

California State University, Fresno

College of Health and Human Services

Communicative Sciences and Deaf Studies, MA

Speech-Language Pathology Graduate Program

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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: Read, understand, and apply research literature to strengthen clinical practice.
    - 1. SLO: Students will understand the scientific method, describe major research designs, and apply basic measurement techniques in formal projects, or in clinical or education applications.
    - 2. SLO: Students will integrate speech-language pathology research with client perspectives and clinical expertise to help inform the selection of evidence-based practices.
  
  - 2. PLO: Demonstrate professional communication skills.
    - 1. SLO: Students will write using appropriate mechanics and produce well-organized papers using current American Psychological Association (APA) guidelines (American Psychological Association, 2019).

2. SLO: Students will use effective communication skills to establish and maintain good relationships with clients, students, parents, other professionals, administrators, and school personnel.
3. PLO: Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.
  1. SLO: Students will understand and apply knowledge related to anatomy and physiology of speech, language, and hearing to their work with clients who demonstrate communicative disorders.
  2. SLO: Students will demonstrate knowledge of the behavioral, linguistic, academic, social, and psychological implications of communication disorders.
4. PLO: Assess an individual's ability or performance and appropriately interpret and apply this information.
  1. SLO: Students will appropriately select, administer, and interpret the results of formal and informal assessments of speech, language, hearing, and/or other communicative needs.
5. PLO: Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.
  1. SLO: Students will understand the philosophies underlying current intervention and education methods.
  2. SLO: Students will competently plan, apply, and modify educational or clinical intervention strategies based on assessment results and/or analysis of ongoing collection of internal data.
6. PLO: Appreciate, understand, and apply concepts related to cultural and linguistic diversity.
  1. SLO: Students will demonstrate an understanding of the concepts of diversity, equity, and inclusion as they relate to the practice of speech-language pathology.
  2. SLO: Students will select and implement appropriate assessment and treatment approaches for clients from a variety of culturally, linguistically, and socially diverse populations.

## II. Curriculum Map [d]: Courses in which SLOs are addressed and evaluated

	SLO 1.1	SLO 1.2	SLO 2.1	SLO 2.2	SLO 3.1	SLO 3.2	SLO 4.1	SLO 5.1	SLO 5.2	SLO 6.1	SLO 6.2
CSDS 200	I, D, M	I, D	I, D, M								
CSDS 202		D			I, D	I, D	I, D	I, D	I, D		
CSDS 204		D			I, D	I, D	I, D	I, D	I, D		
CSDS 207		D			I, D	I, D	I, D	I, D	I, D		

	SLO 1.1	SLO 1.2	SLO 2.1	SLO 2.2	SLO 3.1	SLO 3.2	SLO 4.1	SLO 5.1	SLO 5.2	SLO 6.1	SLO 6.2
CSDS 209								D	D		
CSDS 210		D			I, D	I, D	I, D	I, D	I, D		
CSDS 213		D	D		I, D	I, D	I, D	I, D	I, D		
CSDS 214		D	D		I, D	I, D	I, D	I, D	I, D	I	I
CSDS 215		D			I, D	I, D	I, D	I, D	I, D		
CSDS 216		D	D		I, D	I, D	I, D	I, D	I, D		I
CSDS 218		D	D		I, D	I, D	I, D	I, D	I, D		I
CSDS 220		D	D		I, D	I, D	I, D	I, D	I, D		
CSDS 221		D			D	D	D	D	D		
CSDS 230		D		I, D	D	D	D	D	D	D	D
CSDS 257		M		M	M	M	M	M	M	M	M
CSDS 267		M		M	M	M	M	M	M	M	M
CSDS 299	Only applicable if students have selected this culminating experience. In such cases, the SLOs addressed depend on the topic of the student's research.										

