

**Department of Communicative Sciences and Disorders
CAPR Annual Report 2009-2010**

Self-Study

I. Student portfolios:

CSD has used student competency portfolios for six years. Competency portfolios were initiated in the 2004-2005 AY in response to changing standards of the American Speech-Language-Hearing Association (ASHA) for clinical certification as a speech-language pathologist. The Department Chair meets with each graduate student at the end of his/her graduate program to review the portfolio in preparation for final signature assuring student's completion of academic and clinical preparation for state licensure/credential and national clinical certification. Each student is asked to describe the utility of the portfolio in preparing for comprehensive examinations, the national exam in speech-language pathology, and competency as they enter the profession.

II. Assessment of Essential Functions (previously Speech, Language, Hearing Screening):

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology (SLP) as mandated by ASHA, students enrolled in the CSD Program must demonstrate skills and attributes in five skill areas: academic performance, written language, oral communication, hearing, and interpersonal management. These skills are essential for SLPs to function in a broad variety of clinical situations and to render a wide spectrum of client care.

ASHA Standard IV-B: The applicant must possess skill in oral and written or other forms communication sufficient for entry into professional practice.

Implementation: The applicant must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must demonstrate speech and language skills in English, which, at a minimum, are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. For written communication, the applicant must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Under the supervision of a certified and licensed SLP in CSD, graduate student clinicians screen both students in the introductory CSD courses and every graduate student who is new to CSUEB. Students who do not pass the screening prepare a plan of action together with their academic advisor. Possible action plans may include re-screening, diagnostic assessment, and a plan for remediation if a communication problem is detected.

III. CSD Goals from Five Year Review (2004-2005)

1. **Acquire additional clinic space:** During the 2007-08 academic year, the CSD Department more than doubled the square footage of space for clinical and academic use, acquiring the following: a) four adult individual/group treatment rooms; b) one combination research lab-group adult treatment room; c) one speech science laboratory; c) one experimental laboratory space; d) two large classrooms; e) one large conference room/group treatment room; f) one lecturer office; and g) six large faculty offices. In fall 2009, the Department was informed the final phase of the project could not be completed, which included closing off the hallway to the general public with doors to maintain patient privacy and confidentiality. Therefore, the clinic expansion project is now completed without the hallway closure.
2. **Successfully hire an audiology faculty member (completed fall, 2005) and a tenure track speech-language pathology (SLP) faculty member.** The full-time tenure-track audiologist hired in fall 2005, resigned in summer 2008. The Department received approval to hire a half-time lecturer, who is an audiologist. This half-time position has been adequate to meet the needs of the program.

The request for a SLP faculty member was approved for the 2008-09 academic year. A search was undertaken during 2007-2008. A selection was made, but the candidate declined the offer. The Department received approval for a new search for the 2009-10 academic year. The Department was successful in the search. The candidate was given a one-year professional leave and is set to begin full-time in fall 2010.

3. **Improve the quality and regularity of program assessment activities:** Surveys are gathered yearly from clients who receive clinical services and from graduate students upon completion of their academic program.
4. **Increase the number of administrative support staff in the Department by one.** A full-time permanent staff member was hired in spring 2007. The status of this full-time position is currently unknown due to the university budget cuts.
5. **Replace the audio-visual observation system with an updated system:** This project was revised and completed in 2008. New audio-visual equipment was purchased and installed in the new treatment rooms located in the CSD corridor of the Music Building. Three older Clinic treatment rooms were outfitted with new audio-visual equipment. Currently, all treatment rooms have audio-visual equipment. Older equipment will be replaced as needed using CSD Trust funds.
6. **Increase FTES through additional course offerings.** This goal is no longer feasible due to the mandated budget cuts at the University.
7. **Complete the curriculum revision initiated in 2004-2005.** A major curriculum revision for the undergraduate and graduate CSD Programs was completed and approved in 2008-09. The new curriculum will go into effect fall 2010.

Assessment Results

I. Student Portfolios:

The portfolio activity has been judged a successful method of demonstrating competency to enter the profession by both faculty and students. Most students reported the portfolio was of value in preparing for comprehensive examinations in the Department and for the national Praxis exam. Portfolios are formally reviewed by faculty and students at a presentation and individually reviewed by the faculty member who assists with their preparation and by the Department Chair. Portfolios contain graded coursework and major projects from courses which are tied to ASHA and NCATE standards.

