

California State University, Fresno

CHHS

Department: Communicative Sciences and Deaf Studies, BA

Communicative Sciences: Audiology and Speech Pathology Options

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Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The Mission of the Department of Communicative Sciences and Deaf Studies at California State University, Fresno is to disseminate knowledge and to train professionals who will provide quality service to the public. The department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting an understanding of people of various cultures, and offering opportunities for research and scholarship in communicative sciences and deaf studies.

II. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO's [a,b,c]

A. Institutional Learning Outcomes. Fresno State ILO's are posted on the following webpage:

<http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Acquiring Specialized Knowledge
2. Improving Intellectual Skills
3. Applying Knowledge

B. Program Learning Outcomes and SLO's

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

III. Curriculum Map [d]: Courses in which SLO's are addressed and evaluated

	SLO 1.1	SLO 1.2	SLO 1.3	SLO 2.1	SLO 3.1	SLO 3.2	SLO 4.1	SLO 4.2	SLO 4.3	SLO 5.1	SLO 5.2	SLO 6.1
CSDS 80	I	I	I									
CSDS 91											I	
CSDS 95	I	I	I									
CSDS 101	I	I	I									
CSDS 102	I	I	I									
CSDS 103	I	I	I									
CSDS 105	D	D	D	I	I	I	I	I	I	I	I	
CSDS 107	D	D	D	D	D		D	D	D	D	D	D
CSDS 109	D	D	D		I	I	I	I	I	I	I	
CSDS 110	M	M	M	M	M		M	M	M	M	M	M
SP CSDS 114		I										I

	SLO 1.1	SLO 1.2	SLO 1.3	SLO 2.1	SLO 3.1	SLO 3.2	SLO 4.1	SLO 4.2	SLO 4.3	SLO 5.1	SLO 5.2	SLO 6.1
CSDS 115	D	D	D				I	I	I	I	I	
CSDS 116			D	M	M	M						
CSDS 117			D	M	D	D		D	D			
CSDS 128	D	D	D					D	D	D	D	D
CSDS 131	D	D	D					I	I			
Audio CSDS 141	D	D	D								D	D
CSDS 172	D	D	D									

I = Introduced

D=Developed

M=Mastered

IV. SLO's Mapped to Assessment Measures and Methods [e]

Measure	Evaluation	SLO 1.1	SLO 1.2	SLO 1.3	SLO 2.1	SLO 3.1	SLO 3.2	SLO 4.1	SLO 4.2	SLO 4.3	SLO 5.1	SLO 5.2	SLO 6.1
Case History Review	Score	X	X										
Client/ Caregiver Interviews	Score	X	X								X	X	X
Conduct of Hearing Screenings	Score	X	X	X		X		X		X	X	X	
Professional Reports	Score	X	X		X	X	X	X	X	X			X
Interpret Test Results	Score	X	X	X		X		X	X	X		X	X
Exit Questionnaire	Score	X	X	X	X	X	X	X	X	X	X	X	X

V. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

A. Direct Measures (Department/Program must use a minimum of three different direct measures)

1. Case History Review: As a part of their final practicum for CSDS 107/110, students are expected to successfully plan, implement, and interpret a speech-language assessment for an assigned client. Within this assignment, students are evaluated on their ability to review and utilize a completed case history form to help plan their assessment. Should at least 80% of students demonstrate satisfactory performance across relevant items on the practicum grading rubric (See Appendix A: CSDS 107/110 Final Practicum Grading Rubric), the SLOs mapped to this direct measure shall be considered met.
 2. Client or Caregiver Interviews: As a part of their final practicum for CSDS 107/110, students are expected to successfully plan, implement, and interpret a speech-language assessment for an assigned client. Within this assignment, students are expected to conduct a client/caregiver interview in order to clarify information within the case history form and identify potential areas of concern to be explored within the assessment. Should at least 80% of students demonstrate satisfactory performance across relevant items on the practicum grading rubric (See Appendix A: CSDS 107/110 Final Practicum Grading Rubric), the SLOs mapped to this direct measure shall be considered met.
 3. Conduct of Hearing Screenings: As a part of their final practicum for CSDS 107/110, students are expected to successfully plan, implement, and interpret a speech-language assessment for an assigned client. Within this assignment, students must plan, administer, and interpret a hearing screening for their assigned client. Should at least 80% of students demonstrate satisfactory performance across relevant items on the practicum grading rubric (See Appendix A: CSDS 107/110 Final Practicum Grading Rubric), the SLOs mapped to this direct measure shall be considered met.
 4. Professional Reports: As a part of their final practicum for CSDS 107/110, students are expected to successfully plan, implement, and interpret a speech-language assessment for an assigned client. Within this assignment, students must develop a professional assessment report reviewing and analyzing their findings. Should at least 80% of students demonstrate satisfactory performance across relevant items on the practicum grading rubric (See Appendix A: CSDS 107/110 Final Practicum Grading Rubric), the SLOs mapped to this direct measure shall be considered met.
 5. Student Interpretation of Observations and Test Results: As a part of their final practicum for CSDS 107/110, students are expected to successfully plan, implement, and interpret a speech-language assessment for an assigned client. Within this assignment, students must interpret and present assessment results to their assigned client/caregivers. Should at least 80% of students demonstrate satisfactory performance across relevant items on the practicum grading rubric (See Appendix A: CSDS 107/110 Final Practicum Grading Rubric), the SLOs mapped to this direct measure shall be considered met.
- B. Indirect Measures (Department/Program must use a minimum of one indirect measure)
1. Exit Questionnaire: Undergraduate students in their final semester will be asked to complete an exit questionnaire (See Appendix B: Exit Survey for Undergraduate Students). Should at least 80% of students indicate that they “agree” or “strongly agree” with relevant items on the exit survey, the individual SLOs mapped to this indirect measure shall be considered met.

VI. Assessment Schedule/Timeline [g]

Measure	Year				
	1 18/19	2 19/20	3 20/21	4 21/22	5 22/23
Case History Review	X				X
Client/ Caregiver Interviews	X	X			
Conduct of Hearing Screenings	X	X	X		
Professional Reports		X	X	X	
Interpret Test Results			X	X	X
Exit Questionnaire				X	X

VII. Closing the Loop [h,j,k]

Fresno State Closing the Loop process is described immediately below.

A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.

Program/Department Closing the Loop process: Data is collected and analyzed according to the implementation schedule above. This information is then used to write a report, "Summary of Outcome Assessment Results," for the academic year in which the data is collected. Shortly after the report is compiled, it is presented to and reviewed by the departmental faculty. The findings are discussed and an action plan may be decided upon, as appropriate. If it is decided that an action needs to be taken or a change needs to be made, responsibilities are assigned. It is then up to the assessment coordinator to follow up on any actions or changes in terms of additional data collected in subsequent years. Examples of summary assessment result reports will clearly identify actions that have been taken and are available upon request.