**Key: I = Introduced D = Developed M = Mastered**

**III. SLOs Mapped Assessment Measures and Methods [e]**

Assessment Measure	Evaluation Method	SLO 1.1	SLO 1.2	SLO 2.1	SLO 2.2	SLO 3.1	SLO 3.2	SLO 4.1	SLO 5.1	SLO 5.2	SLO 6.1	SLO 6.2
Graduate Writing Requirement	Score	X		X								
Clinical Evaluations	Score		X		X	X	X	X	X	X	X	X
Comprehensive Examination Results	Score		X			X	X	X	X	X	X	X
PRAXIS Results	Score		X			X	X	X	X	X	X	X
Exit Survey	Score					X	X	X	X	X	X	X
Employer Survey	Score		X		X		X	X	X	X	X	X
Advisory Committee	Focus Group		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. Graduate Writing Requirement Results. Students meet the graduate writing requirement through passing a spontaneous essay and successful completion of a written research proposal. Major reasons for fails will be noted for program review. At least 80% of students will pass the graduate-level writing requirement on their first attempt.
  2. Clinic Evaluation. Each semester, supervisors complete an evaluation of students under their supervision. Those items reflecting on student performance will be averaged (per area) and tracked across semesters. At least 80% of students will score at or above “present (3)” for clinical practicum evaluations when their scores on applicable items are averaged (See Appendix A: CALIPSO Evaluation).
  3. Comprehensive Examination Results. Percent of students passing, passing in oral examinations, and failing the comprehensive examination will be tracked each academic year. At least 80% of students will pass the comprehensive examinations in each area.
  4. PRAXIS Results. The number of graduate students passing or not passing the PRAXIS Examination in Speech-Language Pathology will be summed for the academic year. At least 80% of graduates taking the PRAXIS will pass.

- B. Indirect Measures (Department/Program must use a minimum of one indirect measure)
1. Exit Survey. Graduate students in their final semester will be asked to complete an online Graduate Student Exit Survey (See Appendix B: Graduate Student Exit Survey). 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.
  2. Employer Survey. An online employer survey will be sent to school districts, hospitals, private practices, and other entities that are known to employ our graduates. We will reach out to them using our department database, as well as social media contacts. Should at least an average rating of “good” on applicable items of the employer survey be reported, the SLOs aligned with this indirect measure will be considered met (See Appendix C: Employer Survey).
  3. Minutes of Advisory Committee. Selected professionals from surrounding region are members of the Speech-Language Pathology Advisory Committee. The Speech-Language Pathology committee meets to provide feedback regarding program development in the Department. The minutes of this committee’s meeting will be analyzed and areas of strength or needed change will be noted and summarized. While no quantitative target is set, it is expected that themes from this measurement tool largely indicate that our students are effectively prepared to enter the workforce (See Appendix D for a list of questions that will be proposed during the Speech-Language Pathology Advisory Committee Meeting).

**V. Assessment Schedule/Timeline [g]**

Academic Year	Measure	SLO 1.1	SLO 1.2	SLO 2.1	SLO 2.2	SLO 3.1	SLO 3.2	SLO 4.1	SLO 5.1	SLO 5.2	SLO 6.1	SLO 6.2
2021-2022	Advisory Committee Graduate Writing Requirement Clinical Evaluations	X	X	X	X	X	X	X	X	X	X	X
2022-2023	Clinical Evaluations COMPS Results		X		X	X	X	X	X	X	X	X
2023-2024	COMPS Results PRAXIS Results		X			X	X	X	X	X	X	X
2024-2025	PRAXIS Results Exit Survey		X			X	X	X	X	X	X	X
2025-2026	Graduate Writing Requirement	X	X	X	X		X	X	X	X	X	X

Academic Year	Measure	SLO 1.1	SLO 1.2	SLO 2.1	SLO 2.2	SLO 3.1	SLO 3.2	SLO 4.1	SLO 5.1	SLO 5.2	SLO 6.1	SLO 6.2
	Exit Survey Employer Survey											
2026-2027	Employer Survey Advisory Committee		X		X		X	X	X	X	X	X
2027-2028	Graduate Writing Requirement COMPS Results	X	X	X		X	X	X	X	X	X	X
2028-2029	Graduate Writing Requirement Clinical Evaluations	X	X	X	X	X	X	X	X	X	X	X
2029-2030	Clinical Evaluations COMPS Results		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.

## **VIII. List of Appendices**

Appendix A: Sample CALIPSO Evaluation

Appendix B: Graduate Student Exit Survey

Appendix C: Employer Survey

Appendix D: Questions to be Presented at the Speech-Language Pathology Advisory Committee Meeting



Performance Rating Scale

- 1 - Early Emerging
- 4 - Developing Mastery
- 2 - Emerging
- 5 - Independent
- 3 - Present

CALIPSO  
Cumulative Evaluation  
Doe, Jane

- Young Child (0-5)
- Child (6-17)
- Adult (18-64)
- Older adult (65+)

