Department of Communicative Sciences and Disorders
CAPR Annual Report 2011-2012
September 20th, 2012

<u>**Self-Study**</u>
I. Student portfolios:
   CSD has used student competency portfolios for 8 years. Competency portfolios were initiated
   during the 2004-2005 AY in response to changing standards of the American Speech-
   Language-Hearing Association (ASHA) for clinical certification for speech-language
   pathologists. In Fall 2008, the Department moved from paper to electronic portfolios. Students
   currently submit a CD containing their portfolio documents to the instructor in SPPA 6030,
   Clinical Organization and Management. This course is typically the last academic course to
   be taken in the Department and contains the capstone experience for graduate students. The
   course instructor (currently the Director of the Speech Language Hearing Clinic) reviews and
   approves each graduate student's electronic portfolio. In addition, the Department Chair meets
   with each student during an exit interview to a) review student's completion of academic and
   clinical preparation, b) to sign state licensure/credential and national clinical certification
   paperwork, and c) to obtain programmatic level feedback. 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):
   To acquire the knowledge, skills, and attitudes 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 skills. These skills are essential for SLPs to
   function in a broad variety of clinical situations and to render care to diverse clients and their
   families.

   ASHA Standard IV-B: The applicant must possess skill in oral and written or other forms
   communication sufficient for entry into professional practice.
   <u>*Implementation:*</u> 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 are consistent with ASHA's most current Professional Issues statement on the clinical
   education of speech pathology students with accents (http://www.asha.org/policy/PI2011-
   00324.htm). It is noted that the current Department Chair was a member of the national task
   force that developed the aforementioned ASHA statement. For written communication, the
   applicant must be able to write and comprehend technical reports, diagnostic evaluation and
   treatment reports, treatment plans, and professional correspondence.

   Under the supervision of a certified, licensed SLP in the department, graduate student
   clinicians screen all students in introductory CSD courses and each graduate student who is
   newly admitted to the CSD department. 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, appropriate referrals, and a plan for remediation if a
   communication problem is detected. Students must pass all aspects of the screening and be
   recommended by two faculty members in order to proceed to clinical practicum (SPPA

4856/6056) where they are supervised by licensed faculty to treat clients who possess speech, language, and/or hearing disorders.

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

Note: CSD recently completed their annual re-accreditation site visit by the American Speech Language Hearing Association in April 2012. Subsequent to this site visit, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of ASHA met July 18-21st 2012 and voted to re-accredit the graduate education program in speech-language pathology at CSU East Bay. The department received this notification on August 7th, and is now reaccredited for the maximum 8-year allowable period until August 31st, 2020. The department has to submit an Annual Report to ASHA by August 1st, 2013 – which must include a plan to address specific areas identified in our re-accreditation site visit.

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. The installation of hallway doors was re-visited during the fall and winter quarters of 2010-11. The Department was informed that closing off the hallway was a violation of fire marshal regulations, and the issue was dropped.

   During the Winter quarter 2011, Facilities Management approved three projects that would make the University ADA compliant. These included: a) the restrooms in the CSD hallway to be converted to handicapped accessible b) handrails to be installed along the brick steps leading to the west entrance of the Music and Business building and c) the placement of benches with armrests along the hallway leading to the CSD Clinic from the parking lot for clients who have difficulty ambulating. The restrooms were completed in Fall quarter of 2011, the handrails were installed in Summer 2012, and the placement of benches is still not completed at the time of submission of this report.

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 at this time.

   The request for a SLP faculty member was approved for the 2008-09 academic year. (Note: A search was undertaken during AY 2007-2008. A selection was made, but the candidate declined the offer). The Department was successful in the AY 2008-2009 search and hired an expert in autism spectrum disorders. The candidate was given a one-year professional leave of absence and a one-year extension. She taught one course on-line in spring 2010 and joined the department fulltime in Fall 2010. In Spring 2011, the department received approval for a new search and was subsequently permitted to make offers to two

candidates in this 2011-2012 search cycle. Both candidates accepted – one began in Fall quarter 2012; a second is completing dissertation research and is expected to join fulltime starting in Winter quarter 2013. One has expertise in augmentative and alternative communication (AAC) and the other in bilingualism and child language disorders.

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. During the 2010-11 academic year, CSD added additional surveys using Survey Monkey in preparation for ASHA re-accreditation. These included alumni surveys, and student surveys to determine satisfaction with advising and courses taken in the department and ways to improve the 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 position was cut at the end of the Fall 2010 quarter. The Department used Trust funds to hire a temporary part-time person through July 2011. This arrangement was continued in AY 2011-2012 and is expected to continue in AY 2012-2013.

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 applicable. The Department has had to become flexible due to the CA state budget. The department is currently pursuing approval of an introductory CSD course (SPPA 2850: Introduction to Communication Sciences and Disorders) for GE approval as a science course. This will be voted on by the Academic Senate in AY 2012-2013.

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 went into effect Fall 2010. All new courses will be offered by Fall 2013 as the new curriculum is fully phased in. All but two courses in the new curriculum have been offered consistently since AY 2010-2011.