VIII. List of Appendices

Appendix A: CSDS 107/110 Final Practicum Grading Rubric

Appendix B: Exit Survey

Appendix A: CSDS 107/110 Final Practicum Grading Rubric

Grading Rubric for Final practicum in CDDS 110/107

Name: _____

	1 Failed	2 Poor	3 Good	4 Excellent
Administration of oral-periph &/OR hearing screening	Not prepared. Did not have necessary materials/protocols. Max. assistance needed with 3 or more of the following: positioning, administration, instructions/explanations, or documentation.	Inadequately prepared. Did not have necessary materials/protocols OR Assistance needed with 2 of the following: positioning, administration, instructions/explanation or documentation.	Adequately prepared. All necessary materials. Minimal assistance needed with one of the following: positioning, administration, instructions/explanations, or documentation.	Well prepared. All necessary materials. Good positioning. Correct, independent administration. Clear instructions/explanat. Appropriate documentation.
Administration of speech-language sample &/OR parent/client interview	Not prepared. Did not have necessary/approp. materials AND required assistance from grad assistant or supervisor.	Inadequately prepared. Did not have necessary/appropriate materials OR required moderate assistance from partner, grad assistant or supervisor.	Adequately prepared. Some necessary/age-approp materials. Adequate use of open-ended questions May require minimal assistance/input from partner, supervisor or grad assist.	Well prepared. All necessary/age-approp materials. Approp. open-ended questions Correct, independent administration.
Administration of standardized test &/OR authentic procedures	Not prepared. Did not have necessary materials/protocols, poor positioning or documentation. AND Max. assistance needed for administration.	Inadequately prepared. Did not have necessary materials/ protocols, OR Moderate assistance from grad assistant or supervisor needed for admin. &/or documentation of results.	Adequately prepared. All necessary materials. Appropriate positioning, & test/procedure selection. Minimal assistance needed for administration &/or documentation of results.	Well prepared. All necessary materials. Good positioning & test procedure. Correct, indep. administration. Clear instructions/explanations. Appropriate documentation.
Interpretation of observations & test results	Not prepared to score test results. Max. assist with interpretation of results. Unable to develop an appropriate prognosis or recommendations.	Assistance needed with test scoring. Moderate assistance needed with test interpretation & establishment of approp prognosis and recommendations.	Accurately & independently scores test results. Minimal assistance needed with test interpretation or establishment of approp prognosis/recommendations.	Accurately & independently scores & interprets test results. Establishes approp prognosis & recommendations.
Overall communication and ability to establish rapport with client & parent. Behavior Management.	Does not communicate effectively. Poor eye-contact or body language. Inappropriate language. Unable to share test results or answer questions. Unable to manage behavior affectively, even with assistance.	Does not communicate effectively. Poor language use, eye contact or body language interferes with adequate communication. Unable to share test results. Moderate assist needed with behavior management.	Communication is adequate during the assessment although some areas need to be addressed in follow-up. Needs assistance sharing test results & answering questions. Minimal assistance/input needed to manages behavior.	Communicates effectively with client & parent using language that is approp, good eye contact/ body language. Defines professional terms. Shares test results. Answers quest appropriately. Manages behavior adequately.
Demonstration of	Three or more of the following: unprofessional attire or appear; unprofessional behavior	Two of the following: unprofessional attire or appear; unprofessional behavior during the	Professional attire or appearance. Overall behavior was professional, but may need to work on some minor	Appropriate/professional attire and appearance. Demonstrates professional behavior throughout the

professional behavior.	during the assessment; did not work well with others; was defensive or critical when provided with direction/feedback.	assessment; did not work well with others; was defensive or critical when provided with direction/feedback.	issues. Works adequately with others & takes direction well.	assessment. Works well with others & takes direction well.
Prep./Room set-up.	Add 1 point if room set-up and preparation were adequate.	Total Score = /25		

