California State University, East Bay
Department of Communicative Sciences and Disorders

To: CAPR

From: Janet Patterson, Interim Chair

Date: March 2005

Re: Five-year Review

The Department of Communicative Sciences and Disorders (CSD) offers a Bachelor of Science degree in Speech Pathology and Audiology, and a Master of Science degree in Speech-Language Pathology. The program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-language-Hearing Association (ASHA) and by the California Commission on Teacher Credentialing (CTC).

In October 2003 CSD submitted an application for Reaccreditation to the CAA. This document is a 58 page response to programmatic questions posed by the CAA, and contains approximately 200 pages of Appendices. On May 27 and 28, 2004 a Site Visit Team from the CAA evaluated the department. Team members were Robert W. Quesal, Ph.D. (Chair), Carolyn Wiles Higdon, Ph.D., and Petrina Jackson, M.S. Following this visit the team wrote an extensive report detailing CSD's compliance with CAA Accreditation Standards, Program development and innovations, Program strengths, Program limitations and Recommendations. CSD provided a response to that report.

As a result of these activities CSD was reaccredited by the CAA for 8 years, beginning August 2004. This period is the maximum length of accreditation permitted. The documents that were prepared throughout the reaccreditation process are included as appendices in support of our request for 5 year review by CAPR.

CSD is currently accredited by the CTC, having completed reaccreditation activities in May 2002. The documents prepared for the CAA accreditation process in 1996 were included as part of the application to the CTC. Accreditation is for an eight year period beginning in 2002.

CSD respectfully requests that these documents be accepted for its 5 year review by CAPR.

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IV. Appended documentation on current and historical program review data

Department of Communicative Sciences and Disorders
Self-study

The Department of Communicative Sciences and Disorders (CSD) is housed in the College of Arts, Letters and Social Sciences. The program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) (see Appendices A – G) and by the California Commission on Teacher Credentialing (CTC). CSD is an academic and clinical program which prepares undergraduate students for graduate study or for careers related to communication disorders, and prepares graduate students for a Clinical Fellowship Year and for application for professional accreditation. Speech-language pathology is a growing profession nationwide and CSUEB graduates are sought after as employees. In recent years the employment rate for graduate students from CSUEB has been 100%. As a result of local, regional and national trends, applications to the SPPA major have increased significantly. CSD typically accepts a graduate class of approximately 30 students out of 150 or more applicants.

Response to CAA review

The CAA Site Visit Team and the CAA program review team were favorably impressed with the CSD academic and clinical programs. In the CAA Initial Observations document (Appendix B) several questions were posed by the review team, and which were subsequently answered to the satisfaction of the CAA Site Visit Team in their report (Appendix D, pg. 11, Item E). The Site Visit Team identified four recommendations and five limitations (Appendix D, pg. 11, Items D and C respectively) and the CAA review team identified six areas of comment and concern (Appendix G). These recommendations, limitations, and comments and concerns guide the current program review.

CAA Recommendations

The four recommendations from the Site Visit Team report are addressed in the response document following the CAA Site Visit Team report (Appendix E). In essence, CSD acknowledged the recommendations and described plans for action. *Updates* (since August 2004) to those actions are presented in the following paragraphs.

Summary – II.D. bullet 1. *Recommendation:* The program should work with the administration to identify and begin to implement better short-term solutions to space issues. *Update -* CSD is in the process of finishing MB 1593 for student use. Some storage items have been delivered and a faculty and student "interior decorating committee" has been established to complete the design and placement of additional furniture. Students currently use the room even though it is incomplete. Recently CSD received $6500 from ALSS Dean Reimonenq, which is dedicated to this room to furnish an audio-visual lab for student use in clinical assignments, and a bank of lockers for student storage of personal items. Interim Chair, Janet Patterson, has met with faculty from sister CSU CSD programs for advice on designing an audio-visual lab as these programs recently installed similar systems. Steve Main, ALSS Director of Information Technology, will meet with faculty and staff to implement the design.

Renovation of the Speech and Hearing Laboratory is complete, as is installation of the desk in the reception area. Shortage of space remains a serious issue in CSD and will be a continual focus in the coming five years.

Summary - II D. bullet 2. *Recommendation:* The program should re-implement a formal procedure to survey alumni and employers annually.
Update - CSD continued with the process of alumni and employer surveys during 2004 – 2005 and the data are currently being analyzed. In general, the data show positive perceptions of the academic and clinical programs in CSD. Please refer to *Results of programmatic surveys* (page 5 in this document) for additional information. In spring quarter 2005 CSD received $2000 in assessment funds from ALSS to assist in survey preparation and data analysis.

