

CALIFORNIA STATE UNIVERSITY, CHICO
ANNUAL PROGRAM ASSESSMENT REPORT

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Date: 6/6/2022

Due: 9/30/2022

I. Assessment of Program Level Student Learning Outcomes (SLOs)

1. Program Name: Communication Sciences and Disorders, Master's Program

2. Program Level Student Learning Outcomes:

1. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
3. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
4. Successful completion of supervised clinical experiences, demonstrating knowledge and skill competencies.
5. Demonstrate knowledge and skill in Professional Practice Competencies which includes accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals, cultural competence, professional duties, collaborative practice

3. Course Alignment Matrix:

Course	SLO 1			SLO 2			SLO 3			SLO 4			SLO 5		
	I	P	M	I	P	M	I	P	M	I	P	M	I	P	M
543			✓			✓			✓						✓
620			✓			✓			✓						✓
630			✓			✓			✓						✓
631			✓			✓			✓						✓
632			✓			✓			✓						✓
633															✓
635			✓			✓			✓						✓
640			✓			✓			✓			✓			✓
642			✓			✓			✓						✓
645			✓			✓			✓			✓			✓
652			✓			✓			✓						✓
674			✓			✓			✓						✓
675			✓			✓			✓			✓			✓
680-01			✓			✓			✓			✓			✓
680-02			✓			✓			✓			✓			✓
682			✓			✓			✓			✓			✓
684			✓			✓			✓			✓			✓
689			✓			✓			✓			✓			✓

I=Introductory

P=Practice

M=Mastery

4. Closing the Loop: Departmental or College Discussions/Feedback:

Faculty meet regularly (2-4 times a month). Assessment data was discussed as needed throughout the year. The following discussions occurred:

- Competencies: We reviewed competencies during Portfolio review and at the end of the student's program.
- Performance Review of Portfolios was discussed in February as we did not feel that the current ratings was effective.
- Clinical Clock hours were discussed in September, and we agreed that the current requirement of 2 internships has been effective.

We did not receive dean-level feedback for 20-21 assessment.

5. Closing the Loop: Programmatic Actions:

- Competencies: It was determined that the new competency rating scale is effective and will continue to be used.
- Performance Review: A change was made and implemented this year to a 2-point scale of "meets expectations" and "doesn't meet expectations." All faculty agreed this was more effective.
- Clinical Hours: no changes were needed

We will continue to monitor these in the next year.

6. What is your current Assessment Plan?

We assess all SLOs every year as we are required to do so for accreditation. Beyond this, our focus this year was to evaluate the current curriculum for medically based disorders (e.g., cognitive, swallowing, aphasia). This focused on SLOs 1-3. Based on preliminary discussions, it was apparent that we needed to make some curricular changes.

Future assessment will monitor the changes as a result of this year's assessment. In addition, SLO 5 will be targeted as our accreditation standards are changing.

7. Learning Outcome(s) Assessed:

All SLOs were assessed as required by our accreditation body. In addition, specific assessment of our curriculum was conducted which is SLOs 1-3.

6. Artifact Components (assignments, rubric, and benchmark):

Specific Assessment for Current Cycle: Curriculum Redesign:

Describe the components of your artifact:

- a. What artifact(s) did you assess and for what course(s)? **No specific artifacts were assessed for this cycle. Rather, the curriculum was assessed to determine if it was meeting the accreditation standards of knowledge and skills for medically based disorders.**
- b. Why was/were this/these artifact(s) chosen and how many? **This was chosen because the primary person teaching the curriculum voiced concern that there were not enough units dedicated to medically based disorders. Additionally, we hired 2 new faculty that had expertise in medically based disorders; this increased expertise allowed for us to make some changes.**
- c. Who evaluated the artifact(s) and how? **This was conducted by Megan Willi, Eduardo Europa, and Kenyan Martin**

- d. Was a rubric used? **The accreditation standards were used to determine if we were meeting them in the area of medically based disorders.**
- e. What benchmark was chosen to demonstrate proficiency? **N/A**

Routine Assessments as required by accreditation:

1. SLO 1, 2, & 3: PRAXIS and Comprehensive Exams

- a. PRAXIS is a national standardized test through ETS and specific to our discipline.
- b. Comprehensive exams consist of 6 questions written by 6 faculty members and are graded by the faculty member who wrote the question.

