**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Communicative Sciences and Deaf Studies

Degree: B.A., Audiology and Speech-Language Pathology Options

Assessment Coordinator: Brooke Findley, Ed.D., CCC-SLP, BCBA

1. Please list the learning outcomes you assessed this year.

The learning outcomes assessed this year for our undergraduate options in Audiology and Speech-Language Pathology included:

* + - 1. PLO: Demonstrate understanding and application of knowledge within their selected discipline/option
				1. SLO: Students will understand the physical basis for speech, language, or hearing problems
				2. SLO: Students will understand fundamental disorders and differences of speech, language, and hearing
				3. SLO: Students will apply their knowledge related to the physical basis for speech, language, or hearing problems
			2. PLO: Demonstrate proficiency in written communication
				1. SLO: Students will be proficient in written communication and will write professional reports within their selected discipline
			3. PLO: Establish appropriate and measurable goals for potential clients or students
				1. SLO: Students will assimilate and apply knowledge regarding normal and abnormal development, curriculum requirements, and treatment procedures
				2. SLO: Students will apply their knowledge to establish appropriate and measurable goals and objectives for assigned clients and/or students
			4. PLO: Assess an individual’s speech, language, auditory, and communication skills
				1. SLO: Students will understand and apply psychometric principles in the assessment of individuals, as appropriate
				2. SLO: Students will use appropriate standardized and informal/authentic procedures to evaluate the speech, language, hearing, cognitive-linguistic, and social behaviors of students and clients, as appropriate
				3. SLO: Students will accurately analyze and interpret the results of an assessment to develop appropriate conclusions
			5. PLO: Communicate effectively with potential clients, students, or consumers
				1. SLO: Students will effectively conduct a client or caregiver interview and share assessment results with caregivers, students, or clients
				2. SLO: Students will communicate effectively with students or clients during the administration of assessment procedures or lessons
			6. PLO: Demonstrate professional behavior within their selected discipline
				1. SLO: Students will demonstrate professional behavior during their interactions with clients, students, and/or caregivers
1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

Three measures were scheduled to be collected for analysis during the 2020-2021 academic year assessment cycle. These measures were initially scheduled to be reviewed during the 2019-2020 assessment cycle; however, they were delayed due to the postponement of assessment activities secondary to the COVID-19 pandemic.

It should be noted that the move to virtual instruction required significant modifications to the assignments typically reviewed in this section. In previous semesters, students had the opportunity to engage in client/caregiver interviews, administration of hearing screenings, and development of professional reports through participation in in-person speech-language evaluations. Since this was not a feasible option due to virtual instruction, students acquired their assessment experience through SimuCase, an online simulation software. Students completed online assessment simulations for clients who demonstrated a wide range of speech-language disorders and differences. These simulations included a variety of tasks, including responding to questions related to addressing referrals, conducting screenings and assessments, implementing clinical skills, and interpreting assessment results. Students were also required to complete guided observation hours for 20, hour-long assessment or treatment sessions. A report was written by students following each of these observations.

Due to these changes discussed above, the scheduled SOAP assessment measures could not be conducted; however, data that approximate these activities were gathered from the data available from SimuCase and students’ observation reports.

The reviewed data sources included:

* + - 1. Client/Caregiver Interviews
				1. Assignment Discussion: As noted above, the traditionally-scheduled client/caregiver interviews could not be conducted during the 2020-2021 academic year due the move to virtual instruction. Instead, students completed a series of simulation-based assessments through SimuCase. One section on these simulation-based assessments required students to explore case history documents and ask follow up questions of virtual clients. These activities align with many of the skills needed to conduct effective client/caregiver interviews. A criterion of 80% accuracy across all questions in the referral sections of the assigned simulations was set as the minimum competency level needed for assignment completion. Should at least 80% of students demonstrate this level of performance on the referral component of their SimuCase score reports, this outcome will be considered met.
				2. Student Learning Outcomes Addressed:

SLO 1.1: Students will understand the physical basis for speech, language, or hearing problems

SLO 1.2: Students will understand fundamental disorders and differences of speech, language, and hearing

SLO 5.1: Students will effectively conduct a client or caregiver interview and share assessment results with caregivers, students, or clients

SLO 5.2: Students will communicate effectively with students or clients during the administration of assessment procedures or lessons

SLO 6.1: Students will demonstrate professional behavior during their interactions with clients, students, and/or caregivers

* + - 1. Conduct of Hearing Screenings
				1. Assignment Discussion: The hearing screening assignment scheduled to be reviewed during the 2020-2021 academic year also had to be modified due to limitations associated with virtual instruction. Students were assigned screening-based cases via SimuCase, which examined their screening skills across a range of communicative disorders. A criterion of 80% accuracy on assigned screening cases was set as the required performance level for demonstrating proficiency. Should at least 80% of students demonstrate satisfactory performance on their assigned screening cases, this outcome will be considered met.
				2. Student Learning Outcomes Addressed:

SLO 1.1: Students will understand the physical basis for speech, language, or hearing problems

SLO 1.2: Students will understand fundamental disorders and differences of speech, language, and hearing

SLO 1.3: Students will apply their knowledge related to the physical basis for speech, language, or hearing problems

SLO 3.1: Students will assimilate and apply knowledge regarding normal and abnormal development, curriculum requirements, and treatment procedures

SLO 4.1: Students will understand and apply psychometric principles in the assessment of individuals, as appropriate

SLO 4.3: Students will accurately analyze and interpret the results of an assessment to develop appropriate conclusions

