



**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	2013-2014
Department Chair	Nidhi Mahendra
Date Submitted	5/23/2014

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

<p>Goal 1: Implementing a strategic plan for continuity in department leadership. Changes since last report: Current chair (Mahendra) is serving Year 2 of a 3-year term. It is anticipated that a tenured faculty member will be named chair for a subsequent 3-year term in W 2015.</p> <p>Goal 2: Increasing the number of full-time TT faculty in the department. Changes since last report: The department conducted a search for a TT faculty in AY 2013-14 which did not result in a successful hire for a faculty member with an Audiology specialization. The department has been granted another search in AY 2014-15 and has recently appointed a search committee comprised of existing faculty. The TT search being conducted in AY 2014-15 is a Speech-Language Pathology position with emphasis in voice and speech science.</p> <p>Goal 3: Enhancing graduate student advising for completion of coursework and clinical practicum sequencing Changes since last report: Current faculty advising roles have been clearly delineated with faculty being assigned entire cohorts of undergraduates or graduates. Individual advising is being done only for graduate students, and by exception for undergraduates. Current FERP faculty (Peppard) will transition out of his role as graduate coordinator. He will work to train the next graduate coordinator (Dukhovny). The department's attempts to assess advising efficacy and enhance its advising processes are reflected below: - AY 2013-14: Department-wide advising survey conducted; results assessed and discussed. Advisor assignments altered in response to the survey with debriefing to students - AY 2013-14: Two-year roadmaps for all students posted in July each year to provide students self-advising tools. Regular emails sent from the department chair to provide program-wide advising -AY 2014-15: The department is exploring a pilot program to hire temporary individuals to assist with undergraduate advising.</p> <p>Goal 4: Ensuring stability in curricular planning and offering coursework</p>
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Changes since last report: All courses were offered in the AY 2013-14, with the exception of Neuroanatomy (SPPA 4869) for which a qualified teacher could not be found in Fall 2013. This situation has been remedied and this course will be offered in Fall 2014. Two important developments have been offering of a new graduate elective on School-based Issues in Speech/Language Pathology (SPPA 6999 in Spring 2014); 2 two-unit seminars being offered in Summer 2014 (Dementia-SPPA 6225; Seminar in SLP –Articulation Disorders-SPPA 6040) to broaden the topic coverage for graduate students and to address the human lifespan.

Goal 5: Improving consistency in tracking of student performance in clinical practicum
Changes since last report: CSD was awarded an IREE grant in AY 2013-14 to fully digitize its clinical training set-up and this project was completed in Winter 2014. This will improve clinician access to digital records of therapy sessions, enhance faculty supervisor overview of clinical and provide better real-time feedback to student clinicians. In AY 2013-14, changes also were made to our Clinical Training Manual (published on the department website) to support student learning.

B. Five-year Review Planning Goals Progress

See above updates and Changes since last report, specific to each key goal in our 5-year Plan.

C. Program Changes and Needs

Curriculum: CSD is in good shape with curriculum needs but must hire a new faculty member with specialization in speech science, voice disorders, and expertise in medical speech-language pathology to continue to offer all courses.

Resources (Faculty, Staff, Space, Equipment): CSD urgently seeks to hire a new TT faculty member in AY 2014-15, given our prior unsuccessful search, and a forthcoming reduction in FERP time for Dr. Peppard (reducing to ¼ time FERP effective Fall 2014). CSD currently needs more space for clinical service delivery, instructional lab space for its basic science courses, and faculty office space for future hires and part-time lecturers. Grant requests have been submitted for renovation/construction requests as well to the Provost's Office.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

See attached curriculum map; reflecting ILOs, Program SLOs, and external accreditation standards (ASHA and CA Commission on Teacher Credentialing)

B. Program Student Learning Outcome(s) Assessed

Students graduating with an M.S. in Speech-Language Pathology will be able to:

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.

Students graduating with a B.S. in Speech-Language Pathology will be able to:

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.

CLASS FACT-CSD Project 2013-14: The assessment conducted in CSD was most closely related to Undergraduate SLO 2 (Integrate knowledge from basic and behavioral sciences and humanities with contemporary theory and practice in speech-language pathology) and Graduate SLO 1 (Screening, assessment and treatment of individuals with a variety of communication disorders across the lifespan) above.

C. Summary of Assessment Process

Graduate students in the program are assessed in the following ways:

-GPA in the major; Clinical Practicum evaluations at mid-quarter and end-of-quarter (for every qtr of practicum); Internship evaluations at mid-quarter and end-of quarter (for last 2 quarters in the program), Competency Portfolio (submitted in last quarter of program), Performance on Master's Comprehensive Examination, Performance on National PRAXIS examination, and Exit Interview. (In AY 2013-14; a program-wide survey was conducted to assess advising efficacy)

Undergraduate students are not assessed in the above ways – performance is tracked as follows:

-Letter Grade in 3 initial science-based courses (SPPA 3855-Phonetics, SPPA 3859-Introduction to Audiology, SPPA 3854: Anatomy & Physiology)- students not earning a B do not progress in the major
-GPA in the major – a GPA of 3.5 or greater earns students placement in Honors Clinic in the last quarter of their program.

