

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.

I. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLOs [a,b,c]

- A. Institutional Learning Outcomes. Fresno State ILOs are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>. They include:
 - 1. Developing a foundational, broad, and integrative knowledge
 - 2. Acquiring specialized knowledge
 - 3. Improving intellectual knowledge
 - 4. Applying knowledge
 - 5. Exemplifying equity, ethics, and engagement
- B. Program Learning Outcomes and SLOs
 - 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 disorders
 - 2) SLO: Students will understand fundamental disorders and differences of speech, language, and hearing, including impacts of cultural and linguistic diversity on communication development
 - 3) SLO: Students will apply their knowledge related to the physical basis for speech, language, or hearing disorders
 - 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 speech-language 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
 - 3) SLO: Students will implement selected treatment procedures with fidelity

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 demonstrate knowledge of 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: Demonstrate professional behavior within their selected discipline
 - 1) SLO: Students will demonstrate professional behavior during their interactions with potential clients

II. Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated (SLP: Speech-Language Pathology Course Only, AUD: Audiology Course Only)

	SLO 1.1	SLO 1.2	SLO 1.3	SLO 2.1	SLO 3.1	SLO 3.2	SLO 3.3	SLO 4.1	SLO 4.2	SLO 4.3	SLO 5.1
CSDS 80	I	I	I								
CSDS 91		I									
CSDS 95	I	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	
CSDS 107	M	M	M	D, M				D, M	D, M	D, M	D
CSDS 109	D	D	D	I	I	I	I	I	I	I	
CSDS 110	M	M	M	D, M				D, M	D, M	D, M	D
CSDS 114 (SLP)		I			I						I
CSDS 115 (SLP)	D	D	D		I	I	I	I	I	I	
CSDS 116			D	D, M	D, M	D, M	M				M
CSDS 117 (SLP)			D	D, M	D, M	D, M	D		D	D	
CSDS 128	M	M	M						D, M	D, M	M
CSDS 131	M	M	M						D, M	D, M	D
CSDS 141 (AUD)	D	D	D								
CSDS 172	D	D	D								

I = Introduced

D=Developed

M=Mastered

III. SLOs 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 3.3	SLO 4.1	SLO 4.2	SLO 4.3	SLO 5.1
Audiogram Interpretation and Plotting	Score	X	X	X						X	X	
Treatment Plan Assignment	Score				X	X	X					
Videotaped Therapy Session	Score				X	X	X	X				X
SimuCase Assignments	Score	X	X	X					X	X	X	
Exit Questionnaire	Score	X	X	X	X	X	X	X	X	X	X	X

IV. 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. Audiogram Interpretation and Plotting: As a part of their final examination in CSDS 131, students are provided within information for an audiogram that they then must plot and interpret. Should at least 80% of students demonstrate satisfactory performance across relevant items on this portion of the final examination, the SLOs mapped to this direct measure shall be considered met.
2. Treatment Plan Assignment: Students in CSDS 117 are required to complete a treatment plan assignment in which they develop measurable goals and objectives and aligned treatment procedures to meet the needs of a hypothetical client. Should at least 80% of students demonstrate satisfactory performance across relevant items on the assignment rubric (see Appendix A: Treatment Plan/Summary Assignment Rubric), the SLOs mapped to this direct measure shall be considered met.
3. Videotaped Therapy Session: Students in CSDS 116 complete an assignment that involves role-played implementation of one of the following treatment approaches: behavioral discrete trial teaching, cognitive therapy for adults, or social-relational therapy. This also requires that students develop an operationally-defined target behavior and written treatment plan for the procedures implemented within the video. Students then participate in a discussion board activity in which they review and evaluate videos produced by their peers. Should at least 80% of students demonstrate satisfactory performance across relevant items on the assignment rubric (see Appendix B: Videotape Assignment Rubric), the SLOs mapped to this direct measure shall be considered met.
4. SimuCase Assignments: As a part of their CSDS 107 course, students complete case studies to assess, interpret diagnostic findings, make conclusions and recommendations, and provide intervention for virtual patients. A score of 90% is considered competent performance on these simulation-based cases. Should a minimum of 80% of students demonstrate competency on these case studies, the SLOs mapped to this direct measure shall be considered met.

- B. Indirect Measures (Department/Program must use a minimum of one indirect measure)
- Exit Questionnaire: Undergraduate students in their final semester will be asked to complete an exit questionnaire (See Appendix C: 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.

