

**Department of Communicative Sciences and Disorders**  
**CAPR Annual Report 2010-2011**  
**March 08, 2011**

**Self-Study**

**I. Student portfolios:**

CSD has used student competency portfolios for seven 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 as a speech-language pathologist. 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 Management. This course is typically the last academic course to be taken in the Department and contains the capstone experience. The course instructor (currently the Department Chair) reviews and approves each graduate student's electronic portfolio. In addition, the Chair meets with each student during an exit interview to a) review student's completion of academic and clinical preparation and, b) to sign state licensure/credential and national clinical certification paperwork. 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 all students in the introductory CSD courses and each 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. 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 treat clients who possess speech, language, and/or hearing disorders.

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

**Note: CSD is currently preparing for ASHA re-accreditation in 2011-12. New goals will be developed in the fall of 2012 following the ASHA 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, which will make the University ADA compliant. These include: a) the restrooms in the CSD hallway to be converted to handicapped accessible; b) the placement of benches with armrests along the hallway leading to the CSD Clinic from the parking lot for clients who have difficulty ambulating; and c) handrails to be installed along the brick steps leading to the west entrance of the MB building. It is anticipated these projects will be completed by the end of the 2011 spring or summer quarter.

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 2008-09 academic year. The Department was successful in the search. The candidate was given a one-year professional leave and a one-year extension. She taught one course on-line in spring 2010 and began 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. During the 2010-11 academic year, CSD added additional surveys using Survey Monkey in preparation for ASHA accreditation. These included alumni surveys, and student surveys to determine satisfaction with advising and courses taken in the department and ways to improve.

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 will be re-visited in spring 2011.

**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.

**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 the spring quarter 2012 as the new curriculum is phased in.

**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. 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 its 5-year review with ASHA accreditation in 2012-13. New goals will be developed following the spring 2012 ASHA site visit report along with the Department's self-study report which is being completed during the 2010-11 academic year in preparation for ASHA accreditation.

**California State University, East Bay**  
**APR Summary Data**  
**Fall 2005 – 2009**

<b>Communicative Sciences &amp; Disorders</b>					
	<b>Fall Quarter</b>				
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>A. Students Headcount</b>					
1. Undergraduate	45	48	34	55	81
2. Postbaccalaureate	4	7	9	11	18
3. Graduate	100	111	115	118	104
4. Total Number of Majors	149	166	158	184	203
<b>College Years</b>					
<b>B. Degrees Awarded</b>					
	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
1. Undergraduate	12	16	22	5	12
2. Graduate	26	34	34	29	35
3. Total	38	50	56	34	47
<b>Fall Quarter</b>					
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>C. Faculty</b>					
<b>Tenured/Track Headcount</b>					
1. Full-Time	4	6	5	4	4
2. Part-Time	0	0	0	0	0
3a. Total Tenure Track	4	6	5	4	4
3b. % Tenure Track	66.7%	100.0%	71.4%	50.0%	50.0%
<b>Lecturer Headcount</b>					
4. Full-Time	0	0	0	0	0
5. Part-Time	2	0	2	4	4
6a. Total Non-Tenure Track	2	0	2	4	4
6b. % Non-Tenure Track	33.3%	0.0%	28.6%	50.0%	50.0%
7. Grand Total All Faculty	6	6	7	8	8
<b>Instructional FTE Faculty (FTEF)</b>					
8. Tenured/Track FTEF	4.0	6.0	4.9	3.3	1.7
9. Lecturer FTEF	0.5	0.0	2.1	1.0	0.5
10. Total Instructional FTEF	4.5	6.0	7.0	4.3	2.2
<b>Lecturer Teaching</b>					
11a. FTES Taught by Tenure/Track	99.5	131.2	99.2	91.3	66.3
11b. % of FTES Taught by Tenure/Track	81.9%	100.0%	84.4%	73.5%	54.5%
12a. FTES Taught by Lecturer	22.0	0.0	18.3	33.0	55.3
12b. % of FTES Taught by Lecturer	18.1%	0.0%	15.6%	26.5%	45.5%
13. Total FTES taught	121.5	131.2	117.5	124.3	121.7
14. Total SCU taught	1823.0	1968.0	1762.0	1865.0	1825.0
<b>D. Student Faculty Ratios</b>					
1. Tenured/Track	24.9	21.9	20.3	27.4	38.3
2. Lecturer	40.7	0.0	8.7	33.0	118.5
3. SFR By Level (All Faculty)	26.8	21.9	16.8	28.7	55.3

4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	32.3	31.8	32.9	43.8	77.9
6. Graduate	22.2	14.6	10.0	19.6	37.5
<b><i>E. Section Size</i></b>					
1. Number of Sections Offered	17.0	20.0	19.0	17.0	20.0
2. Average Section Size	34.4	35.2	34.8	40.9	33.4
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	38.3	39.8	45.0	54.2	40.3
5. Average Section Size for GD	27.5	28.0	23.0	27.7	22.4
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	7	9	8	4	4
8. GD Section taught by Tenured/Track	6	10	8	8	6
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	2	0	1	3	7
11. GD Section taught by Lecturer	2	0	3	2	5

Source and definitions available at:

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