

2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: health and Human Development

Department: Communication Disorders and Sciences

Assessment liaison: Karen Kochis Jennings

1. Overview of Annual Assessment Project(s). Provide a brief overview of this year's assessment plan and process.

In the 2012-2013 academic year, we revised our undergraduate and graduate program SLOs as recommended by the CAA review. The new undergraduate and graduate program SLOs are attached to this report. Our original assessment plan for the 2012-2013 academic year, written and submitted prior to the CAA site visit, entailed the assessment of graduate SLO 1. However, the original assessment was revised.

Graduate SLO 1. Demonstrate achievement of entry-level competence in speech-language pathology and audiology sciences, disorders, evaluations, and treatments as shown in courses and clinical practice to the level required for professional certification by the American Speech-Language-Hearing Association and by the licensing agency of the state in which professional practice will be conducted.

In order to assess graduate SLO 1, we had planned to 1) administer an employer and extern supervisor survey, and 2) assess the professional and clinical writing skills of a subgroup of graduate students. This subgroup consisted of students in their 3rd semester of graduate studies and enrolled in CD 668, the Advanced Diagnostics Clinic. However, we altered our assessment goals in the following manner. After the CAA site visit, we revised our assessment plan to

- Revise our undergraduate and graduate program SLOs
- Assess student clinician comportment
- Assess student clinician clinical and professional writing competencies

Revising the program SLOs was a priority. The CAA requested we submit the revision to by early February 2013. We chose to assess student clinician comportment because comportment was also being assessed at the college level. We had also written a new graduate SLO regarding comportment. We retained the clinical and professional writing assessment goal, but assessed professional writing competencies across three levels of clinical practicum; CD 465, CD 566 and CD 567. In addition, proficiency in written communication is one of the University Big 5 competencies, thus the assessment of professional writing is in alignment with university SLOs.

We did not administer an employer and extern supervisor survey as planned. We plan to administer these surveys in the 2013-2014 academic year. We have, in previous years, administered the surveys by mail. We are now switching the administration of the surveys to Survey Monkey and time is needed to input the questions and notify the participants.

2. **Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

Assessment is always on our faculty meeting agendas. Each Fall, at the beginning of the semester, I meet with the chair of the department, Dr. Steven Sinclair, and we discuss and set assessment goals for the academic year. These goals are then shared with the faculty at the next faculty meeting and faculty are encouraged to offer suggestions and comments. When assessment goals are completed, the results are shared with all faculty at the faculty meeting and, if necessary, the need for remediation or action is discussed.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

Revision of both the undergraduate and graduate SLOs was undertaken as recommended by the CAA.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

Our new program SLOs align with the following university Big 5 Competencies

- Critical Thinking
- Oral Communication
- Written Communication
- Information Literacy

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

Revised graduate SLO 2 is in alignment with the University's commitment to supporting cultural awareness and sensitivity.

Graduate SLO 2 reads:

Students will demonstrate cultural sensitivity and knowledge of the effects of cultural difference on communication.

3d. What direct and/or indirect instrument(s) were used to measure this SLO? Not applicable

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Not applicable

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

Not applicable

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

Not applicable

3a. Which Student Learning Outcome was measured this year?

Revised graduate SLO 1: 1. Demonstrate appropriate comportment and knowledge of professional standards:

- show professional and ethical behavior with superiors, clients and colleagues in clinical settings.
- demonstrate understanding of professional practice patterns and ethical standards.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

No.

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

No.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

In order to assess comportment, we used the comportment survey instrument that was recently developed by the College of Health and Human Development Assessment Committee for a college-wide comportment assessment. The Comportment Survey consists of three comportment categories; Dress and Appearance, Work Habits and Professional Demeanor/Rapport. There are 14 behavior based statements in total in the survey. Responses to the statements range from 5 'strongly agree' to 1 'strongly disagree.' See attached HHD Comportment Survey document.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

This SLO was assessed with a cross-sectional comparison and compared comportment across three levels of clinical practicum, CD 465, CD 566 and CD 567. The total number of students assessed was 70. The comportment ratings were performed by the clinical supervisors. The supervisors have 14 weeks of interaction with their student clinicians. The comportment surveys were administered by the supervisors at the end of 14 weeks. Each supervisor completed a comportment survey for each student clinician they supervised.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

Comportment data were analyzed in a number of ways. First, the scores for each comportment attribute were averaged by clinical level and then compared across the three levels of clinics. Figure 1 shows a graph of the mean comportment score for each comportment attribute across CD 465, CD 566 and CD 567. Second, each student's comportment ratings on the 14 attributes were averaged creating an overall individual student clinician comportment score.