2. SLO 4& 5: Evaluation of Student Clinical Competencies

- a. We are required by our accrediting body to show that students have reached competency in clinical and knowledge skills. Knowledge skills are achieved through coursework. Clinical competency is determined by ratings provided by clinic instructors. For our last evaluation, we developed a new rating and determination of competency. A student must receive an average score of 2.5 for all skills assessed before they graduate. The following scale is used:
 - 1=Inadequate (0-1.49)
 - 2= Emerging (1.5-2.49)
 - 3= Competent (2.5-2.99)
 - 4= Intermediate (3-3.49)
 - 5= Proficient (3.5+)

3. SLO 1-5 Overall Performance Evaluation – Formative via Portfolio Review

- a. Students submit documentation to show performance in: Reflection, Oral and Written Skills, Basic Skills Requirement, and Clinical Skills. Students also must upload various personal documents (e.g., liability insurance, Essential Functioning, Resume). Students have been rated in the past using the following scale:
 - 1= Superior
 - 2= Effective
 - 3= Adequate
 - 4= Inadequate
- b. For 1st year students, we changed this to the following scale:
 - Meets Expectations
 - Does not Meet Expectations

7. Assessment Results:

Curriculum Redesign

Initial review of the curriculum provided the following identified issues:

- 1. KASA Knowledge: a) compressed adult medical curriculum; b) potentially unnecessary and redundant coursework
- 2. KASA Skills: Students' profiles were incomplete and need to be remediated at the end of the program
- 3. Supervised Clinic Experiences: Difficult to get all students clinic contact areas across all required domains.

The recommendations of the committee were as follows:

Goal 1: Curriculum Reflect ASHA (accreditation) Standards

- 1. Remove 4 units of Experimental Design & Evidence Based Practice courses (2 units each).
- 2. Include Experimental Design (Basic and applied research design in CMSD 633) and EBP in clinical and core knowledge courses.
- 3. Create 4 new courses: 1) Acquired Language Disorders; 2) Acquired Cognitive Disorders; 3) Motor Speech; 4) Dysphagia.

Goal 2: Clinical Simulations

- 1. Use Simucase (a clinical simulations portal) for areas students commonly have difficulty meeting

2. Create clinical simulation for any areas of need not addressed by Simucase
3. Include simulations in core courses as appropriate

Goal 3: Develop CMSD 675 (Spring) – this is a course currently used for Simucase. This course will be further developed to:

1. Identify areas across all skills standards not covered by Simucase and CMSD 684
2. Create labs/activities to fill these gaps so students have an in-house option to meet graduation requirements
3. Have student use lab/activity modules to complete KASA skills profiles.

Routine Assessments as required by accreditation:

1. **SLO 1, 2, & 3: General Content Area: PRAXIS:** We have incomplete data at this point (usually full data is available by September; however, in order to receive compensation, the writer of this report had to complete the report by the end of June). We have data on 23 of 26 students. Of the 23, 21 passed on the first attempt (91%). The national average passage rate is (most recent data: 2020-21 which includes those who have taken the test multiple times) is 89.5% which we surpassed with our 91% pass rate on the first try. In the past, all students that have retaken the exam have passed the 2nd time. I am confident that we will reach 100% pass rate with the retakes. The average score for our students was 172 (including the 2 that failed) which is slightly below the national mean of 174 for the previous year; the range of scores for our students was 154-186. The number of students scoring above the national average was 9/23 (39%).
2. **SLO 1, 2, & 3: General Content Area: Comprehensives:** We had 24 of 26 student who passed comprehensive exams. We had 2 students that did not (this is highly unusual for us). These 2 students were required to re-write 6 new questions. They both passed on the second try. The range of scores was 1.83-3.55 (4 points scale). Fifteen students received “holds” this year which requires the student to do additional work with a faculty member for the hold to be released to a pass. All successfully completed the extra work. The two students that failed both received a 2.83 score on re-write.
3. **SLO 4 & 5: Evaluation of Student Clinical Competencies:** all 2nd years reached competency on all skills. All 1st years are progressing.