Severities of Disorders (check)	Interprofessional (or collaborative) practice (IPP)	Client(s)/Patient(s) Ethnicity	Client(s)/Patient(s) Multicultural Aspects	Client(s)/Patient(s) Linguistic Diversity
<input checked="" type="checkbox"/> Within Normal Limits	<input type="checkbox"/> Audiologist	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> English
<input type="checkbox"/> Mild	<input type="checkbox"/> Dentist	<input type="checkbox"/> Race		<input checked="" type="checkbox"/> English Language Learner
<input type="checkbox"/> Moderate	<input type="checkbox"/> Dietitian	<input checked="" type="checkbox"/> Culture		<input type="checkbox"/> Primary English dialect
<input type="checkbox"/> Severe	<input type="checkbox"/> Family Member	<input checked="" type="checkbox"/> National origin		<input checked="" type="checkbox"/> Secondary English dialect
	<input checked="" type="checkbox"/> Nurse/Nurse Practitioner	<input type="checkbox"/> Socioeconomic status		<input checked="" type="checkbox"/> Bilingual
	<input type="checkbox"/> Occupational Therapist	<input type="checkbox"/> Gender identity		<input type="checkbox"/> Polyglot
	<input checked="" type="checkbox"/> Pharmacist	<input type="checkbox"/> Sexual orientation		<input type="checkbox"/> Gender identity
	<input type="checkbox"/> Physical Therapist	<input type="checkbox"/> Religion		<input type="checkbox"/> Sign Language (ASL or SEE)
	<input type="checkbox"/> Physician	<input type="checkbox"/> Exceptionality		<input type="checkbox"/> Cognitive / Physical Ability
	<input checked="" type="checkbox"/> Physician Assistant	<input type="checkbox"/> Other		<input type="checkbox"/> Other
	<input type="checkbox"/> Psychologist/School Psychologist			
	<input type="checkbox"/> Recreational Therapist			
	<input type="checkbox"/> Respiratory Therapist			
	<input type="checkbox"/> Social Worker			
	<input checked="" type="checkbox"/> Special Educator			
	<input type="checkbox"/> Teacher (classroom, ESL, resource, etc.)			
	<input type="checkbox"/> Vocational Rehabilitation Counselor			
	<input checked="" type="checkbox"/> Other			

Evaluation Skills	Speech Sound Production	Fluency	Voice	Language	Hearing	Swallowing	Cognition	Social Aspects	AMC
1. Conducts screening and prevention procedures (std IV-D, std V-B, 1a)		5.00							
2. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B, 1b)									
3. Selects appropriate evaluation instrument/procedures (std V-B, 1c)			5.00						
4. Administers and scores diagnostic tests correctly (std V-B, 1c)									
5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d)									
6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C)					4.00	3.00			



Evaluation Skills	Speech Sound Production	Fluency	Voice	Language	Hearing	Swallowing	Cognition	Social Aspects	AAC
7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std V-B, 1e)									
8. Makes appropriate recommendations for intervention (std V-B, 1e)									
9. Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f)			5.00			5.00			
10. Refers clients/patients for appropriate services (std V-B, 1g)		5.00							5.00

Number of items scored: 8 Number of items remaining: 82 Section Average: 4.62

The attainment Skills	Speech Sound Production	Fluency	Voice	Language	Hearing	Swallowing	Cognition	Social Aspects	AAC
1. Develops setting-appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process (std V-B, 2a, std 3.1.1B)									
2. Implements intervention plans (involves clients/patients and relevant others in the intervention process) (std V-B, 2b, std 3.1.1B)									
3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c)									
4. Sequences tasks to meet objectives									
5. Provides appropriate introduction/explanation of tasks	2.00	4.00	5.00	5.00					
6. Measures and evaluates clients'/patients' performance and progress (std V-B, 2d)									
7. Uses appropriate re-inforcement, corrective feedback, models, cues, and prompts									
8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e)									
9. Completes administrative and reporting functions necessary to support intervention (std V-B, 2f)				5.00	5.00		5.00	5.00	
10. Identifies and refers patients for services as appropriate (std V-B, 2g)									4.00

Number of items scored: 9 Number of items remaining: 81 Section Average: 4.44

Professional Practice, Interaction and Personal Qualities	Score
1. Demonstrates knowledge of and interdependence of communication and swallowing processes (std IV-B, std 3.1.6B)	
2. Uses clinical reasoning and demonstrates knowledge of and ability to integrate research principles into evidence-based clinical practice (std IV-F, std 3.1.1B)	
3. Adheres to federal, state, and institutional regulations and demonstrates knowledge of contemporary professional issues and advocacy (includes trends in best professional practices, privacy policies, models of delivery, and reimbursement procedures/fiduciary responsibilities) (std IV-G, std 3.1.1B, 3.1.6B, 3.8B)	
4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others (std V-B, 3a, std 3.1.1B)	
5. Establishes rapport and shows care, compassion, and appropriate empathy during interactions with clients/patients and relevant others (std 3.1.1B)	
6. Uses appropriate rate, pitch, and volume when interacting with patients or others	
7. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c, std 3.1.6B)	
8. Collaborates with other professionals in case management (std V-B, 3b, std 3.1.1B, 3.1.6B)	
9. Displays effective oral communication with patient, family, or other professionals (std V-A, std 3.1.1B)	
10. Displays effective written communication for all professional correspondence (std V-A, std 3.1.1B)	
11. Adheres to the ASHA Code of Ethics and Scope of Practice documents and conducts him or herself in a professional, ethical manner (std IV-E, V-B, 3d, std 3.1.1B, 3.1.6B)	