Much to our pleasure, our student clinicians performed very well. While there were a few outliers, i.e. students with low mean comportment scores, the majority of student clinicians' average comportment scores ranged from 4.4 to 5. The CD 465 student clinicians' average comportment scores ranged from 4.4 to 5 with a mean of 4.92 and a mode of 4.8. The CD 566 student clinicians' average comportment scores ranged from 4.85 to 5 with a mean of 4.92 and mode of 5. The CD 567 student

clinicians' average comportment scores ranged from 3.93 to 5 with a mean of 4.85 and a mode of 5. Standard deviations for CD 465, CD 566 and CD 567 were 0.11, 0.19 and 0.25, respectively.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

The comportment assessment results are evidence of the success of our recently implemented 'zero tolerance' for dress code violations and inappropriate and unprofessional behavior. We will continue our current student clinician comportment requirements.

3a. Which Student Learning Outcome was measured this year?

Professional and clinical writing competence.

Although we do not have an undergraduate or graduate SLO that directly addresses written communication, we chose to assess professional and clinical writing competency at three levels of clinical practicum.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

Written Communication

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

No.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

In order to assess professional and clinical writing competencies, we used the Northridge Evaluation Scale (NES), an assessment instrument used in our clinical practicums to evaluate our student clinicians in the areas of professional writing, diagnostic and therapy skills and interaction and personal qualities. The writing skills portion of the NES evaluates the student clinicians' professional writing competency in three areas; form, content and planning. The clinical supervisors rate the student clinicians on a scale of 1 to 5 with 1 indicating a need for maximum guidance and 5 indicating independence. The student clinicians also rate themselves. Students are assessed at the midterm and at the end of the 14 week clinical practicum.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Student clinician professional writing competency was assessed with a cross-sectional comparison across three levels of clinical practicum, CD 465, CD 566 and CD 567. The total number of students assessed was 53.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

The assessment data were analyzed in a number of ways. First, mean midterm and final supervisor NES ratings were calculated and compared for each writing competency at all clinical practicum levels, CD 465, CD 566 and CD 567. Second, midterm and final supervisor and student clinician NES ratings for each writing skill were compared across the three clinical practicum levels. Figure 2 shows a sample graph of student clinician and supervisor ratings for one of the 15 writing competencies for 25 CD 465 student clinicians. Third, a correlational analysis was performed for the supervisor and student clinician midterm and final NES ratings.

We found that the highest NES professional writing ratings were observed for the most advanced clinical practicum, CD 567. CD 566 showed the next highest ratings and CD 465 the lowest. The highest midterm NES ratings were observed for the Form category which includes spelling, grammar and formatting skills. The lowest NES midterm ratings were in the Content category which includes wording, organization, description of client behaviors, and description of the communication problem, test reporting and integration of objective diagnostic information, such as test results, with case history information. The Planning category

includes therapy session plans, recommendations and maintaining contact sheets and correspondence records. Midterm NES ratings for Planning were similar to those for Content. Final NES ratings were highest for Form and Content sections and least for Planning across all clinical practicum levels. Figure 3 shows the mean midterm and final NES supervisors ratings for CD 465, CD 566 and CD 567.