In fall 2008, the Department disbanded hard copies and moved to electronic portfolios. Hard copies were the personal property of each student and were taken when students graduated. The move to CDs not only reduced the amount of paper used, but has allowed the Department to keep a copy of students' work, which is required for NCATE and ASHA accreditation. Overwhelmingly, students have embraced the move to electronic portfolios.

II. Assessment of Essential Functions:

The screening process, which has been in place for five years has been judged to be very successful.. In 2006-2007 a spreadsheet was developed to post results and has been placed on an internal server. All CSD faculty have immediate access to screening data for students in the program. In 2007-2008, an Essential Functions policy was written for the Clinic Handbook. It was also placed on the Department website along with a Recommendation for Clinic Form. A standardized writing re-screening policy was implemented, which contains questions and a scoring rubric. A Plan of Action form was also developed to help advisors track the progress of students who do not pass the initial Essential Functions assessment and require follow-up. Students are not permitted to enroll in clinical

practicum until they demonstrate they can meet competency in all five skill areas. Those students who have been identified as having a communicative disorder often choose to receive remediation at the CSUEB Speech, Language, and Hearing Clinic. Graduate students can accrue supervised clinical clock hours and experience in treating these individuals. Additionally, some graduate students receive supervised clinical clock hours for screening students' speech, language, and hearing. Information gleaned in this process will assist them in differentiating typical vs. disordered behavior in clinical practice.

III. CSD Goals from Five Year Review (2004-2005). Please refer to previous section for results.

Please note the Department has been approved to align their 5-year review with ASHA accreditation in 2012-13. New goals will begin to be developed during the 2010-11 academic year in preparation for the upcoming review and accreditation.

CSUEB CSD DEPARTMENT
APR Summary Data Fall 2004-2009

A. Students	Fall Quarter					
	2004	2005	2006	2007	2008	2009
1. Undergraduate	45	45	48	34	55	81
2. Graduate	102	104	118	124	129	122
3. Total Number of Majors	147	149	166	158	184	203
4. FTES Generated	130.9	121.5	131.2	117.5	124.3	

B. Degrees Awarded	College Years					
	03-04	04-05	05-06	06-07	07-08	08-09
1. Undergraduate	7	12	16	22	5	12
2. Graduate	29	26	34	34	29	35
3. Total	36	38	50	56	34	47

C. Faculty	Fall Quarter					
	2004	2005	2006	2007	2008	2009
Tenured/Track Headcount						
1. Full-Time	5	6	6	5	4	4
2. Part-Time	0	0	0	0	0	0
3. Total Tenure Track	5	6	6	5	4	4
Lecturer Headcount						
4. Full-Time	0	0	0	0	0	0
5. Part-Time	0	2	0	2	4	4
6. Total Non-Tenure Track	0	2	0	2	4	4
7. Grand Total All Faculty	5	6	6	7	8	8
Instructional FTE Faculty						
8. Tenured/Track	4.44	4	6	4.89	3.33	
9. Lecturer	0	0.54	0	2.11	1	
10. Total Instructional FTEF	4.44	4.54	6	7	4.33	
Lecturer Teaching						
11. % Lecturer/Total Instructional FT	0.0%	11.9%	0.0%	30.1%	23.1%	
12. FTES Taught by Lecturer	0	22.0	0.0	18.3	33.0	
13. % FTES Lecture/FTES Generated	0%	18.1%	0.0%	15.6%	26.5%	

D. Student Faculty Ratios	Fall Quarter					
	2004	2005	2006	2007	2008	2009
1. Tenured/Track	24.2	24.9	21.9	20.3	27.4	
2. Lecturer	0.0	40.7	0.0	8.7	33.0	
3. SFR By Level (All Faculty)	29.5	26.8	21.9	16.8	28.7	
4. Lower Division	0.0	0.0	0.0	0.0	0.0	
5. Upper Division	33.0	32.3	31.8	32.9	43.8	
6. Graduate	25.8	22.2	14.6	10.0	19.6	
7. Number of Sections Offered	19	17	20	19	17	
8. Average Section Size	37	34	35	35	41	

Information obtained from:

<http://www.csueastbay.edu/ira/>

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Items of interest are highlighted. In particular, please note the increase in total number of majors, student/faculty ratios, and average section size.

In fall 2008, the number of full-time faculty in the Department decreased to four. Part-time lecturers were hired to cover the courses normally taught by the two faculty members who resigned.

Please note that the figures on page 4 were obtained from <http://www.csueastbay.edu/ira> not from the Academic Senate webpage. The institutional information used accurately reflected the number of students enrolled and degrees awarded in the major. Information posted on the Academic Senate webpage reflected figures which were significantly low.