CLASS FACT-CSD Project 2013-14: In AY 2013-2014, we assessed levels of instruction and student performance in topics related to children's development of literacy, over the years 2011-2014. (Literacy acquisition is closely related to oral language development and is an instructional area required for accreditation by the CTC.) To this end, we collected data, per course, on percentage of instructional time spent on literacy, areas of literacy addressed, assignments where literacy was targeted and student grade averages on these assignments.

D. Summary of Assessment Results

Currently, CSD graduate majors outperform national averages (maintained and calculated by the American Speech Language Hearing Association) on national PRAXIS exam scores, on a standardized test taken in the quarter of completing graduate study. CSD graduates also have a superior job placement percentage success rate in the quarter of graduation, exceeding national averages.

Available Upon Request: Our biennial report for the CA CTC (for 2011-2013) and our ASHA Annual Report for 2014 (due August 1st, 2014) to reveal a detailed view of program assessment.

CLASS FACT-CSD Project 2013-14: We found that literacy instruction is embedded into twelve courses across the curriculum, including eight undergraduate and four graduate courses. In these courses, literacy instruction currently takes between 5-10% of instructional time and accounts for between 2-11% of the class grade. Literacy topics currently covered include:

- a) SLP scope of practice within literacy

- b) Oral language and literacy relationship
- c) Emerging literacy milestones
- d) Literacy acquisition across school age
- e) Assessing literacy skills via Response-to-Intervention (RTI)
- f) Facilitating pre-literacy (phonological awareness and oral narrative skills)
- g) Phonemic awareness and phonemic inventory
- h) Second language acquisition and biliteracy
- i) Supporting literacy through Augmentative / Alternative Communication
- j) Incorporating literacy and pre-literacy into therapy goals, activities and supports.
- k) Family training using literacy tools.

Literacy instruction is typically embedded into other topics within communicative disorders. Therefore, it makes sense that literacy-related skills of our students are assessed predominantly within the context of larger exams/assignments. Available data show that students appear to be passing the vast majority of these assignments, with average scores of around 90% in graded assignments and passing scores on pass/no pass assignments. Two assignments are devoted explicitly to literacy: an in-depth case study in our graduate course in Advanced Language Disorders and an assignment on supporting literacy through Augmentative/Alternative Communication in our graduate class in AAC. 100% of students have been passing both literacy-specific assignments in the reported years.

3. STATISTICAL DATA (about 1 page)

APR Summary Data Fall 2009 – 2013

Communicative Sciences & Disorders					
	Fall Quarter				
	2009	2010	2011	2012	2013
A. Students Headcount					
1. Undergraduate	81	68	61	81	106
2. Postbaccalaureate	18	10	4	0	0
3. Graduate	104	99	104	95	111
4. Total Number of Majors	203	177	169	176	217
	College Years				
	08-09	09-10	10-11	11-12	12-13
B. Degrees Awarded					
1. Undergraduate	12	29	25	19	6
2. Graduate	35	37	33	27	31
3. Total	47	66	58	46	37
	Fall Quarter				
	2009	2010	2011	2012	2013
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	4	4	3	4	3
2. Part-Time	0	1	2	0	2
3a. Total Tenure Track	4	5	5	4	5
3b. % Tenure Track	50.0%	55.6%	71.4%	66.7%	71.4%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	4	4	2	2	2
6a. Total Non-Tenure Track	4	4	2	2	2
6b. % Non-Tenure Track	50.0%	44.4%	28.6%	33.3%	28.6%
7. Grand Total All Faculty	8	9	7	6	7
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	1.7	3.1	3.7	3.0	2.5
9. Lecturer FTEF	0.5	1.8	0.8	0.6	0.9
10. Total Instructional FTEF	2.2	4.9	4.6	3.6	3.4
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	66.3	73.5	80.1	80.4	92.1
11b. % of FTES Taught by Tenure/Track	54.5%	60.8%	78.1%	73.5%	66.5%
12a. FTES Taught by Lecturer	55.3	47.3	22.5	28.9	46.3
12b. % of FTES Taught by Lecturer	45.5%	39.2%	21.9%	26.5%	33.5%
13. Total FTES taught	121.7	120.8	102.5	109.3	138.5
14. Total SCU taught	1825.0	1812.0	1538.0	1640.0	2077.0
D. Student Faculty Ratios					
1. Tenured/Track	38.3	23.5	21.5	26.8	36.8
2. Lecturer	118.5	26.3	26.8	48.8	51.1

3. SFR By Level (All Faculty)	55.3	24.5	22.4	30.4	40.6
4. Lower Division	0.0	31.8	31.3	48.0	39.6
5. Upper Division	77.9	27.8	24.4	26.8	35.1
6. Graduate	37.5	20.3	19.9	29.3	47.4
<i>E. Section Size</i>					
1. Number of Sections Offered	20.0	19.0	20.0	15.0	17.0
2. Average Section Size	33.4	33.5	28.1	39.2	46.2
3. Average Section Size for LD	0.0	48.0	47.0	72.0	77.0
4. Average Section Size for UD	40.3	36.8	29.0	44.3	59.5
5. Average Section Size for GD	22.4	27.7	25.1	31.2	34.1
6. LD Section taught by Tenured/Track	0	1	1	1	1
7. UD Section taught by Tenured/Track	4	3	4	3	4
8. GD Section taught by Tenured/Track	6	8	8	4	4
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	7	4	3	1	1
11. GD Section taught by Lecturer	5	4	5	7	8

Source and definitions available at:

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