Supervisor and student NES ratings correlations were highly variable for both midterm and final ratings. The best supervisor and student clinician correlations were observed for the lowest level clinic, CD 465. For CD 465, supervisor and student rating correlations improved for the final ratings as compared to the midterm ratings. The advanced clinics, CD 566 and CD 567, showed highly variable correlations which did not necessarily improve between the midterm and final NES ratings. Figure 4 shows supervisor and student clinician NES ratings correlations by writing competency.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

The 2012-2013 assessment results have not resulted in curriculum changes at this time. It should be noted, however, that we revised both our undergraduate and graduate SLOs in 2012-2013.

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

Starting in Fall 2011, we implemented a new prerequisite for all Communication Disorders baccalaureate candidates. We required all students to complete English 302, Modern Grammar. The high midterm and final NES ratings in the professional writing Form category, which assesses grammar, syntax and spelling, may be a result of the new prerequisite.

We have made numerous curriculum changes at both the undergraduate and graduate levels in the past 2 years that were directly related to previous assessment results. Five graduate courses were modified (CD 659, CD 660, CD 661, CD 663) and new undergraduate prerequisites, Physics 305, ENG 302 and BIO 211, were added.

5. Changes to SLOs? Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

We are currently in the process of finalizing a course alignment matrix.

6. Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

We are on an 8 year plan per CAA and our licensing body, the American Speech and Hearing Association. We submitted a new 8 year plan in the 2012-2013 academic year, but feel that we need to revise this plan because it was written prior to the CAA site visit and prior to the undergraduate and graduate SLOs revisions.

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

Not applicable

8. Other information, assessment or reflective activities or processes not captured above.

Communication Disorders and Sciences – New PLOs 2013

UNDERGRADUATE PLOs

1. Demonstrate basic knowledge of the theories and principles of acoustics and anatomy and physiology of normal speech, language and audition.
2. Demonstrate basic knowledge of normal speech, language and auditory development and function as well as an understanding of the theories and principles of their acquisition.
3. Demonstrate basic knowledge of speech, language and auditory disorders, including etiologies and characteristics.
4. Demonstrate basic knowledge and application of diagnostic and therapeutic techniques for speech, language and auditory disorders.
5. Demonstrate application of evidence based practice and clinical problem-solving skills to defend assessment and treatment choices.

GRADUATE PLOs

1. Demonstrate appropriate comportment and knowledge of professional standards:
 - show professional and ethical behavior with superiors, clients and colleagues in clinical settings.
 - demonstrate understanding of professional practice patterns and ethical standards.
2. Demonstrate cultural sensitivity and knowledge of the effects of cultural difference on communication.
3. Demonstrate professional entry level knowledge and clinical application of
 - the theories and models underlying typical and atypical speech, language, cognition, auditory and swallowing processes, as well as changes associated with normal aging.
 - diagnostic and therapeutic techniques for speech, language, cognition, swallowing and auditory disorders across the lifespan.
4. Integrate theoretical knowledge with clinical experience and application of research literature in clinical practice in order to problem solve clinical cases.

HHD COMPORTMENT CODE SURVEY ITEMS

COMPORTMENT ITEMS	1 Strongly Disagree	2 Disagree	3 Somewhat agree	4 Agree	5 Strongly Agree	N/A
<u>DRESS & APPEARANCE</u>						
1. Complies with workplace dress codes.						
2. Maintains an appropriate workplace appearance.						
<u>WORK HABITS</u>						
3. Is punctual (arrives and departs on time) and has regular (vs. irregular) attendance).						
4. Shows initiative and can begin/complete tasks effectively with minimal direction.						
5. Is dependable and completes tasks and deadlines in a timely manner						
6. Adheres to agency/organization policies, rules, and regulations (e.g. works within boundaries set by supervisor and/or management; adheres to chain of command for problems and decision making).						
7. Demonstrates appropriate use of technology (cell phone use, texting, email, etc.).						
8. Has ability to adapt to changing demands (copes well with unexpected problems or pressures).						
<u>PROFESSIONAL DEMEANOR/RAPPORT</u>						
9. Has a pleasant, positive demeanor.						

10. Demonstrates appropriate rapport with clients						
11. Demonstrates a appropriate rapport with colleagues & coworkers.						
12. Is willing and able to work cooperatively and effectively with others.						
13. Demonstrates willingness to consider & accept constructive criticism and feedback						
14. Is able to accept and implement instructions and/or suggestions offered by supervisor.						

