

California State University East Bay

DESIGNATION CODE: **2005-06 CAPR 11**

DATE SUBMITTED: November 15, 2005

TO: The Academic Senate
FROM: The Committee on Academic Planning and Review (CAPR)
SUBJECT: Five-Year Program Review for the BS degree in Speech Pathology and Audiology, and a Master of Science degree in Speech-Language Pathology
PURPOSE: For Approval by the Academic Senate

ACTION

REQUESTED: Acceptance of the Five Year Program Review of Bachelor of Science degree in Speech Pathology and Audiology and the Master of Science degree in Speech-Language Pathology and the continuation of the programs without modification

BACKGROUND

INFORMATION: 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 degree programs are designed to provide preprofessional training in the areas of speech-language pathology and audiology to prepare them: to serve the needs of persons with communication disorders and their families, to develop sensitivity toward culturally diverse and disabled populations and to foster skills that lead to successful citizenship in an increasing complex society. These programs are accredited by the Council on Academic Accreditation (CAA) of the American Speech-language-Hearing Association (ASHA) and by the California Commission on Teacher Credentialing (CCTC).

The Department of Communicative Sciences and Disorders consists of five full time faculty members, part time lecturers, a Director of Clinical Services and a Director of Special Programs. During the 2004-2005 academic year two searches (one replacement and one new line were filled.) A faculty search will be completed during the 2005-2006 academic year and a second search has been approved for the 2006-2007 year. In Fall Quarter 2004, the quarter with the most recent statistics, the department had 147 majors (45 undergraduate student and 102 graduate students). The CSD is educating more students in an efficient and effective manner as evidenced by an FTES of 130.9 and a SFR of 29.5. These figures represent a consistent increase in both FTES and SFR since the 200-2001 academic year.

During the 2003-2004 academic year the BS and MS programs in the CSD were reviewed by the CAA for the purposes of reaccreditation. The reaccreditation process included an evaluation of materials submitted, an onsite visit, a report of findings and the CSD response to the findings. As a result of these activities CSD was reaccredited by the CAA for 8 years, the maximum length of accreditation permitted, beginning August 2004. The CSD is also accredited for an eight year period by the CCTC, having completed reaccreditation activities in May 2002.

The department would like to expand its offerings to accommodate the growing demand for the program including offering more slots and expanding the major at the Contra Costa campus. This expansion cannot occur without additional permanent faculty. The department has expanded its collection of assessment data at to include graduates and employers as well as current students.

The Department of Communicative Sciences and Disorders continues to refine the quality of the experiences students while completing the bachelor's and/or master's programs. However, this cannot be accomplished with out the addition of faculty. CAPR supports the search requests in the areas of audiology and speech pathology. University support is needed in order to develop state of the art laboratory and treatment facilities for students and the clients that they serve in the clinic.

Date of the Program's next Academic Review: The next CAPR review will be in 2009-2010.

Additional Background:

Overview description of the program: The primary mission of the undergraduate and graduate programs in Speech-Language Pathology and Audiology is to provide students preprofessional training in the areas of speech-language pathology and audiology to prepare them: to serve the needs of persons with communication disorders and their families, to develop sensitivity toward culturally diverse and disabled populations and to foster skills which lead to successful citizenship in a complex society. Students take classes in normal and abnormal speech, language, and hearing processes and human development from infancy to the aged, and presented from biological, psychological, linguistic and sociological points of view. The Bachelor of Science in Speech Pathology and Audiology is intended to prepare students to pursue advanced professional training in speech-language pathology or in related disciplines such as deaf studies or audiology through coursework, clinical observation, and limited clinical experience. The Master of Science degree in Speech-Language Pathology prepares students through advanced course work, laboratory experiences, and internal and external field experiences for professional employment as a speech language pathologist.

With relatively small classes and teaching as a major emphasis of faculty members, the major involves a considerable amount of individualized instruction.

Overview of the documents submitted to CAPR: As required, the report to CAPR included a self study; plan for the degree programs; program assessment plan; outside review and a departmental response. There is also a discussion and outcomes of tenure track searches, enrollment and graduation data.

