
Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 30, 2020. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. Please include this form with your report in the same file and identify your department/program in the file name.

College, Department and Assessment Liaison Information

College: Health and Human Development
Department: Communication Disorders and Sciences
Assessment liaison: Karen Kochis-Jennings, Ph.D., CCC-SLP

Please check off whichever is applicable:

A. X Measured student work within program major/options.
B. X Analyzed results of measurement within program major/options.
C. X Applied results of analysis to program review/curriculum/review/revision major/options.
D. ______ Focused exclusively on the direct assessment measurement of General Education Arts and Humanities student learning outcomes
E. ______ Other: ____________
1. Overview of Annual Assessment Project(s). On a separate sheet, provide a brief overview of this year’s assessment activities, including:

- an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
- if your department implemented assessment option A, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
- if your department implemented assessment option B, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
- if your department implemented option C, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
- if your program implemented option D, exclusively or simultaneously with options A, B, and/or C, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
- in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
- any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

In the 2019-2020 academic year, the department of Communication Disorders and Sciences re-assessed graduate PLOs 2 and 4 after making significant changes to the graduate comprehensive exam material and format. All multiple choice communication disorders case studies and their related questions were either rewritten or revised by the faculty who teach those disorders courses. There are a total of 17 case studies with an average of 4-5 multiple choice questions that relate to each case. In addition, we replaced the case study written essay portion of the comprehensive exam with an oral case study discussion component. Students are given two cases, one pediatric case and one adult case, allowed an hour of preparation time to prepare the case for oral discussion, and then appear before a 3 faculty member panel for a 30 minute discussion of the cases. The panel asks the students questions relating to the case. Questions may include differential diagnosis, site of lesion, disorder signs, symptoms and characteristics, appropriate assessment techniques, appropriate therapy techniques, evidence based practice, cultural considerations, counseling strategies, and ethics issues. The oral discussion component is 30 minutes. In addition, we assessed the general knowledge multiple choice portion of the exam. The general knowledge portion includes questions from speech and hearing anatomy, neuroanatomy, phonetics, audiology, and aural rehabilitation, multiple cultural issues, practice issues, and research design. Several of these areas apply to PLO 3.

Assessment of Graduate PLO 2 and College of Health and Human Development SLO 2.1

_CDS Graduate PLO 2_ Demonstrate cultural sensitivity and knowledge of the effects of cultural difference on communication.

_College of HHD PLO 2 Cultural Competencies: Students will actively engage in diverse local and global communities, demonstrating knowledge and awareness of multi-cultural differences and disparities of the health and well-being of individuals and families._

**Cultural Awareness**

2.1 Recognizes and acts upon cultural factors that affect health and well-being of others.

We assessed the CDS graduate PLO 2 and HHD SLO 2.1 by analyzing results from the multicultural case study multiple choice component and multicultural general knowledge questions of the CDS graduate comprehensive exam (CD 697). A total of 101
students, 47 from our residential program and 54 from our distance program, were assessed. The multicultural case study multiple choice question consisted of one case study and five case related multiple choice questions. In addition, this year, we also analyzed 6 multicultural general knowledge questions. The multicultural case study multiple choice and general knowledge questions were graded by scantron.

Performance on the multicultural case study multiple choice question was assessed by analyzing the number of questions that were answered correctly by 70% of the graduate students. The data analysis showed that 100% of the case study questions were answered correctly by 80% - 100% of the residential graduate students. For our distance learning graduate students, 5/6 of the case study questions were answered correctly by 80% - 100% of the students and one question was answered correctly by 70% of the students. This is an increase from last year. Last year 80% - 100% of the residential and distance learning graduate students answered 80% of case study related questions correctly. This year, on the general knowledge multicultural multiple choice questions, 80%-100% of both the residential and distance learning graduate students answered 85% of questions correctly.

**Assessment of Graduate PLO 4**

**Graduate PLO4**
The student will integrate theoretical knowledge with clinical experience and application of research literature in clinical practice in order to problem solve clinical cases.

We re-assessed the CDS graduate PLO 4 by analyzing results from the case study multiple choice portion of the graduate comprehensive exam (CD697). Recall that this portion of the exam was significantly revised and rewritten. The revised exam went into use in fall 2019 for both the residential and distance learning students. A total of 101 graduate students, 47 from our residential program and 54 from our distance program, were assessed. This section of the exam consists of 17 case studies that include the following disorder areas: child language, articulation and phonology, fluency, voice, aphasia, traumatic brain injury, right hemisphere damage, motor speech, dysphagia, early intervention, and bilingual assessment and treatment. Each case study question includes patient data such as case history, diagnosis, and assessment results. Each case study has four or five multiple choice questions related to the case. There are two cases for most of the major disorder categories. Data were analyzed to 1) determine the percentage of students who answered each question correctly, and 2) determine the percentage of questions within a disorder area
that 70% of students answered correctly. Our criteria was 70% of questions within a disorder area answered correctly by 70% of students. There are a total of 17 cases and 77 multiple choice questions, approximately 4-5 questions per case.

In the 2018-2019 academic year, prior to the revision of the exam, we reached the criterion for only two disorder areas, voice disorders and motor speech disorders. The following disorder areas received scores of 60% to 65% of questions correct: traumatic brain injury, dysphagia, and aphasia. The remaining areas received scores of less than 50% of questions correct. The possible reasons for the low scores were discussed in the 2018-2019 assessment report. These results led to a complete revision of the multiple choice case study component of the exam.