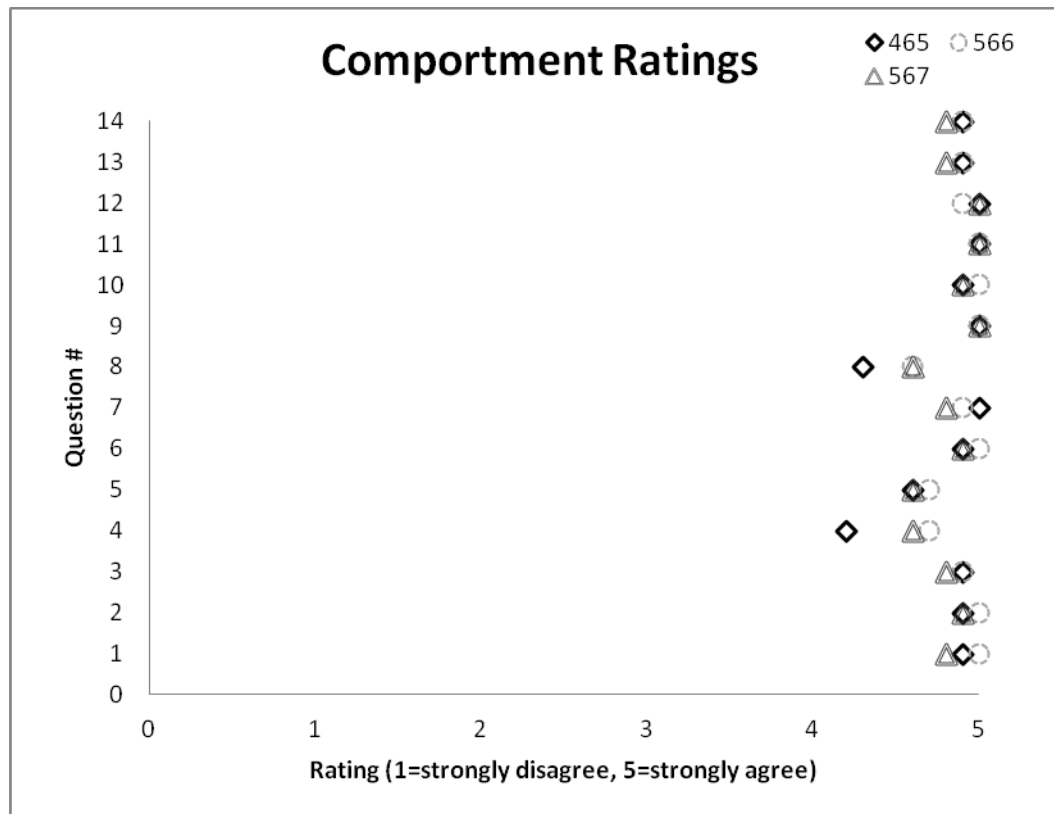


Figure 1 . Mean student clinician comportment ratings for CD 465, CD 566, CD 567 clinical practicum.