Assessment Results
I. Student Portfolios:

The electronic portfolio CD has been judged by both students and faculty to be a successful method of demonstrating competency to enter the profession. 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 Department Chair. Portfolios contain graded coursework and major projects from courses which are tied to ASHA and NCATE standards, as well as ASHA competency statements and a listing of completed coursework that fulfills ASHA 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 six 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 (revised 2011) 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. 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 its 5-year review with ASHA re-accreditation beginning in 2012-13. Following the Spring 2012 ASHA site visit, and our re-accreditation report expectations issued in August 2012, the following new goals have been developed to be addressed by August 1st, 2013:

1. **Sustain effective administration and leadership for the program, as expected by ASHA.**
   The FERP faculty member who served as Program Director in AY 2011-2012 resigned in June 2012. The FERP faculty member, outside the department, who served as Department Chair in AY 2011-2012, has completed her FERP tenure. The new Department Chair, a full-time tenured faculty member assumed Chair duties in July 2012 and has been appointed as Chair for a 1-year term in AY 2012-2013. It is crucial for the department to establish a line of leadership following this forthcoming AY.

2. **Provide a detailed report on the development and documentation of record keeping systems to demonstrate how the program documents student progress toward completion of the graduate degree, and professional credentialing requirements.**
   Revisions to electronic forms, substantive changes to the website to promote clear communication with prospective and current students, policy changes to advising record keeping, FERPA training and strict compliance have already been implemented since April 2012. Faculty and lecturer training and professional development around advising consistency and record keeping will be implemented in AY 2012-2013.

3. **Update plans and procedures for ensuring that students have adequate academic preparation for clients whom they will treat** (and procedures to address occasions when there is a mismatch between course preparation and clinical assignment).
CSD will develop a plan to address this in AY 2012-2013.

4. **Provide update on how the implementation of the new curriculum and addition of 2 new TT faculty have improved advising and student progress toward program completion.**
The new curriculum has been implemented since Fall 2010, except for two courses – Aphasia Rehabilitation (SPPA 6055- being taught in Winter 2013 for the first time) and Neuroanatomy (SPPA 486_ - planned to be taught in Fall 2013 for the first time).

5. **Update the Council of Academic Accreditation of ASHA on the status of new faculty hires with details about each new hire outlining their qualifications and role in the program.**
This information will be detailed in our Annual Report due to CAA on August 1st, 2013.

California State University, East Bay
APR Summary Data
Fall 2007 - 2011

Communicative Sciences & Disorders					
	Fall Quarter				
	2007	**2008**	**2009**	**2010**	**2011**
A. Students Headcount					
1. Undergraduate	34	55	81	68	61
2. Postbaccalaureate	9	11	18	10	4
3. Graduate	115	118	104	99	104
4. Total Number of Majors	158	184	203	177	169
	College Years				
B. Degrees Awarded	**06-07**	**07-08**	**08-09**	**09-10**	**10-11**
1. Undergraduate	22	5	12	29	25
2. Graduate	34	29	35	37	33
3. Total	56	34	47	66	58
	Fall Quarter				
	2007	**2008**	**2009**	**2010**	**2011**
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	5	4	4	4	3
2. Part-Time	0	0	0	1	2
3a. Total Tenure Track	5	4	4	5	5
3b. % Tenure Track	71.4%	50.0%	50.0%	55.6%	71.4%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	2	4	4	4	2
6a. Total Non-Tenure Track	2	4	4	4	2
6b. % Non-Tenure Track	28.6%	50.0%	50.0%	44.4%	28.6%
7. Grand Total All Faculty	7	8	8	9	7
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	4.9	3.3	1.7	3.1	3.7
9. Lecturer FTEF	2.1	1.0	0.5	1.8	0.8
10. Total Instructional FTEF	7.0	4.3	2.2	4.9	4.6
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	99.2	91.3	66.3	73.5	80.1
11b. % of FTES Taught by Tenure/Track	84.4%	73.5%	54.5%	60.8%	78.1%
12a. FTES Taught by Lecturer	18.3	33.0	55.3	47.3	22.5
12b. % of FTES Taught by Lecturer	15.6%	26.5%	45.5%	39.2%	21.9%
13. Total FTES taught	117.5	124.3	121.7	120.8	102.5
14. Total SCU taught	1762.0	1865.0	1825.0	1812.0	1538.0
D. Student Faculty Ratios					
1. Tenured/Track	20.3	27.4	38.3	23.5	21.5
2. Lecturer	8.7	33.0	118.5	26.3	26.8
3. SFR By Level (All Faculty)	16.8	28.7	55.3	24.5	22.4
4. Lower Division	0.0	0.0	0.0	31.8	31.3
5. Upper Division	32.9	43.8	77.9	27.8	24.4
6. Graduate	10.0	19.6	37.5	20.3	19.9

E. Section Size					
1. Number of Sections Offered	19.0	17.0	20.0	19.0	20.0
2. Average Section Size	34.8	40.9	33.4	33.5	28.1
3. Average Section Size for LD	0.0	0.0	0.0	48.0	47.0
4. Average Section Size for UD	45.0	54.2	40.3	36.8	29.0
5. Average Section Size for GD	23.0	27.7	22.4	27.7	25.1
6. LD Section taught by Tenured/Track	0	0	0	1	1
7. UD Section taught by Tenured/Track	8	4	4	3	4
8. GD Section taught by Tenured/Track	8	8	6	8	8
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	1	3	7	4	3
11. GD Section taught by Lecturer	3	2	5	4	5

Source and definitions available at: http://www.csueastbay.edu/ira/apr/summary/definitions.pdf