Five-Year Program Review/Self-Study (AY2004-2005)

- Summary of supporting data
 - Supporting data includes program evaluation based on the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) and the California Commission on Teacher Credentialing (CTC). Data is reported from their application for reaccreditation report to the Council of Academic Accreditation of the American Speech Language Hearing Association, Council on Academic Accreditation initial observations, response to the CAA initial observations, and the CAA site visit report
 - Total program evaluation: The Communicative Sciences Disorders program received a full eight years of accreditation by the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Association (ASHA) in May 2004.
 - Additional data included an advising discussion (fall 2004), an alumni survey analysis (2004), and client evaluation of services (fall 2003, winter 2004, spring 2004).
 - Student performance: Passage of the The National Examination for Speech-Language Pathology and Audiology (NESPA) is required for licensure. The success rate for master's graduates is 95%. The master's program completion rate is over 93%.

Council on Academic Accreditation of the American Speech-Hearing Association (outside reviewer) Comments & the Department's Response

- On May 27 and 28, 2004 a Site Visit team from the Council of Academic Accreditations (CAA) evaluated the Department. The team composed of Robert W. Quesal, Ph.D. (Chair), Carolyn Wiles Higdon, Ph.D. and Petrina Jackson M.S. conducted interviews, the reviewed documents and toured the program facilities. Their findings were presented in the form of a

detailed report. The Site Review Team identified four recommendations and five limitations. In addition the team recorded six comments and concerns.

- The four recommendations from the Site Visit Team were addressed by the CSD. In essence CSD acknowledged the recommendations and described plans for action.
 - *The program should work with the administration to identify and begin to implement better short-term solutions to space issues.* 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. CSD received \$6500 from ALSS Dean Reimonenq, which is dedicated 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 in designing an audio-visual lab; Steve Main, ALSS Director of Information Technology will meet with faculty and staff to implement the design. The renovation of the Speech and Hearing Laboratory is complete, as is the installation of the desk in the reception area.
 - *The program should re-implement a formal procedure to survey alumni and employers annually.* CSD continued with the process of alumni and employer surveys during the 2004-2005 academic years and data was analyzed. In spring quarter CSD received \$2000 in assessment funds from ALSS to assist in survey preparations and data analysis.
 - *The program should continue to determine ways to strengthen emphasis in areas currently more limited in presentations.* CSD is engaged in extensive review in response to two factors: changing certification standards from ASHA, and a curriculum that has been stable for many years. This review will continue through AY 2005-2006 and expected to result in an increased number of offerings of courses and the creation of new courses.
 - *The program should consider a mechanism to "calibrate" advisors with a basic script for advising that will provide the students with consistency in advising received from different faculty.* In Fall Quarter 2004 Robert Peppard, Graduate Coordinator prepared an advising document for faculty advisors. A faculty meeting was devoted to the discussion of this process and resources for faculty to use to calibrate advising.

- The five limitations identified in the Site Visit Report were addressed by the CSD. However, the CSD held a different opinion about some of the limitations. CSD reviewed the limitations and described a plan of action.
 - *There is a question regarding how AAC technology and multicultural issues are being addressed in the curriculum; students expressed concern with how multicultural issues are addressed in the curriculum.* CSD does not agree with this position as a limitation. CSD had offered a course in diversity and is considering increasing the regularity of the course in future years. The course in AAC technology is offered every other year.
 - *Space appears to be inadequate.* CSD has engaged in discussions with Dean Reimonenq to acquire additional space upon completion of the Wayne and Gladys Valley Business and Technology Center.
 - *A/V equipment for observation is outdated.* CSD has received \$40,000 from Dean Reimonenq to update the audio-visual equipment for observation.
 - *Advising appears inconsistent: University policies allow a student to enroll in classes without meeting with advisors.* In Fall Quarter 2004 Robert Peppard, Graduate

Coordinator prepared an advising document for faculty advisors. A faculty meeting was devoted to the discussion of this process and resources for faculty to use to calibrate advising.

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- The CSD responded to the six comments and concerns generated by the Site Visit Team.
 - *Chair.* Dr. Janet Patterson, formerly Interim Chair was tenured, promoted and now serves as the chair of the Department of Communicative Sciences and Disorders.
 - *Assessment.* CSD has revised the formative and summative assessment documents in order to address the change in ASHA assessment procedures from course based assessment to a competency based assessment. The CSD will focus on programmatic assessment during the next five years.
 - *Certification.* All supervisors hold appropriate credentials. The individual in question no longer supervises for the program.
 - *Faculty.* CSD was granted a tenure track position search and successfully filled that position in April 2005. A second search to replace a faculty member who unexpectedly resigned in March 2005 was implemented. CSD submitted a request for a tenure track search for the AY2005-2006. This position is pivotal to the growth of the program on the Hayward and Contra Costa campuses
 - The program has six full-time tenure/tenure track faculty and an additional faculty member on the FERP plan in Spring 2005.
 - In addition to the full time faculty there are six part time faculty and one member of the instructional staff.
 - *Advising.* CSD has instituted changes delineated in the sections above, to the advising process.
 - *Space.* CSD is in the process of acquiring additional space for program use. This process is delineated in the sections above.