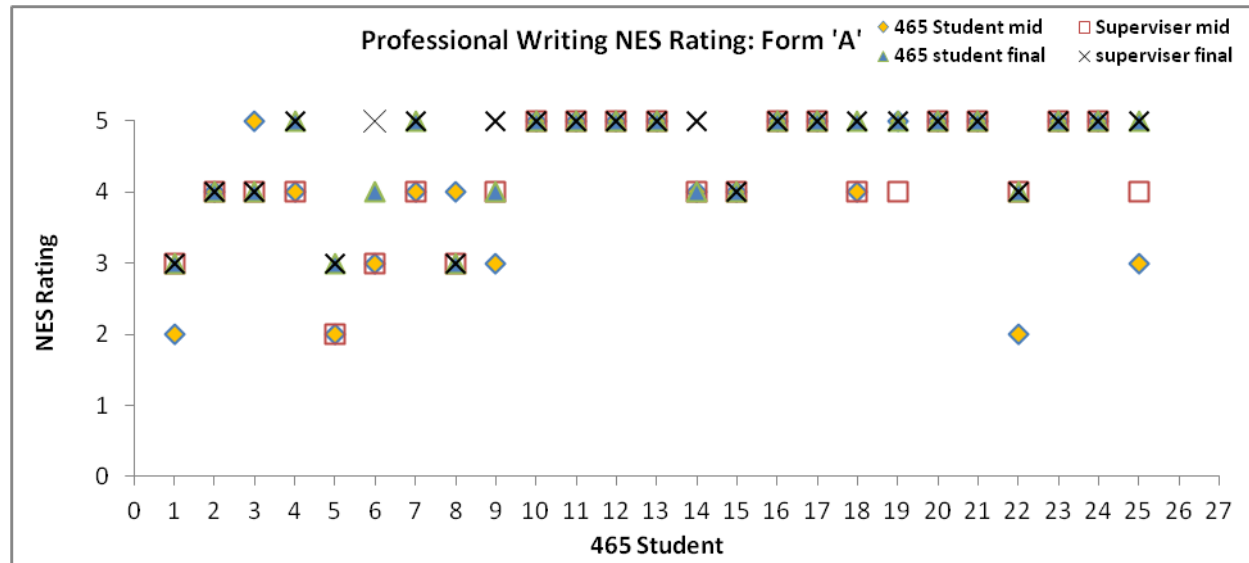


Figure 2. Sample graph of midterm and final student clinician and supervisor ratings for professional writing competency 'Form –A' for all CD 465 students. There are 15 writing competencies. This graph shows ratings for the first (A) of 15 competencies.