V. Assessment Schedule/Timeline [g]

Academic Year	Measure	SLO 1.1	SLO 1.2	SLO 1.3	SLO 2.1	SLO 3.1	SLO 3.2	SLO 3.3	SLO 4.1	SLO 4.2	SLO 4.3	SLO 5.1
2021-2022	SimuCase Assignments Audiogram Interpretation and Plotting	X	X	X					X	X	X	
2022-2023	Audiogram Interpretation and Plotting Treatment Plan Assignment	X	X	X	X	X	X			X	X	
2023-2024	Treatment Plan Assignment Videotaped Therapy Assignment				X	X	X	X				X
2024-2025	Videotaped Therapy Assignment SimuCase Assignments	X	X	X	X	X	X	X	X	X	X	X
2025-2026	SimuCase Assignments Exit Questionnaire	X	X	X	X	X	X	X	X	X	X	X
2026-2027	Exit Questionnaire Audiogram Interpretation and Plotting	X	X	X	X	X	X	X	X	X	X	X
2027-2028	Audiogram Interpretation and Plotting Treatment Plan Assignment	X	X	X	X	X	X			X	X	
2028-2029	Treatment Plan Assignment Videotaped Therapy Assignment				X	X	X	X				X
2029-2030	Videotaped Therapy Assignment SimuCase Assignments	X	X	X	X	X	X	X	X	X	X	X

VI. 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 are 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 are 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.

VII. List of Appendices

Appendix A: CSDS 117 Treatment Plan/Summary Assignment Rubric

Appendix B: CSDS 116 Videotape Assignment Rubric

Appendix C: Exit Survey

Appendix A: CSDS 117 Treatment Plan/Summary Assignment Rubric

Treatment Plan/Summary Assignment

Using the below listed guidelines, groups will compose a treatment plan and summary for an assigned, hypothetical client.

Please complete the following tasks for your assignment:

- Using the attached template (adapted from the CDDS 230 manual), write a comprehensive treatment plan outlining 3 measurable objectives and behavioral procedures to address these objectives for the client assigned to your group.
 - Refer to the assigned assessment report for additional information regarding your client.
- After completing your treatment plan, compose a treatment summary outlining your client's progress using the attached template (adapted from the CDDS 230 manual). Include graphs of your hypothetical data for a minimum of 20 sessions for each of the measurable objectives.
- Using the attached template, include a cover page that lists all components of the assignment. Identify the contributions of each of your team members on this cover page.

Additional Guidelines:

1. This assignment should be formatted according to the attached template.
2. Per the syllabus, late submissions of this assignment will not be accepted.
3. Instances of cheating will result in an automatic score of "0" on this assignment.

Scoring Rubric

Paper Elements	Possible Points
Cover page	4
Formatting according to attached template	4
Treatment plan- Background Information	6
Treatment plan- Measurable/Appropriate objectives	12
Treatment plan- Procedures	20
Treatment plan- Maintenance program	12
Treatment summary- Procedures	6
Treatment summary- Progress	12
Treatment summary- Summary and Recommendations	12
Treatment summary- Graphs	12
Total Points	100

Appendix B: CSDS 116 Videotape Assignment Rubric

**ASSIGNMENT #3. VIDEOTAPE ASSIGNMENT
RUBRIC**

Full Points (100 pts.):

- The treatment plan is posted by the due date
- The treatment plan is approved after no more than two rounds of feedback
- Initial submission of videotape is posted by due date
- The videotape is approved after no more than two rounds of feedback
- Comments are posted by the due date
- Comments are of high quality
 - In brief paragraph form
 - Using complete sentence construction
 - Making thoughtful, relevant observations

Point Deductions taken for:

- | | |
|---|-----------------------------------|
| • Treatment plan is submitted late | -5 points |
| • Treatment plan requires more than two rounds of feedback before being approved | -5 points per additional round |
| • Feedback on the treatment plan is not responded to within 3 days | -5 points |
| • Initial post of videotape is submitted late | -5 points |
| • Each round of feedback after the second round | -5 points per additional round |
| • Feedback to the videotape is not responded to within 3 days | -5 points |
| • Comments are posted outside of the dates of the assignment due dates | -5 points |
| • Comments are bulleted, with incomplete sentence construction making irrelevant observations | -5 points |
| • Comments made on fewer than 3 videotapes | -1 point for each missing comment |

Appendix C: 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.”