Grading Rubric for Final Written Report in CDDS 110/107

Name: _____

	1 Failed	2 Poor	3 Good	4 Excellent
Format & writing mechanics (indentation, grammar, spelling, etc.)	1) More than one of the following: Not double spaced; did not use block style; incorrect headings. AND 2) More than 5 grammar, typo, spelling, or phonetic symbol errors	1) Any one of the following: Not double spaced; did not use block style; incorrect/missing headings. AND 2) Up to 5 grammar, typo, spelling, or phonetic symbol errors.	1) Correct headings & use of block style (no indent). 2) All phonetic symbols are written in correctly. 3) Up to 5 grammar, "typo" or spelling errors. 4) Double spaced.	Complete and well organized. Correct headings & use of block style (no indent). Fewer than 2 grammar, "typo" or spelling errors. Double spaced. All phonetic symbols are written in correctly.
Background and Presenting Complaint AND History (birth/dev., med., family/soc.)	1) More than 3 of the following are missing or incorrect: client's name, CA, date, location, presenting complaint; birth Hx, dev/Hx/ milestones, med. Hx, family/social Hx, as appropriate; information under incorrect heading.	1) Up to 3 of the following are missing or incorrect: client's name, CA, date, location; presenting complaint, birth Hx, dev/Hx/milestones, med. Hx, family/social Hx, as appropriate. OR 2) any of the above information is under the wrong heading.	1) One of the following is missing/incorrect: client's name, CA, date, location, presenting complaint, referred/ accompanied by; AND/OR 2) One of the following is missing/ incorrect: birth Hx, dev/Hx/ milestones, med. Hx, family/social Hx, as appropriate.	BPC Contains: client's name, correct CA, date, location, & presenting complaint. Includes: accompanied/referred by & Dx/Tx Hx, as appropriate. History Contains: birth Hx, dev/Hx/milestones, med. Hx, family/social Hx, as appropriate. Everything under the correct heading.
Obs. & Assess. Results: Oral Periph. & Hearing Screening	Two of the following: 1) incomplete/inaccurate oral periph, 2) incomplete/inaccurate hearing screening, 3) incomplete/inaccurate DDK rates.	One of the following: 1) incomplete/inaccurate oral periph, 2) incomplete/inaccurate hearing screening, 3) incomplete/inaccurate DDK rates.	Oral periph and hearing results are complete and accurate, but not interpreted properly or written in an organized manner.	Oral peripheral results are complete and well organized, including DDK results; AND Hearing screening results are complete and accurate.
Obs. & Assess. Results: Speech Production	Significant concerns regarding the accuracy and/or completeness of the stand test results and/or the spontaneous speech sample including	1) Two of the following are incorrect: phoneme errors table, % intelligibility, fluency analysis/table, voice analysis; OR 2) fluency &/or voice are not addressed; OR 3) info. is	Information from stand. test and sample is complete and correct, including voice & fluency, but phoneme error table is in wrong format, &/OR fluency table is incorrect.	Contains: complete and accurate results from standardized test AND spontaneous sample. Includes phoneme error table and % intellig., and voice/fluency info. as

&/or Voice &/or Fluency	voice and fluency analysis	under the wrong heading.	Everything is under the correct heading(s).	appropriate. Everything is under the correct heading(s).
Obs. & Assess. Results: Receptive & Expressive Language	Significant concerns regarding the accuracy and/or completeness of the stand test results and the spontaneous language sample including MLU, receptive behaviors & expressive behaviors.	Two of the following: 1) Results of standardized tests are missing or incorrect, 2) MLU is missing or incorrect, 3) receptive & expressive observations are incomplete or inaccurate, 4) info. is under the wrong heading	Contains: complete and accurate results from standardized test and correct MLU, but receptive & expressive observations are incomplete or inaccurate (re: syntax, morphology, pragmatics, etc.)	Contains: complete and accurate results from standardized test AND spontaneous sample. Includes discussion of receptive & expressive language, including MLU. Everything is under the correct heading(s).
Summary & Prognosis AND Recommendations	Any of the following are missing completely: 1) summary statement, 2) prognostic statement, 3) recommendations	Two of the following: 1) summary statement is unclear or incomplete; 2) prognostic stmt is inaccurate or not well-supported; 3) recom. are incomplete or inappropriate; 4) info. is under wrong heading.	One of the following: 1) summary statement is unclear or incomplete; 2) prognostic statement is not well-supported; 3) recommendations are incomplete.	1) Results synthesized into an accurate & clear summary statement. 2) Prognostic statement is accurate & supported. 3) Recommendations are complete & appropriate. 4) Everything is under correct heading(s).
Final Draft (single-spaced)	Add 1 point if final draft is "perfect".			
		Total Score = /25		

Appendix B: Exit Survey for Undergraduate Students

Our Undergraduate Exit Questionnaire is distributed as an on-line survey using “Qualtrics”. The students respond to each statement using a five point scale: “no opinion”, “strongly agree”, “agree”, disagree”, and “strongly disagree”. It includes the following statements:

1. The program provided me with the skills needed to write a professional report within my discipline.
2. The program provided me with the skills needed to assess an individual’s speech, language, auditory, and communication skills.
3. The program provided me with the skills needed to communicate effectively with potential clients, students, or consumers.
4. The program provided me with the skills needed to demonstrate professional behavior within my discipline.
5. The program provided me with the skills needed to establish appropriate measurable goals for potential clients or students.
6. The program provided me with an understanding of the physical basis for a speech or hearing problem.
7. I completed the requirements needed to apply to a graduate program in my selected field

Note: In addition, the survey contains a narrative area for students to comment on “any areas in the curriculum which affected their level of satisfaction with the program”.