

2015-2016 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 30, 2016. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. Please identify your department/program in the file name for your report.

College: Health and Human Development

Department: Communication Disorders and Sciences

Program: N/A

Assessment liaison: Karen Kochis Jennings

1. Please check off whichever is applicable:

- A. _____ Measured student work.
- B. Analyzed results of measurement.
- C. _____ Applied results of analysis to program review/curriculum/review/revision.

2. Overview of Annual Assessment Project(s). On a separate sheet, provide a brief overview of this year's assessment activities, including:

- an explanation for why your department chose the assessment activities (measurement, analysis, and/or application) that it enacted
- if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year's measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
- if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year's analyses and past and future assessment activities
- if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
- in what way(s) your assessment activities may reflect the university's commitment to diversity in all its dimensions but especially with respect to underrepresented groups
- any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

3. Preview of planned assessment activities for next year. Include a brief description and explanation of how next year's assessment will contribute to a continuous program of ongoing assessment.

Assessment Liaison: Karen Kochis Jennings

College: HHD

Department: CDS

2016-2017 Assessment Results:

Overview of Annual Assessment Project

In the 2016-2017 academic year, we conducted an alumni survey. Our licensing and credentialing body, the American Speech and Hearing Association (ASHA), requires that we periodically survey our alumni regarding their perception of preparedness for work in the field as a result of their education. The survey consists of 31 questions, most of which are multiple choice and Likert scale questions, but some questions are open ended. The survey assesses alumni perception of preparedness across all disorder areas and clinical experiences. The survey also collected demographic information, such as whether the alumnus graduated from the residential graduate program or distance graduate program, the state in which they practice, and whether they were in their clinical fellowship or held a Certificate of Clinical Competence, etc. In the past, these surveys have been highly informative and have served to identify or verify possible deficits and weaknesses in the academic program. We have, in the past, made curriculum changes based on feedback from our alumni surveys. Alumni input also serves to inform us of real time changes within the field of practice. In addition to analyzing the results of the 2016-2017 alumni survey, survey results from the 2016-2017 and 2014-2015 surveys were compared to survey results from the 2011-2012 alumni survey. The 2011-2012 alumni survey resulted in a number of curriculum changes.

The Alumni Survey was revised in Spring 2017 and administered to the alumni in May 2017. It includes responses from graduates of the 2014, 2015 and 2016 Distance Learning (DLP) and Residential (RP) CDS graduate programs. In total, there were 9 responses; 8 from RP alumni and 1 DLP alumni. The survey was disseminated via a CSUN CDS Alumni Facebook post. Currently, we have no way to form a database of graduate alumni emails and are trying to find a better way to notify and distribute the survey to our alumni. Our last alumni survey was conducted in the 2014-2015 academic year. We received 12 responses from 2013 and 2014 graduate alumni. The survey previous to that was conducted in the 2011-2012 academic year and yielded 43 responses. The 2011-2012 survey was a 'paper and pencil' survey that was mailed to graduate alumni. It is puzzling that a hard copy 'snail-mail' survey provided so many more responses than the electronic Survey Monkey survey. Curriculum changes were initiated in both the DLP and RP as a result of the 2011-2012 survey results. Thus, two data analyses were performed on the 2016-2017 Alumni survey results. First, the current survey data were assessed for areas of weakness in the curriculum. Second, the results from the 2011-2012 survey were compared to the current survey

results and those from 2014-2015 to determine if curriculum changes made in response to the 2011-2012 survey outcomes changed alumni perception of preparation.

2016-2017 Alumni Survey Results

We received 9 responses to the 2016 -2017 Alumni Survey, 8 from the RP and 1 from the DP. Respondents graduated in 2104, 2015 and 2016. The percentage in parenthesis following the disorder area indicates percentage of alumni that agreed or strongly agreed that they were well prepared in the disorder area. Areas of perceived weakness in the curriculum included Head and Neck Cancer (0%), Autism (44%), Cleft Palate and Craniofacial Disorders (11%), Motor Speech Disorders (55%), Aural Rehabilitation (33%), and Pediatric Swallowing (11%).