Summary - II D. bullet 3. *Recommendation:* The program should continue to examine the curriculum to determine ways to strengthen emphasis in areas currently more limited in presentations.
Update - CSD is engaged in extensive curriculum review in response to two factors: changing certification standards from ASHA, and a curriculum that had been stable for many years. This process will continue throughout AY 2005-2006 and is expected to result in an increased number of offerings of courses currently in the CSD catalogue, and creation of new courses. Two actions that have occurred to date are approval by the ALSS Curriculum Subcommittee of static rather than variable unit credit for clinical practicum courses, and submission of two General Education Courses.

Summary – II.D. bullet 4. Recommendation: The program should consider a mechanism to "calibrate" advisors with a basic script for advising that will provide the students consistency they receive advising from different faculty.
Update - CSD acknowledged this recommendation and addressed it immediately. In Fall Quarter 2004 Robert Peppard, Graduate Coordinator, prepared an Advising Document (Appendix H) for faculty advisors. One faculty meeting was devoted to discussion of this process and resources for faculty to use to calibrate advising.

CAA Program limitations

The five limitations identified in the Site Visit Team report (Appendix E, page 11, Item C). are addressed in the response document following the CAA Site Visit Team report (Appendix E). CSD acknowledged the limitations but holds a different opinion about some of the limitations (refer to comments regarding limitations in Appendix E). CSD reviewed the limitations and described plans for action, as appropriate. *Updates* (since August 2004) to those actions are presented in the following paragraphs. Limitations are addressed in topical order not numerical order.

II. Summary. C. Program Limitations. bullet 2 *Limitation:* There is a question regarding how AAC, technology and multicultural issues are being addressed in the curriculum (Std. 3.1, 3.2), *and* II Summary. C. Program Limitations. bullet 4. *Limitation*: Students expressed concern with how multicultural issues are addressed in the curriculum (Std. 3.2).
Update - CSD does not agree with this position as a limitation, as is evident from the response in Appendix E (page 2). The SPPA course presenting course content in diversity and which is currently in the CSD catalogue, was offered in summer 2004. CSD is considering increasing the regularity of offering the diversity course in future years. The SPPA course in augmentative and alternative communication will be offered in summer 2005, consistent with the every-other-year plan that has been in place for several years.

II. Summary. C. Program Limitations. bullet 1 *Limitation:* Space appears to be inadequate (Std. 5.2).
Update – Please refer to the section titled Summary – II.D. bullet 1 under *CAA Recommendations* in this document and to Appendix E (pages 4 and 6). In addition to information contained in these sections CSD has engaged in discussions with ALSS Dean Reimonenq to acquire additional space upon completion of the Wayne and Gladys Valley Business and Technology Center.

Summary – II.C. Program Limitations. bullet 1. *Limitation:* A/V equipment for observation is outdated (Std. 5.2).
Update – Please refer to Appendix E (page 4). CSD recently received $40,000 from ALSS Dean Reimonenq to update the audio-visual equipment for observation. Interim Chair Janet Patterson met with colleagues in two sister CSU CSD programs to review their recently installed computerized video observation systems. Steve Main, ALSS Director of Information Technology, will be meeting with CSD faculty and staff to begin the design and implementation process.

Summary – II.C. Program Limitations. bullet 3. *Limitation:* Advising appears to be inconsistent; University policies allow a student to enroll in classes without meeting with advisors (Std. 4.4).
Update – Please refer to Summary – II.D. bullet 4 under *CAA Recommendations* in this document and Appendix E (page 4).

Summary – II.C. Program Limitations. bullet 5. *Limitation:* There is a question about how regularly alumni and employers are surveyed (Std. 1.6).
Update – Please refer to Summary - II D. bullet 2 under *CAA Recommendations* in this document and Appendix E (page 4).

CAA Comments and Concerns

The six comments and concerns identified by the CAA in Appendix G will be addressed in the annual report to CAA due in September 2005. *Updates* (since August 2004) to those actions are presented in the following paragraphs. The comments and concerns are addressed in numerical order.

Standard 1.4 – Chair.
Update – Janet Patterson has applied for reappointment as Interim Chair for 2005-2006. She has also applied for tenure and promotion within CSUEB; if granted she will likely become Chair rather than Interim Chair.

