

## 2017-2018 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to [james.solomon@csun.edu](mailto:james.solomon@csun.edu), Director of the Office of Academic Assessment and Program Review, by September 30, 2016. 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 identify your department/program in the file name for your report.

**College: Health and Human Development**

**Department: Communication Disorders and Sciences**

**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. \_\_\_\_\_
- E.  **Other: Revised assessment plan and undergraduate and graduate PLOs assessment schedule**

**2. 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, and/or application) 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
- 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

**3. Preview of planned assessment activities for next year.** Include a brief description and explanation of how next year's assessment will contribute to a continuous program of ongoing assessment.

### **Overview of Annual Assessment Project:**

In the 2017-2018 academic year, we revised our undergraduate and graduate PLOs assessment plan and schedule. Please note that during the fall 2017 semester, I was on sabbatical. In my absence, Dr. Vickie Yu took my place on the College of Health and Human Development Assessment Committee, but no assessment was conducted within our department in fall 2017.

Per our credentialing body, the American Speech and Hearing Association (ASHA) and its Council on Academic Accreditation (CAA), we must assess our PLOs, but in particular, our graduate PLOs. ASHA requires that only graduate programs be credentialed, and does not require the credentialing of undergraduate programs. We chose to revise our assessment plan and schedule in order to create a regular PLOs assessment schedule for both undergraduate and graduate PLOs. In past academic years, we have focused assessment efforts on specific areas of interest mandated by ASHA and on perceived deficits in both the undergraduate and graduate programs, such as acquisition of speech science knowledge at the undergraduate level, and cultural competency, ethics, and appropriate professional behavior at the graduate level. We have also conducted alumni and employer surveys, which are required by ASHA. Over the past 7 years, many curriculum changes have occurred because of our assessment efforts, especially in the graduate program. However, in order to be in full compliance with the CAA, we must establish a regular pattern of PLOs assessment, establish a methodology to assess the effects of faculty professional development on teaching effectiveness, and continue alumni and employer surveys. Thus in spring 2018 upon my return to campus, we began to revise our assessment plan and schedule.

A cursory undergraduate and graduate course and PLO alignment was performed in 2013 when we revised our undergraduate and graduate program PLOs. However, establishing a new assessment plan has required identifying the most appropriate courses in which to assess specific PLOs, as well as the best instrument within a given course with which to assess a specific PLO. PLO content is often spread across several courses and thus it is not uncommon for more than one course to be identified as appropriate for a given PLO alignment and assessment. During the final faculty meeting of the spring 2018 semester, undergraduate and graduate PLOs and course alignments were confirmed. While we have identified the most appropriate courses for all PLOs assessment, we are still in the process of identifying or creating the best assessment instruments within each course to assess the PLO/s aligned with each course. In some cases, we will assess a given PLO across a number of different courses. For example, graduate PLO 3a states the student will ‘demonstrate professional entry level knowledge and clinical application of diagnostic and therapeutic techniques for speech, language, cognition, swallowing, and auditory disorders across the lifespan.’ Assessing this PLO will require that we evaluate acquisition of this knowledge across multiple disorders courses, such as CDS 552 Language Disorders, CDS 663 Dysphagia, CDS 661 Voice and Disorders of Voice, and CDS 659 Aphasia and Cognition, to name several of the courses appropriate for assessment of PLO 3a. ASHA requires that graduate students show competency in diagnosis and therapy across all disorder areas. This will also be the case for many of the undergraduate PLOs. In fall 2018, we will identify or develop assessment instruments in courses identified for assessment of content relating to undergraduate PLOs 2 and 4 and graduate PLOs 2 and 4. We will collect data on these same PLOs in spring 2019.

Our graduate courses align very well with our college SLOs. In spring 2018, a college assessment activity involving undergraduate and graduate course and college SLO alignment was completed and showed excellent alignment of our graduate courses with college SLOs. However, undergraduate courses aligned with only some college SLOs. While many programs in our college offer bachelor degrees in areas of study in which students can work immediately after graduation, practice in the field of speech and language pathology requires a master’s degree. Thus, many of the practice and professional and inter-professional standards college SLOs typically assessed during internships or externships do not apply to our undergraduate program and thus did not align well with our undergraduate courses. However, at the most recent College of Health and Human Development Assessment Committee meeting, plans to revise and simplify the existing college SLOs were discussed. Therefore, alignment of undergraduate courses with college SLOs may improve with revision of college SLOs. On the following pages are the in-progress graduate and undergraduate course alignment, assessment schedule, and assessment instrument tables.

Undergraduate PLOs	Course Alignment and Instrument	Assessment Schedule
1. Demonstrate basic knowledge of the theories and principles of acoustics and anatomy and physiology of normal speech, language, and audition.	410 Hearing Science Exam 442 Speech Science Exam	Odd years
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.	415 Language Development 480 Early Intervention	Even years
3. Demonstrate basic knowledge of speech, language, and auditory disorders, including etiologies and characteristics.	445 Audiology 450 Fluency 451 Articulation and Phonological Disorders (Exam) 462 Language Disorders	Odd years
4. Demonstrate basic knowledge and application of diagnostic and therapeutic techniques for speech, language, and auditory disorders.	446 Aural Rehabilitation 469 Diagnostics 451 Articulation and Phonological Disorders (EXAM) 450 Fluency	Even years
5. Demonstrate application of evidence based practice and clinical problem -solving skills to defend assessment and treatment choices.	450 Fluency 451 Articulation and Phonological Disorders 485 Alternative and Augmentative Communication	Odd years