Responses to the open ended questions “If you answered 'disagree' or 'strongly disagree' to any questions, please indicate in which disorder area/s you felt inadequately prepared regarding therapy and / or diagnostic techniques” and “Please use this section to offer any comments you would like to share with us regarding your academic and / or clinical education in Communication Disorders and Sciences at CSUN,” typically commented on lack of adequate preparation in the following areas; assessment and treatment for children on the Autism Spectrum, assessment and treatment for Head and Neck Cancer, assessment and treatment of Cleft Palate and Cranial Facial Disorders, and therapy for Aural Rehabilitation. Other comments included requests to connect theory more explicitly to therapeutic decision making and therapy approaches, more therapy videos and simulations, and more practice writing goals across the disorder areas. Our department is aware of the deficit in the area of Autism Spectrum Disorders and remediation of this deficit is being discussed in the department Strategic Planning Committee. Head and Neck Cancer is an area of specialty and skills are typically acquired through mentorship, continued education courses, and experience in a Head and Neck Cancer Clinic. However, we as a faculty acknowledge there is a need to better identify where and to what extent Head and Neck Cancer is covered in our graduate courses. The graduate course, Cleft Palate and Craniofacial Disorders, which also included motor speech disorders and some head and neck cancer, was formally taught by Dr. Judith Trost-Cardamone, a specialist in Cleft Palate. Dr Trost-Cardmone retired several years ago and the course has since been revised and was, in fact, a revision motivated by results from the 2011-2012 Alumni survey. The new course, CD 660 Neurogenic Speech Disorders, includes cleft palate and craniofacial disorders; however, a larger portion of the course is given to neurogenic speech disorders, which are much more prevalent than cleft palate and craniofacial disorders. We acknowledge that we must perhaps reassess where cleft palate and craniofacial disorders is taught across our courses and what aspects are taught, i.e. introduction to cleft palate is taught in our undergraduate course, CD 451 Articulation and Phonological Disorders.

Areas of perceived strength in the curriculum include Child Speech Disorders (77%), Child Language Disorders (77%), Fluency (77%), Voice Disorders (88%), Aphasia and Cognition (77%), Dysphagia (66%), Early Intervention (66%), Counseling, Ethics and Professional Comportment (88%), Research and Evidence Based Practice (88%), Multicultural Issues (77%), Clinical Writing Skills (77%), Internship Clinical Practicum (66%), Externship Clinical Practicum (77%). In general, most alumni feel their clinical experiences were adequate to excellent and provided, dependent on the type clinical setting, a fairly wide range of experiences across the disorder areas.

Comparison of 2016-2017 and 2014-2015 Alumni Survey results with 2011-2012 Alumni Survey Results

Areas of weakness identified in the 2011-2012 Alumni Survey included Dysphagia (adult and pediatric swallowing, assessment and treatment for children on the Autism Spectrum, Head and Neck Cancer, and Aural Rehabilitation. The most common open ended comments included 'too much cleft palate and not enough head and neck cancer,' 'not enough course content on dysphagia and too little time (8 weeks),' 'voice course is too short for amount of work (8 weeks),' and 'not enough curriculum on Autism.' At that time, CD 660 was, as stated above, a cleft palate and craniofacial course that also covered head and neck cancer, CD 659 covered aphasia and dysphagia (8 weeks on each topic), CD 663 covered Motor Speech and Cognitive Disorders (8 weeks on each topic), and CD 661 covered both Voice and Fluency disorders (8 weeks on each topic). Changes made based on the results of the 2011-2012 Alumni Survey included the creation of CD 660 Neurogenic Speech Disorders (primarily motor speech with some cleft palate and craniofacial disorders), CD 659 Neurogenic Disorders of Cognition and Language, CD 663 Adult and Pediatric Swallowing/Feeding Disorders, and CD 661 Voice and Disorders of Voice.