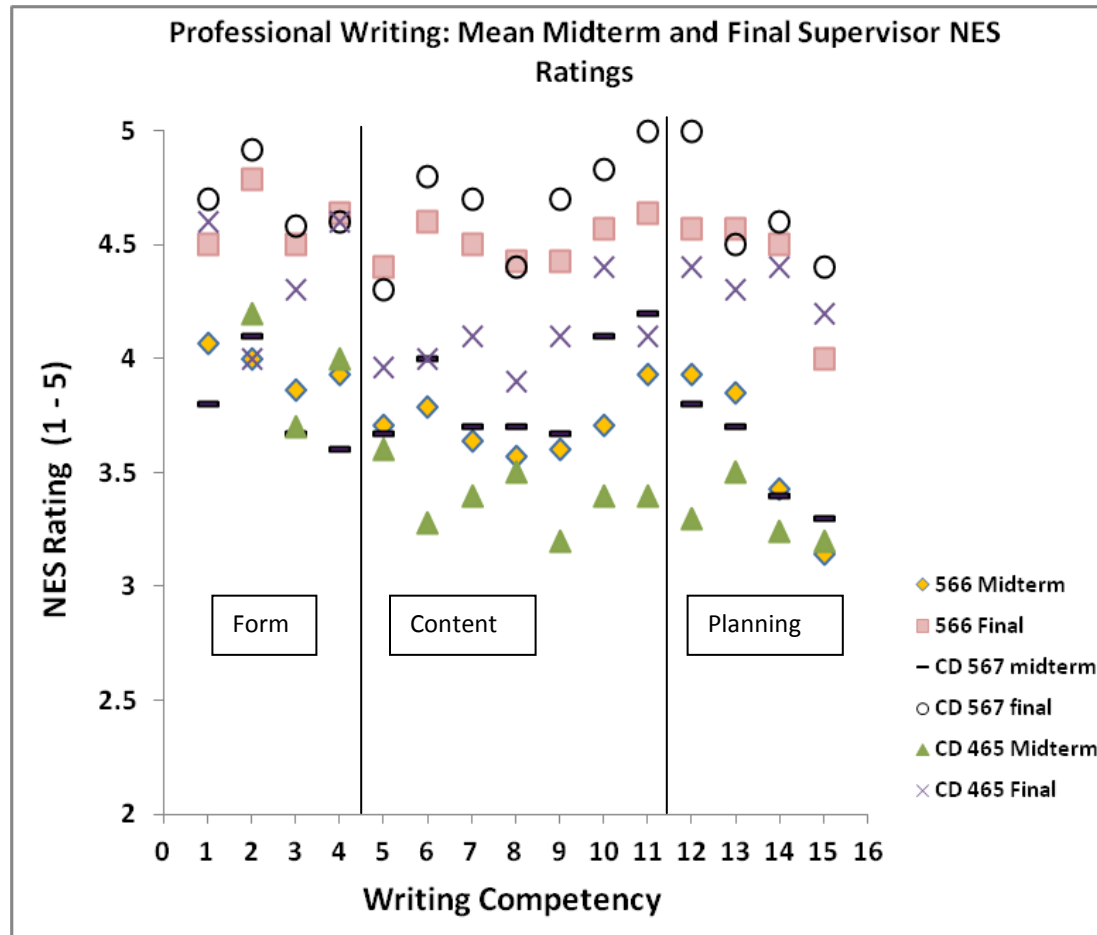


Figure 3. Mean midterm and final supervisor professional writing NES ratings across 15 writing competencies for CD 465, CD 566 and CD 567 clinical practicums.

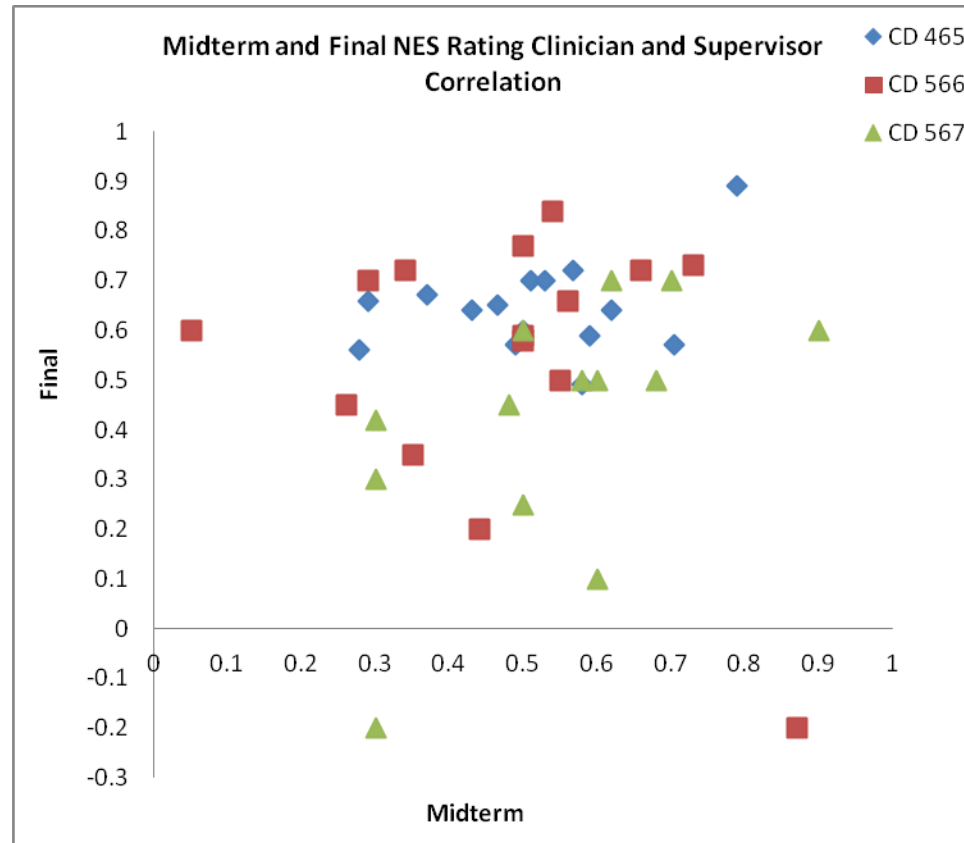


Figure 4. Midterm and final supervisor and student clinician NES ratings correlations for CD 465, CD 566 and CD 567.