



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Communicative Sciences and Disorders
Program Unit	Speech Language Pathology
Reporting for Academic Year	2012-2013
Department Chair	Nidhi Mahendra
Date Submitted	6/18/2013

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

- a. Implementing a strategic plan for continuity in department leadership
- b. Increasing the number of full-time TT faculty in the department
- c. Enhancing graduate student advising for completion of coursework and clinical practicum sequencing
- d. Ensuring stability in curricular planning and offering coursework
- e. Improving consistency in tracking of student performance in clinical practicum

B. Five-year Review Planning Goals Progress

Addressing the aforementioned goals, CSD has made significant strides to address the first two by appointing a tenured faculty member as chair and hiring two new faculty. The third goal to enhance academic advising is in part addressed by the FACT project chosen for AY 12-13 and subsequent changes that will be implemented effective Fall 2013. The last two goals are in part addressed by improved faculty numbers and professional development for all CSD faculty and staff as well as improvements in use of automated forms for tracking practicum hours for graduate students. Finally, the department is strategically exploring technology-supported options to enhance electronic tracking of student performance across courses and clinical practicum. These goals will be more completely addressed in the first half of AY 13-14.

C. Program Changes and Needs

Curriculum: A major curriculum revision for the undergraduate and graduate degrees was completed and approved in AY 08-09. 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.

Students: In Fall 2012, CSD had 81 undergraduates and 95 graduate students, for a total of 176 majors. CSD received 432 applications in Winter 2013 for admission to the MS program beginning Fall 2013. Of these 432, 35 students have been admitted to the program. In Fall 2012, CSD had 20 more UG majors compared to Fall 2011.

Faculty: Effective Fall 2013, CSD will have 3 Assistant Professors, 1 Associate Professor, and a half-time FERP faculty. Faculty hiring goals in the forthcoming years are to hire an Audiology faculty in AY 13-14 and a Speech-Language Pathology faculty in AY 14-15.

Administrative staff: CSD has two full-time speech-language pathologists and an ASC. Also, CSD pays for an ASA who works 28-32 hours a week.

Space: CSD will be looking to acquire two faculty offices and one additional lab/clinic space, as and when the opportunity arises, to meet the needs of projected faculty hires, student training, and clinical service delivery in compliance with HIPAA laws.

2. SUMMARY OF ASSESSMENT (about 1 page)

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) Master the foundational knowledge 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

Master of Science in Speech-Language Pathology

Students graduating with an M.S. in Speech-Language Pathology from California State University East Bay will:

- 1) Screen, assess and treat individuals with a variety of communicative disorders across the lifespan
- 2) Communicate and collaborate effectively with clients, families, and other professionals
- 3) Evaluate and apply clinical research, recognizing the need for evidence to support best practices in clinical service delivery
- 4) Consistently apply ethical professional standards, recognize and respect the limits of their professional preparation and clinical skills, and work effectively with other professionals
- 5) Demonstrate cultural competence and commitment to advocacy for persons with communicative disorders

Mapping to CSUEB Institutional Learning Outcomes:

Thinking and reasoning – SLOs 1, 3, 4

Communication – SLOs 2, 5

Collaboration – SLO 2

Diversity – SLO 5

Specialized Education – SLOs 1, 2, 3, 4, 5

B. Program Student Learning Outcome(s) Assessed

The assessment conducted in CSD was most closely related to Undergraduate SLO 1 (mastering foundational knowledge).

C. Summary of Assessment Process

We assessed student utilization of various advising tools available in the department, with the goal of identifying current patterns and the optimal way to lead students through appropriate class sequences in the CSD major. To this end, we created a student survey to assess efficiency and accuracy of advising, and student perceptions about facilitators and barriers to advising. The survey was created on SurveyMonkey and a link was sent to all current undergraduate students in the major, as well as all current graduate students. About 68 students (39 % of combined undergraduate and graduate enrollment) responded to the survey.