Cohort	Proficient	Intermediate	Competent	Emerging	Inadequate
1 st years (n=28); average of 3 on campus clinical experiences	0	16	10	2	0
2 nd Years (n=25; average of all clinical experiences) – 1 student not included because of incomplete data	0	24	1	0	0

4. SLO 1-5 Overall Performance Evaluation – Formative via Portfolio Review -

- a. For 2nd years, 2 students received a rating of superior; 19 students received a rating of effective; 3 students received a rating of adequate; 1 student received a score of inadequate. The 3 adequate scores were because of missing material. The inadequate score was because she did not submit all required documentation. This was consistent with her performance throughout the 2 years she has been in the program. A meeting was held with her.
- b. For 1st year students, we changed the rating as we had difficulty with the difference between a score of effective and superior. We decided to try scoring them as either Meets Expectations or Does not Meet Expectations. All 28 students met expectations.

8. Planned Program Improvement Actions

Curricular Redesign:

The committee presented their proposal to the full faculty and it was approved. They then completed necessary paperwork to have the changes made and implemented for the 2022-23 academic year. In addition, we had

discussions on how to include Simucase in core courses. Modules (labs/activities) will be developed. The curricular changes are as follows:

Current First Year Program

1st Year Fall	1st Year Spring
CMSD 620 (4) Acq Cog and Lang Dis	CMSD 631 (2) Fluency & Counsel
CMSD 630 (3) Dis Art and Phono	CMSD 635 (3) Voice and Res Dis
CMSD 632 (2) EBP and Exp Design Part 1	CMSD 632 (2) EBP and Exp Design Part 2
CMSD 652 (3) Child Lang Dis	CMSD 642 (4) Motor Speech & Swallow Dis
CMSD 680-01 (1) Comm Serv	CMSD 680-01 (1) Comm Serv (SHF)
	CMSD 680-02 (1) Comm Serv
CMSD 684 (2-4) Clinical Practicum	CMSD 684 (2-4) Clinical Practicum
Total Units: 15-17	Total Units: 15-17

Alternative Proposal

1st Year Fall	1st Year Spring
CMSD 625 (3) Acq Lang Dis	CMSD 631 (2) Fluency & Counseling
CMSD 620 (3) Acq Cog Dis	CMSD 635 (3) Voice and Res Dis
CMSD 630 (3) Dis Artic & Phono	CMSD 642 (3) Motor Speech Dis
CMSD 652 (3) Lang Dis Children	CMSD 650 (4) Swallowing Dis
CMSD 632 (1) Clinical Foundations & Experimental Design	CMSD 680 (1) Comm Serv Act (SHF)
CMSD 684 (2-4) Clinical Practicum	CMSD 684 (2-4) Clinical Practicum
Total Units: 15-17	Total Units: 15-17

9. Name, Title, and E-Mail Address of Person Completing this Form:

_____ Susan Steffani, Professor, ssteffani@csuchico.edu _____

10. Acknowledgement and Signatures:

a) Department Chair: _____

Comments (if desired):

b) College Coordinator or Associate Dean (if applicable):

Comments (if desired):

c) Dean or Associate Dean: _____

Comments (if desired):

II. Appendices (please include any of the following that are applicable to your program):

A. Rubric

B. Artifact Evaluated

Please submit completed reports electronically to your dean, associate dean, and/or college assessment coordinator by 9/30/XX.

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