The faculty identified areas of concern in our UG clinical practicum course (EDSP 177) in regards to the quality of the experience and whether the PLO's above could realistically be achieved in a single semester of clinical practicum. We concluded that our current model is not sustainable and agreed to eliminate UG clinical practicum and replace the clinical experience with a two course sequence (taken in the Senior Year) specifically designed to address PLO 3, 9, and 10. A task force was formed to develop the course content for the proposed courses and we anticipate submission of a curricular change sometime in AY 15/16