Standard 1.6 – Assessment
Update – Please refer to Summary – II.D. bullet 4 under *CAA Recommendations* in this document; Summary – II.C. Program Limitations. bullet 5 under *CAA Program limitations* in this document; and Appendix E (page 4). CSD revised the formative and summative assessment documents to address the change in ASHA assessment procedures from course-based assessment to competency-based assessment (please refer to Appendix X within Appendix A; and Appendices 6 and 7 within Appendix D). Formative and summative assessment has been the recent focus of the department; programmatic assessment will be the focus in the coming five years.

Standard 2.1 – Certification
Update – This individual no longer supervises for CSUEB CSD.

Standard 2.2 - Faculty
Update – Please refer to Appendix E, page 7, *Faculty complement.* CSD was granted a tenure track position search in September 2004 and successfully filled that position in April 2005. In March 2005 CSD received the unexpected, midyear resignation of a faculty member and has been granted immediate approval for a replacement search. Advertisements have been placed and recruitment is underway. CSD submitted a request for a tenure track faculty position in April 2005. If successful, the addition of this faculty member will greatly enhance both the academic and clinical professional programs, the ability to offer general education courses CSD wishes to initiate, and position CSD to offer course at the Contra Costa Campus..

Standard 4.4 – Advising
Update – Please refer to Summary – II.D. bullet 4 under *CAA Recommendations* in this document; Summary – II.C. Program Limitations. bullet 3 under *CAA Program limitations* in this document*;* Appendix E (pages 4 and 6); and Appendix H.

Standard 5.2 – Space
Update – Please refer to Summary – II.D. bullet 1 under *CAA Recommendations* in this document; II. Summary. C. Program Limitations. bullet 1 under *CAA Program limitations* in this document; and Appendix E (pages 4 – 7).

Results of programmatic surveys

CSD conducted two sets of surveys in 2004 – 2005: *Client Evaluation of Services* and *Alumni Survey*. The results and analyses of these survey data appear in Appendices I – L.

Client Evaluation of Services

The *Client Evaluation of Services* is administered at the end of each quarter. In this survey clients rate aspects of service delivery such as knowledge and skills of the clinician, professionalism of the staff, cost of services, and logistic aspects of the speech and hearing clinic. This survey is an indirect program evaluation, in that in order to rate high on survey items overall, clinicians must provide quality services to clients. Quality services derive in large part from a successful educational program.

Analysis of the ratings showed that with the exception of the category, "General Services", 90% or better of all responses to all questions were in the *excellent* or *good* areas. The two major complaints in the General Services category were parking facilities and restroom facilities. Both matters were brought to the attention of Dean Reimonenq and other appropriate university personnel, and have been resolved (please refer to Appendix K, page 3). The results of these surveys suggest that clients are satisfied with the product and operation of the CSD Speech and Hearing Clinic.

Alumni Survey

The *Alumni Survey* (Appendix L) was sent to CSD alumni from 2000 – 2004. The survey asked respondents to rate their perceptions of professional preparation in academic and clinical areas by disorder area. For example, respondents were asked to rate academic and clinical preparation in child language disorders. The analysis of respondent data shows that alumni rated preparation as very strong or strong for most areas of interest. Two areas of weakness were noted by alumni, and action plans to address their concerns are presented in Appendix L. The faculty and staff are in the process of updating the survey form to conform to the ASHA KASA form (please refer to Appendix X within Appendix A for the competency-based KASA form).

CSD Program Statistics

Data on CSD student enrollment, FTES, degrees awarded, and similar statistics are summarized below and appear in Appendices M – P. CSD has shown steady growth in all areas of measurement from CSUEB Academic Planning Data Base. As of Fall Quarter 2004 CSD has 147 majors (45 undergraduate student and 102 graduate students).

Summary program data

CSD has increased FTES and SFR steadily through the years with a stable (or in one year reduced) FTEF, showing that CSD is educating more students in a more efficient manner than ever before. The following tables illustrate this point. We anticipate an increase in FTES with the new faculty member in Fall 2005, and hopefully, again with a new faculty member in Fall 2006. Please note that although CSD met its target FTES for the year, FTES in Spring Quarter 2005 were lower than expected due to a course cancellation because of an unexpected midyear faculty resignation.