Results from the analysis of the case study multiple choice portion of comprehensive exam show improvement across all disorder areas. Child language disorders, which had one of the worst outcomes last year, with only 20% of questions answered correctly by 70% of students, had 78% of questions answered correctly by 70%-100% of students. In area of traumatic brain injury, this year’s analysis shows that 83% questions were answered correctly by 70-100% of students, up from 65% of questions correct last year. These are significant improvements. The area of dysphagia, which had 62% of questions answered correctly by 70% or more students last year, had 91% of questions answered correctly by 70-100% of students. Voice disorders, which met the criteria last year, improved as well, increasing from 79% of questions correct to 91% correct by 70-100% of students. In 2018-2019, fluency disorders had only 31% of questions answered correctly. This year, 83 % of questions were answered correctly by 70%-90% of students. Last year, the area of aphasia had 60% of questions answered correctly by 70%-100% of students. This year, 71% of aphasia questions were answered correctly by 70% -100% of residential graduate students, but only 42% of aphasia questions were answered correctly by 60%-90% of distance learning graduate students. This data reflects difficulties with one of the two aphasia cases, in particular. This case will be reviewed by the case authors. In the area motor speech disorders, 88% of questions were answered correctly by 80%-100% of students. This is improved from 70% of questions answered correctly by 70%-100% students in the previous year. The area of phonology had 50% of questions answered correctly by 70%-100% of students compared to 25% correct by 75%-95% students in 2018-2019. In the area of early intervention, distance learning graduate students performed significantly better than residential graduate students this year, with 80% of questions answered correctly by 78%-100% of students, while residential graduate students had only 60% of questions correct by 70%-80% of students. In 2018-2019, 70% of both distance learning and residential students answered only 45% of questions correctly. Overall, we are very pleased with the improvement across all disorders areas. A few, phonology and early intervention, may require further review or revision.
Assessment of General Knowledge Objective Comprehensive Exam

The objective general knowledge component of the CDS comprehensive exam assesses graduate students’ knowledge of speech and hearing anatomy and physiology, hearing science, neuroanatomy and neurophysiology of speech, language and hearing, phonetics and acoustics of speech, audiometry and aural rehabilitation, practice issues, and research methods. This portion of the exam has not been revised. An item analysis for percent of students answering each question correctly was performed. The criteria was 70% of questions within a topic area must be answered correctly by 70% or more students. Data from both residential and distance learning graduate students, a total of 101 students, was analyzed. Two areas of concern emerged, audiology and anatomy and neuroanatomy combined. Out of 15 audiology questions, only 50% of questions were answered correctly by 70% or more of both residential and distance learning graduate students. Out of 13 anatomy and neuroanatomy questions, only 50% of questions were answered correctly by 70% or more of both residential and distance learning students. Out of 4 phonetics questions, 50% were answered correctly by 70% or more residential students, while 70% or more distance learning students answered 100% of phonetics questions correctly. Out of 6 practice issues questions, only 50% of questions were answered correctly by 70% or more residential students, while 70% or more distance learning students answered 83% of practice issues questions correctly. Out of 3 research practices questions, both 70% or more of residential and distance students answered 2 out of 3 questions correct. It has been some time since the general knowledge component of the comprehensive exam was revised. Clearly, it is time to reassess and possibly revise the general knowledge questions.

Summary and Preview of planned assessment activities for 2020-21

CDS 697, our graduate comprehensive exam, has undergone revision of both the subjective and case study objective portions of the exam. Assessment data from the 2018-2019 academic year was used to guide us in revision of the objective case study portion of the CDS Graduate Comprehensive Exam for the 2019-2020 academic year. In addition to revising the exam, faculty who teach the CDS disorders courses have increased in-class case study discussions and case study assignments in their courses. The objective case study portion of the exam and the oral case study discussion portion of the exam will be used to assess graduate PLOs 3 and 4. We have increased the number of comprehensive exam preparation sessions from 3 meetings prior to the exam to 4 meetings to better prepare the student for all components of the exam. Sessions take place every 2 weeks prior to the exam, which is in October during the fall semester and in March during the spring semester. All full time faculty participate. Students are initially led in case study discussions by faculty. Critical thinking is emphasized and modeled. At the fourth session, students are given a pediatric case
and an adult case to prepare on their own. They are given 30 minutes to research information related to the cases. After 30 minutes, the students engage with faculty, answering questions related to the cases. These review sessions provide the students with opportunities to practice thinking through a case logically and critically, and allow them to experience how the oral discussion component of the exam will be conducted.

We are pleased with the improved performance across all disorder areas on objective case study component of the comprehensive exam. We also assessed the objective knowledge portion of the exam in order to assess components of graduate PLO3 and saw that we need to revise and update the objective general knowledge portion of the exam and will do this in spring 2021 and reassess student performance on that portion of the exam in the 2021-2022 academic year. In the 2020-2021 academic year we will assess graduate PLOs 3 and 4 using the case study oral discussion component of the CDS 697 graduate comprehensive exam starting with the fall 2020 comprehensive exam and continuing with the spring 2021 comprehensive exam. We will also assess our general education section E course CDS 133, because it is required by the university to be assessed this year. Data from the 2019-2020 assessment year, as well as from the prior 7 academic years, will be utilized for our 8 year re-accreditation report due this year.