Professional Practice, Interaction and Personal Qualities	Score
12. Demonstrates professionalism (std 3.1.1B, 3.1.6B)	
13. Displays organization and preparedness for all clinical sessions	
14. Seeks clarification when in doubt	
15. Improves and learns as a result of experience and supervisory suggestions	
16. Complies with on-site clinical procedures	
17. Generates multiple evaluation instruments/procedures (formal and/or informal) that would be appropriate for a given client.	
18. Makes appropriate prognosis based on assessment results	
19. Incorporates multiple measures to establish reliability of results	
20. Quickly learns and incorporates new tests or procedures suggested by the supervisor	
21. Uses accurate and appropriate grammar, form, style and spelling in written reports	
22. Exhibits effective behavior management	
23. Effectively manages treatment contingencies	
24. Maintains accurate and detailed progress notes	
Number of items scored: <u>1</u> Number of items remaining: <u>23</u> Section Average: <u>3.00</u>	<b>3.00</b>

## Appendix B

### Graduate Student Exit Survey

Identify your major: Deaf Education  
Speech-Language Pathology

Rate each of the following statements:

- 0 = no opinion
- 1 = strongly disagree
- 2 = disagree
- 3 = agree
- 4 = strongly agree

1. Advising was helpful.
2. My undergraduate studies and learning experiences at CSUF prepared me for graduate school.  
➤ *If you did not attend CSUF for your undergraduate studies, please select "0"*
3. My graduate classes and learning experiences prepared me for my internships, externships, and/or student teaching.
4. I feel prepared to communicate with parents, clients, students, and other professionals.
5. I am confident in my abilities to assess a client's or student's communication abilities.
6. I am confident in my abilities to plan and implement educational or clinical interventions across a wide range of students or clients.
7. I am comfortable locating, reading, and evaluating professional literature (e.g., peer reviewed journals) in my field of study.
8. I appreciate, understand, and productively apply multicultural information when assessing or treating/teaching clients or students.
9. I am planning to pursue a doctoral degree.

Narrative Questions:

1. For which areas of your field do you feel most prepared?
2. In which areas of your field do you feel you are lacking skills?
3. What type of setting are you planning to work in now that you have completed the program?

## Appendix C

### Employer Evaluation of Program

Dear Employer:

Our records show that your employee, \_\_\_\_\_, took courses in the Dept. of Communicative Sciences and Deaf Studies. As a requirement of our accreditation process, this evaluation is being sent to employers of our graduates to secure data which will help us evaluate and improve our program. The results will be confidential, and in any reporting of data, your employee's name will not be used. Please rate on the scale below. Thank you in advance for your assistance.

		Excellent	Good	Fair	Poor	N/A
1.	Skill in Treatment/Teaching Ability to develop a treatment or educational program appropriate to client's or student's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Skill in Management of Behavior (maintain on-task behavior.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Skill in Assessment (assessment is ongoing in nature, using observational, recorded, standardized and non-standardized measurement procedures and techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.	Knowledge and implementation of diagnostic tools available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Adequate knowledge of specific characteristics of type of population served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Skill in Reporting (written reports pertinent and accurate.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Organizational Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Ability to communicate with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Ability to communicate with colleagues and other disciplines on a professional level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Ability to communicate with clients or students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Preparedness to effectively serve clients or students from culturally and linguistically diverse backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall, how would you rate the quality of service rendered by this person?</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the number of clients or students presently served by this person? \_\_\_\_\_

## Appendix D

### Questions to be Presented at the Advisory Committee Meeting

*Please take minutes during the Speech-Language Pathology Advisory Committee Meeting.*

*The advisory committee meeting is meant to be an opportunity for open discussion regarding the strengths and limitations of our graduate program in Speech-Language Pathology, the quality of services being performed by our graduates, and the degree to which we are able to meet the needs of our community. Please feel free to comment on any areas that you feel are important. In addition, at some point during the meeting, please propose the following questions for discussion:*

1. How do you feel about our past students' understanding and ability to apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication?
2. What do you feel are the strengths and/or weaknesses regarding the assessment and treatment skills being performed by our alumni out in the community? Do you feel they are prepared to work with a wide range of students and/or clients?
3. How well do our past students develop professional relationships with clients/students, caregivers, family members, and other professionals?
4. Do our past students appreciate, understand, and productively apply knowledge related to cultural and linguistic diversity?