Historical data – Annualized FTES

	1985-86	1988-89	2002-03	2003-04	2004-05
FTES	27.5	36.2	81.8	104.0	112.9*
SFR	9.5	13.9	14.52	24.6	-

 * FTES lower spring quarter due to course cancellation because of midyear faculty
   resignation; all other quarters exceed 2003-2004 FTES

Historical Data – Fall FTES

	2000-01	2001-02	2002-03	2003-04	2004-05
FTES	80.0	81.5	75.89	105.1	130.9
SFR	17.5	18.8	15.7	24.6	29.5

Current Data – 20045 - 2005

FTES Target	Annualized FTES	FTES Summer	FTES Fall	FTES Winter	FTES Spring
91	112.9	18.1	118.9	104.6	97.0*

 * FTES lower spring quarter due to course cancellation because of midyear faculty
   resignation; all other quarters exceed 2003-2004 FTES

Summary Clinical Data

CSD operates a diagnostic and treatment clinic during four quarters each year. The clinical program has grown along with the academic program. Across the end of their undergraduate program and their entire graduate program student clinicians register for several practicum experiences; four treatment clinics, one speech diagnostic clinic, one audiology diagnostic clinic, and two clinical internships. Students begin their clinical practicum on campus in the CSD Speech and Hearing Clinic, and gradually move to off campus experiences.

The table below shows the changes in enrollment in the clinic in terms of the number of clients served per quarter and the number of students enrolled in practicum. These data show the substantial clinic growth in the past years. All faculty supervise in the clinic and CSD hires supervisors to supplement its supervisory needs. These data do not include the Clinical Internship placements which are off campus and which faculty supervise, currently as assignment overload. Approximately 15 students per quarter are in internship placements in the Bay Area hospitals and schools.

	1984-85	**2004-05**
Clinician/Client pairs	Average 32 per quarter	Average 80 per quarter
Students enrolled in clinic	Average 15 per quarter	Average 60 per quarter

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Measurements from CSUEB Academic Planning Data Base

Several reports from the CSUEB Academic Planning Base are offered to support the continued growth of CSD and viability as an undergraduate and graduate major.

CSUEB APR Summary Data

Appendix M shows CSUEB APR Summary Data from Fall 2000 – Fall 2004. The total number of majors has increased, predominantly due to an increase in graduate students. Typically the number of undergraduate majors increases in Winter and Spring Quarters as individuals identify themselves as majors. The number of tenure track faculty has remained stable, as has the number of lecturers in the department. The majority of FTES are generated by Full-time Faculty. Of note in this table is the steady increase in SFR. This is accounted for by the increase in number of sections offered without an increase in faculty. These data support the growth of the major.

Term FTES

Appendix N shows Term FTES for the academic years 2003 – 2003 and 2003 – 2004. Comparing across years and across terms, the data show a steady increase in FTES. That pattern has continued through 2004 – 2005, with the exception of Spring Quarter 2005, as noted above.

Student Faculty Ratio

Appendix O contains data from the Academic Program Review comparing Fall Quarter statistics from Fall 2000 through Fall 2004. These data support the pattern of continued growth, showing an increase in FTES across Fall Quarters, stable FTEF, and increasing SFR. CSD used these data to support the request for additional tenure track faculty positions.

Course History by Quarter

Appendix P shows comparative Course History by Quarter data for Fall 2000 through Fall 2004. In all quarters the Average section size has increased across the years. For example, in Fall Quarter, the average section size was 24.0 in 2000, 20.1 in 2001 and increased to 36.8 in Fall Quarter 2004. The number of sections was slightly variable across the years, however enrollment steadily increased.

Five Year Plan

CSD has set seven goals for itself for the next five years. Comments from the CAA, the CTC and internal department self study have guided the process and product of this activity. The goals for CSD are listed below. Actions taken toward some of these goals were described earlier in this document.

1. Acquire additional clinic space. Specifically, acquire in MB at least four additional individual treatment rooms, one large room for an Augmentative and Alternative Communication Device Laboratory, one room for adult group treatment, one faculty office, and two rooms for experimental laboratory space.

2. Successfully hire an audiology faculty member (tenure track search approved) and a tenure track speech-language pathology faculty member (search requested).

3. Improve the quality and regularity of program assessment activities.

4. Increase the number of administrative support staff in the department by one.

5. Replace the audio-visual observation system with an updated system.

6. Increase FTES through additional course offerings. Some examples of ways to offer more courses are increase the number of sections of introductory courses, offer some courses at the CSUEB Contra Costa Campus, and add General Education Courses.

7. Complete the curriculum revision initiated in 2004-2005.