D. Summary of Assessment Results

According to the results of the survey, 90% of respondents use the department website at least once a quarter for advising information, about 50% use the Clinic Handbook, about 45% use the CSUEB catalog and about 45% get information from a faculty advisor at least once a quarter. Approximately 60% of respondents reported wanting access to better, more accurate and more timely advising, with primary complaints being lack of 2-year roadmaps of required classes, inconsistency in advising across advisors, and limited availability of faculty advisors. To respond to some of these concerns, CSD will be releasing 2-year roadmaps for all student cohorts no later than June 21st, 2013. We are also modifying the timing and format of initial advising sessions and designating specific group and individual advising roles. These changes will be implemented effective Fall quarter 2013. Subsequently, we will use the same survey to re-assess student access to academic advising by the end of AY 2013-2014.

3. STATISTICAL DATA (about 1 page)

California State University East Bay: APR Summary Data Fall 2008 – Fall 2012

Communicative Sciences & Disorders	Fall Quarter				
	2008	2009	2010	2011	2012
A. Students Headcount					
1. Undergraduate	55	81	68	61	81
2. Postbaccalaureate	11	18	10	4	0
3. Graduate	118	104	99	104	95
4. Total Number of Majors	184	203	177	169	176
	College Years				
B. Degrees Awarded	07-08	08-09	09-10	10-11	11-12
1. Undergraduate	5	12	29	25	19
2. Graduate	29	35	37	33	27
3. Total	34	47	66	58	46
	Fall Quarter				
	2008	2009	2010	2011	2012
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	4	4	4	3	4
2. Part-Time	0	0	1	2	0
3a. Total Tenure Track	4	4	5	5	4
3b. % Tenure Track	50.0%	50.0%	55.6%	71.4%	66.7%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	4	4	4	2	2
6a. Total Non-Tenure Track	4	4	4	2	2
6b. % Non-Tenure Track	50.0%	50.0%	44.4%	28.6%	33.3%
7. Grand Total All Faculty	8	8	9	7	6
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	3.3	1.7	3.1	3.7	3.0
9. Lecturer FTEF	1.0	0.5	1.8	0.8	0.6
10. Total Instructional FTEF	4.3	2.2	4.9	4.6	3.6

Lecturer Teaching					
11a. FTES Taught by Tenure/Track	91.3	66.3	73.5	80.1	80.4
11b. % of FTES Taught by Tenure/Track	73.5%	54.5%	60.8%	78.1%	73.5%
12a. FTES Taught by Lecturer	33.0	55.3	47.3	22.5	28.9
12b. % of FTES Taught by Lecturer	26.5%	45.5%	39.2%	21.9%	26.5%
13. Total FTES taught	124.3	121.7	120.8	102.5	109.3
14. Total SCU taught	1865.0	1825.0	1812.0	1538.0	1640.0
D. Student Faculty Ratios					
1. Tenured/Track	27.4	38.3	23.5	21.5	26.8
2. Lecturer	33.0	118.5	26.3	26.8	48.8
3. SFR By Level (All Faculty)	28.7	55.3	24.5	22.4	30.4
4. Lower Division	.	.	31.8	31.3	48.0
5. Upper Division	43.8	77.9	27.8	24.4	26.8
6. Graduate	19.6	37.5	20.3	19.9	29.3
E. Section Size					
1. Number of Sections Offered	17.0	20.0	19.0	20.0	15.0
2. Average Section Size	40.9	33.4	33.5	28.1	39.2
3. Average Section Size for LD	0.0	0.0	48.0	47.0	72.0
4. Average Section Size for UD	54.2	40.3	36.8	29.0	44.3
5. Average Section Size for GD	27.7	22.4	27.7	25.1	31.2
6. LD Section taught by Tenured/Track	0	0	1	1	1
7. UD Section taught by Tenured/Track	4	4	3	4	3
8. GD Section taught by Tenured/Track	8	6	8	8	4
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	3	7	4	3	1
11. GD Section taught by Lecturer	2	5	4	5	7