

CDS 2014-2015 Annual Program Assessment Report

College: Health and Human Development

Department: Communication Disorders and Sciences.

Program: N/A

Assessment liaison: Karen Kochis Jennings

1. Please check off whichever is applicable:

- A. _____ Measured student work.
- B. _____ Analyzed results of measurement.
- C. _____ Applied results of analysis to program review/curriculum/review/revision.
- D. _____ Other

2. Overview of Annual Assessment Project(s).

In the 2014-2015 academic year, we had 3 assessment goals:

- a. Alumni and Employer Surveys
- b. Assessment of overall GPA and GPA in the major for 2014 CDS graduate applicants
- c. College of Health and Human Development Survey of College SLOs 1 and 2

a. The American Speech and Hearing Association (ASHA) is responsible for credentialing all Communication Disorders and Sciences (CDS) programs. Remaining a credentialed program entails, among many things, conducting both employer and alumni surveys of perceived program strengths and weaknesses. Data from these surveys has resulted in a number of program curriculum changes in the past 7 years. In previous years, we have conducted a 'paper and pencil' employer survey, sending the surveys by mail to many facilities and schools in an attempt to gather as many response as possible. We are the largest CDS program in the state of California. Thus, it is likely that many supervisors have supervised a CSUN CDS graduate during their clinical fellowship. On average, we typically receive 15 - 20 supervisor survey responses. However, last year, we desired to conduct a more productive survey. In an attempt to increase the number of survey responses from supervisors who have worked with CSUN graduates, we designed an alumni survey for years 2013 and 2014 that included a request for Clinical Fellowship (CF) Supervisor name and site of employment. The supervisor information was a required question on the survey. From this data, we hoped to accrue a list of clinical supervisors (employers) who had actually supervised a CSUN graduate, thus making our

employer survey more efficient and informative. We created the alumni survey and posted it to Survey Monkey. Alumni from 2013-2014 were contacted via email and provided with a link to the survey. They were also provided with a letter that explained the general purpose of the survey and the reason for supervisor name and site request. The letter also assured the alumni of complete anonymity regarding their survey responses and that their CF supervisor would be asked not to provide personal identifying information for graduates they had supervised. The plan failed. The alumni were unwilling to provide CF supervisor information and thus we had only 6 completed alumni surveys with supervisor information. As a result, we tabled both the employer and alumni surveys for the 2014-2015 academic year. This year we are designing an exit survey that will be administered to the graduate students after they have completed and passed their comprehensive exams and have had their final meeting with our department chair. Embedded within the survey will be a question that asks the student to identify the site/s they have contacted regarding clinical fellowship employment. From this survey, we will obtain data regarding which sites offer CF positions and to which sites our graduates are applying and use that information for employer survey dissemination and as a way to guide our graduates to toward facilities that offer CF positions. Going forward, we will remove the 'required' status from the supervisor name and site question on the alumni survey and the question will be optional. In the past, alumni response to department surveys has been excellent. Thus, the lack of response to the alumni survey was surprising, but informative.

b. In order to practice as a Speech Language Pathologist, one must obtain a Master's degree in Communication Disorders and pass the Praxis, the national licensing exam. Over the years, the requirements for admission to graduate studies in Communication Disorders have changed as more and more students with high GPAs in the major and good GRE scores are applying in record numbers to Communication Disorders graduate programs throughout the country. In an attempt to better characterize our graduate applicants and to better guide undergraduate students regarding the requirements for graduate school, we assessed the overall undergraduate GPAs and GPAs in the major for all 2014 applicants to our graduate program. Currently, we are not permitted to counsel undergraduate students out of the Communication Disorders major if it is observed that they will not meet the GPA requirements for acceptance into a Communication Disorders graduate program. Also, a number of programs at CSUN are currently impacted, with more programs to be added. We believe it possible that our program will eventually become impacted and for this reason we decided to assess general GPAs and GPAs in the major for all 2014 graduate applicants. Out of 192 viable applicants, 46% had overall GPAs greater than 3.5, 44% had overall GPAs between 3.0 and 3.49 and 10% had GPA's below 3.0. Fifty-three percent had GPAs in the major greater than 3.8, 25% had GPAs in the major greater than 3.6 and 22% between 3.01 and 3.59. Clearly, admission to Communication Disorders graduate programs is highly competitive. We will use this data to better advise our undergraduate students and, if program impactation is imminent, to set an accurate minimum GPA for the major.

c. For the past two years, the College of Health and Human Development Assessment Committee has been writing and revising an Ethics, Professional Standards and Cultural Competency Survey that assesses college SLOs 1 and 2. The survey assesses students' practicum performance in the areas of ethics, professionalism and cultural competency. Areas assessed include the practitioner's code, dress and appearance, work habits, professional comportment/rapport, conflict resolution skills, leadership skills, effective communication skills, and

cultural competency. The Survey consisted of 40 behavioral attributes related to SLOs 1 and 2. All attributes were rated on a scale of 1 strongly disagree, 2 disagree, 3 somewhat agree, 4 agree, 5 strongly agree and not applicable. The surveys were completed by internship and externship supervisors/preceptors. The department of Communication Disorders and Sciences has both internship clinical practicum that are completed in the department's Language, Speech and Hearing Center and externship clinical practicum that are completed in public schools and medical facilities. The department also has 4 clinical levels which are indicative of clinical skill. The Ethics, Professional Standards and Cultural Competency Survey was administered by all clinical practicum supervisors across all clinical levels. Scores on the behavioral attributes ranged from an average of 4.37 to 5 for each question across all clinical levels. The majority of students received scores of 4 or 5 on all attributes. The data show that clinical practicum supervisors feel that our students demonstrate ethical conduct, cultural awareness and competence and appropriate professional behavior.

3. Preview of planned assessment activities for next year.

We plan to conduct the following assessments in the 2015-2016 academic year:

- a. CDS Undergraduate Alumni Occupation Survey
- b. Assessment of Graduate SLO 2:

Demonstrate cultural sensitivity and knowledge of the effects of cultural difference on communication.

a. More and more, all institutions of learning are being held accountable for the success or failure of the students under their tutelage. For this reason, we are conducting a survey of our undergraduate CDS alumni to discover 1) whether or not they progressed to graduate studies, and 2) if they did not progress to graduate studies, what is their current vocation. The mission of the CSU is for each student to obtain a Bachelor's degree. However, in the field of Communication Disorders, the Master's degree is the terminal degree required for licensure. Thus, a student must progress to graduate studies if they are to become a licensed Speech Language Pathologist. Application to and acceptance into a Communication Disorders graduate program is highly competitive. Surveying the vocations of our CDS undergraduate alumni for possible employment in related fields will help us to advise and guide those undergraduate students who are not accepted into a graduate program.

b. At a recent faculty meeting, the results of the HHD College SLO 2 Survey (letter c in section 2) were discussed. Many of our faculty felt that while our students intellectually understand cultural competency and, as evidenced by the HHD Survey, demonstrate cultural *sensitivity* during their clinical practicum, they might not always fully understand *how* to implement appropriate assessment and therapy techniques to accommodate cultural differences in language, speech, swallowing and pragmatics. Although these accommodations are taught in several courses, there is some question as to whether the students are able to fully implement techniques such as authentic and ethnographic

assessment for speech and language disorders. We currently include a multicultural essay question as part of our graduate comprehensive exam. One way to determine how well the students are applying what they have learned regarding cross cultural assessment and therapy techniques, may be to more carefully analyze the essays for specific assessment and treatment content. We have not yet finalized a data collection method for this assessment goal.