Results of Programmatic Surveys

- Client Evaluation of Services
 - *The Client Evaluation of Services* survey is administered at the end of each quarter. Analysis of the ratings that with the exception of general services (parking, restrooms), 90% or better of all responses to questions were in the excellent or good areas.
- Alumni Survey
 - *The Alumni Survey* was sent to CSD Alumni from 2000-2004. Respondents were asked to rate their perceptions of professional preparation in academic areas by disorder area. The analysis of the respondent data indicated that alumni rated preparation as very strong for most areas of interest.
 - Students are polled after graduation about employment and the employment rate is typically 100%.
 - Faculty and staff are in the process of updating the survey form to conform to the ASHA KASA form.

CSD Program Statistics

- Program Data
 - Since 2000 the CSD has experienced continued growth. In 2000 the average section size was 20.1 and increased to 36.8 in fall 2004
 - An examination of their program data in 2004-2005 indicated that the student faculty ratio (SFR) is 24.6 and the full time equivalent students FTES is 130.9. As of Fall Quarter 2004 the CSD had 147 majors (45 undergraduate and 102 graduate students).

- 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.
- The steady increase in SFR is accounted for by the increase in number of sections offered without an increase in faculty.
- Clinical Data
 - CSD operates a diagnostic and treatment clinic during four quarters each year. The clinical program has grown along with the academic program.
 - The number of clinician/client pairs has increased from 32/quarter in 1984-1986 to 80/quarter in 2004-2005.
 - The number of students enrolled in the clinic increased from 15/quarter in 1984-1986 to 60/quarter in 2004-2005.

Five Year Strategic Plan (2004-2009) CSD has set seven goals for the next five years. Comments from the CAA, CTC and internal department self study have guided the process and product of the activity. The goals for CSD are presented below. Actions towards these some of the goals were described in the Recommendations from the Site Visit Team in the previous section.

- Program Infrastructure
 - Acquire additional clinic space. Specifically, acquire in the Music Building (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.
 - Successfully hire an audiology faculty member (tenure track search approved) and a tenure track speech-language pathology faculty member (search requested).
 - Improve the quality and regularity of program assessment activities.
 - Increase the number of administrative support staff in the department by one.
 - Replace the audio-visual observation system with an updated system.
 - Increase the FTES through additional course offerings. Some examples of ways to offer more courses are to increase the number of sections of introductory courses, offer some courses at the CSUEB Contra Costa (Concord) campus, and add General Education Courses.
 - Complete the curriculum revision initiated in 2004-2005.
 - Over the next four years the faculty anticipates the need to spend upwards of \$20,000 to bring laboratory equipment up to standard in terms of currency and adequacy of materials. If the University community decides to admit more nursing majors, the number of equipment purchases is projected to increase steeply.

CAPR Analysis of the Program's Five-Year Review

- Program changes and challenges
 - We praise the steps that the Department of Communicative Sciences and Disorders has taken to refine the curriculum and provide advising to enable candidates to progress through the programs requirements in a efficient manner.
 - We support the program in the efforts to expand course offerings to the Contra Costa Campus.

- Resource challenges and needs
 - We support an increase in funding and tenure track faculty appointments as appropriate for the program in the Department of Communicative Sciences and Disorders to effectively service the growing demand for professionals in the field including the serious consideration of expanding course offerings to the Contra Costa campus to open up more slots for students seeking entry into this field.
 - We support the resource allocations towards the acquisition and modernization of facilities for the programs in the Department of Communicative Sciences and Disorders. Additional clinic space and updated technology and equipment is essential to ensure well prepared graduates for the field.

CAPR Recommendation for Continuation of the Program: CAPR recommends the continuation of Bachelor of Science degree in Speech Pathology and Audiology and the Master of Science degree in Speech-Language Pathology without modification.

Date of the Program's next Academic Review: The next CAPR review will be in 2009-2010