SLO 5.1: Students will effectively conduct a client or caregiver interview and share assessment results with caregivers, students, or clients

SLO 5.2: Students will communicate effectively with students or clients during the administration of assessment procedures or lessons

* + - 1. Professional Reports
				1. Assignment Discussion: As was the case with the previous two assignments, modifications also had to be made to the professional reports that students typically write within CSDS 107/110. Within this modified assignment, students developed professional reports describing their guided observation experiences. A score of “3” on all items on the rubric below was selected as the minimum proficiency rating students needed to demonstrate. Should at least 80% of students demonstrate satisfactory performance across these observation reports, this goal will be considered met.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 (Failed) | 2 (Poor) | 3 (Good) | 4 (Excellent) |
| Format & Writing Mechanics | -Significant concerns regarding: -Headings-Mechanics errors-Spacing-Use of IPA symbols | -Moderate concerns regarding: -Headings-Mechanics errors-Spacing-Use of IPA symbols | -Minor concerns regarding: -Headings-Mechanics errors-Spacing-Use of IPA symbols | -Complete and well organized-Appropriate headings and use of block style-Fewer than 2 mechanics errors-Double spaced with correct use of IPA symbols |
| Observation- Assessment/Treatment Results | -Significant concerns regarding completeness and/or accuracy of observation from assigned case/session | -Moderate concerns regarding completeness and/or accuracy of observation from assigned case/session | -Minor concerns regarding completeness and/or accuracy of observation from assigned case/session | -Complete and accurate observation from assigned case/session |
| Summary & Recommendations | Summary statement and recommendation missing completely | Two of the following:-Summary statement is unclear or incomplete-Recommendations are incomplete | One of the following:-Summary statement is unclear or incomplete-Recommendations are incomplete | -Results synthesized into an accurate & clear summary statement-Recommendations are complete and appropriate |

* + - * 1. Student Learning Outcomes Addressed:

SLO 1.1: Students will understand the physical basis for speech, language, or hearing problems

SLO 1.2: Students will understand fundamental disorders and differences of speech, language, and hearing

SLO 2.1: Students will be proficient in written communication and will write professional reports within their selected discipline

SLO 3.1: Students will assimilate and apply knowledge regarding normal and abnormal development, curriculum requirements, and treatment procedures

SLO 3.2: Students will apply their knowledge to establish appropriate and measurable goals and objectives for assigned clients and/or students

SLO 4.1: Students will understand and apply psychometric principles in the assessment of individuals, as appropriate

SLO 4.2: Students will use appropriate standardized and informal/authentic procedures to evaluate the speech, language, hearing, cognitive-linguistic, and social behaviors of students and clients, as appropriate

SLO 4.3: Students will accurately analyze and interpret the results of an assessment to develop appropriate conclusions

SLO 6.1: Students will demonstrate professional behavior during their interactions with clients, students, and/or caregivers

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

Please see below for a discussion of our assessment results for each data source reviewed:

1. Client/Caregiver Interviews:
	1. Per review of the available SimuCase data reports, 100% (26/26) of students demonstrated satisfactory or higher performance on the referral component of their assigned cases during the Fall 2020 semester. For Spring 2021, 92.2% (47/51) of students met the assigned proficiency level.
	2. Outcome: Goal met (≥80% of students demonstrated satisfactory performance across the relevant items on the practicum grading rubric).
2. Conduct of Hearing Screenings:
	1. Per review of the available SimuCase data reports, 100% (26/26) of students demonstrated satisfactory or higher performance on their assigned screening cases during the Fall 2020 semester. For Spring 2021, 92.2% (47/51) of students met the assigned proficiency level.
	2. Outcome: Goal met (≥80% of students demonstrated satisfactory performance across the relevant items on the practicum grading rubric).
3. Professional Reports:
	1. Per instructor report, 100% students during both the Fall 2020 (26/26) and Spring 2021 (51/51) semesters demonstrated satisfactory or higher performance on their submitted observation reports.
	2. Outcome: Goal met (≥80% of students demonstrated satisfactory performance across the relevant items on the practicum grading rubric).
4. What changes, if any, do you recommend based on the assessment data?

The results of the undergraduate outcomes assessment for the Communicative Sciences disciplines were shared at the Department of Communicative Sciences and Deaf Studies’ (CSDS) faculty meeting on September 22, 2021. At this meeting, the CSDS faculty actively participated in review and discussion of the 2020-2021 SOAP data. Since all three outcomes were met, no changes were proposed as a result of the presented data.

At this meeting, the SOAP coordinator recommended exploring revisions to the current plan, in order to distribute assessment across the undergraduate curriculum and promote alignment between the SLOs and collected assessment data. Members of the faculty agreed and plan to participate in plan revision during the 2021-2022 academic year.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during the next academic year?

Per review of the current SOAP plan, the following assessment activities are scheduled for next academic year:

* Professional Reports
* Interpretation of Test Results
* Exit Questionnaire

These activities are aligned with the following program and student learning outcomes:

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As previously mentioned, plans are in place to update the current undergraduate SOAP plan for the Communicative Sciences program during the 2021-2022 academic year. As such, it is likely that these assessment activities and outcomes may change following these revisions.

1. What progress have you made on items from your last program review action plan?

The Communicative Sciences program underwent program review during the 2020-2021 academic year. Feedback from the review team indicated that our assessment activities were “robust.” Specific action was deemed necessary to address faculty workload in terms of large class sizes and heavy advisement loads. The department is happy to report that two additional Speech-Language Pathology faculty are joining the department during the 2021-2021 academic year to help address these needs. We are continuing to monitor, as needed.