2014-2015 CLASS FACT Assessment Year End Report – B.S. program

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<tr>
<th>Program Name(s)</th>
<th>FACT Faculty Fellow</th>
<th>Department Chair</th>
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<tr>
<td>Communicative Sciences and Disorders (Speech-Language Pathology)</td>
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[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

A. Program Student Learning Outcomes

Bachelor of Science in Speech-Language Pathology
Students graduating with a B.S. in Speech-Language Pathology from California State University East Bay will:
1) Complete foundational academic coursework in preparation for advanced professional training in speech-language pathology or related disciplines.
2) Integrate knowledge from basic and behavioral sciences and humanities with contemporary theory and practice in speech-language pathology
3) Describe typical and atypical communicative development and behavior across the lifespan
4) Demonstrate skills in working collaboratively
5) Explain the importance of cultural competence, social justice, ethics, and advocacy in serving diverse individuals

Mapping to CSUEB Institutional Learning Outcomes:
Thinking and reasoning – SLO1
Specialized Education – SLO 2, 3, 5
Collaboration – SLO4
Diversity – SLO 3 (lifespan), SLO 5

B. Program Student Learning Outcome(s) Assessed

SLO 2- Integrate knowledge from basic and behavioral sciences and humanities with contemporary theory and practice in speech-language pathology
C. Summary of Assessment Process

Strong clinical writing skills are essential to the success of speech-language pathologists given that well-written clinical reports (detailing assessment findings and outcomes of therapeutic interventions) are essential to client care, communication with other professionals, and for reimbursement of services provided. Clinical writing builds on academic writing, yet is distinct from it. For instructor-supervisor development, the department already held a writing-focused faculty/staff development workshop on best practices to teach writing (Facilitators: Sarah Nielsen, Margaret Rustick from English Department) in Fall 2014 and provided recommended resources to all faculty/supervisors. For our 2014-2015 FACT project assessing undergraduate students, we plan to evaluate the foundational clinical writing skills of undergraduates enrolled in the Clinical Methods course in Winter 2015.
2. Report grade breakdowns to determine the number of students that is not meeting writing requirements.
3. Conduct faculty survey to see where report reading/writing is being taught before and concurrently with the clinical methods class.

D. Summary of Assessment Results

To evaluate undergraduate student performance in their first clinical writing experience, student scores were collected for nine writing assignments in SPPA 4852 (Clinical Methods), Winter 2015. Writing assignments were defined as those in which more than 50% of the grade was based on clinical written work. These included sample daily clinical notes (SOAP notes), intervention plans (ITPs) and treatment summary reports (QTSs).

Four out of twenty nine students earned below 82% (i.e., B- or lower) on the writing sections of SPPA 4852, with low grades spread evenly across assignments. 12 students earned a B or B+, and 13 people earned an A- or A grade.

Closing the loop: these results will be presented at a faculty meeting in the beginning of the Fall 2015 quarter. A faculty survey will be conducted to determine where clinical writing is being taught, to consider the possibility of infusing more writing practice directly relevant to clinical writing into undergraduate courses that precede Clinical Methods.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future

N/A