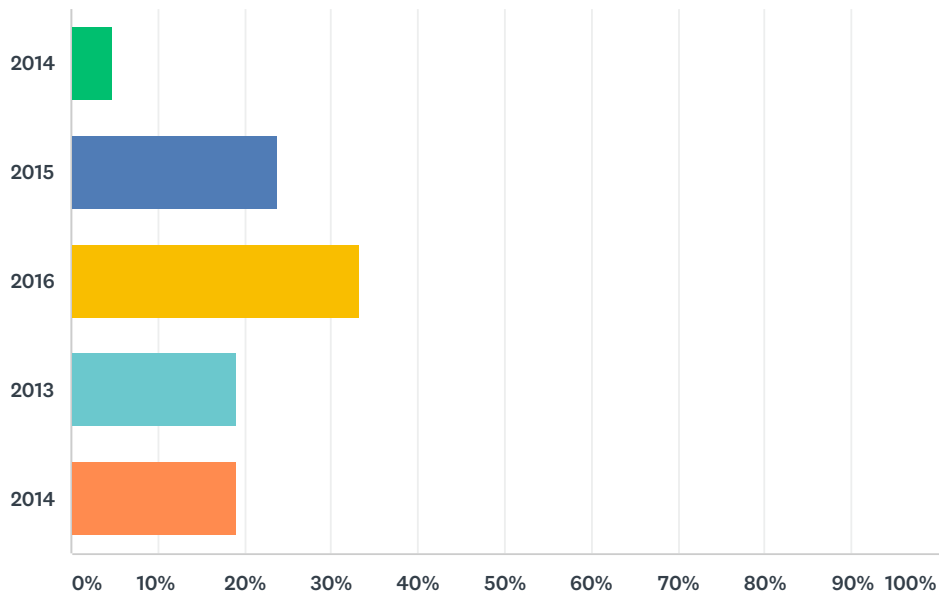
The 2014-2015 and 2016-2017 alumni surveys show that alumni now feel they received adequate preparation in adult dysphagia (77% agree or strongly agree), but continue to identify a deficit in pediatric dysphagia content. Comments regarding deficits in motor speech disorders preparation are puzzling considering CD 660 is almost entirely devoted to neurogenic speech disorders. It is less surprising that alumni report deficits in cleft palate, because the emphasis in CD 660 has shifted from cleft and cranial facial disorders to motor speech disorders, partly due to the retirement of Dr. Trost-Cardamone and the reworking of CD 660 as a result of the 2011-2012 Alumni Survey results. Autism Spectrum, Head and Neck Cancer, and Aural Rehabilitation curriculum remain weaknesses in the academic program. Aural Rehabilitation is also a specialty area that must be augmented post-graduation via continuing education courses and mentoring in the field. The CDS Strategic Planning Committee is discussing ways in which the Autism Spectrum Disorder curriculum can be improved and increased.

2017-2018 Assessment Plan

In the Fall 2017 semester, CDS assessment liaison Dr. Karen Kochis Jennings will be on sabbatical until January 2018. Dr. Vickie Yu will be filling in for her in the CDS department and on the College of Health and Human Development Assessment Committee. Assessment goals for Fall 2017 had not yet been identified when Dr. Kochis-Jennings left for sabbatical, but likely include the ASHA required employer survey.

Q1 In what year did you graduate from CSUN Communication Disorders and Sciences Master's program?

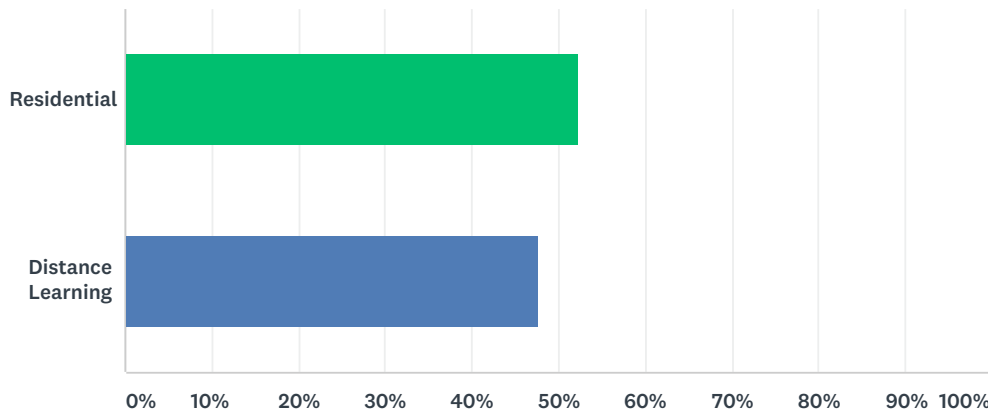
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ANSWER CHOICES	RESPONSES
2014	4.76% 1
2015	23.81% 5
2016	33.33% 7
2013	19.05% 4
2014	19.05% 4
TOTAL	21

Q2 Are you a graduate of the residential or distance learning master's program?

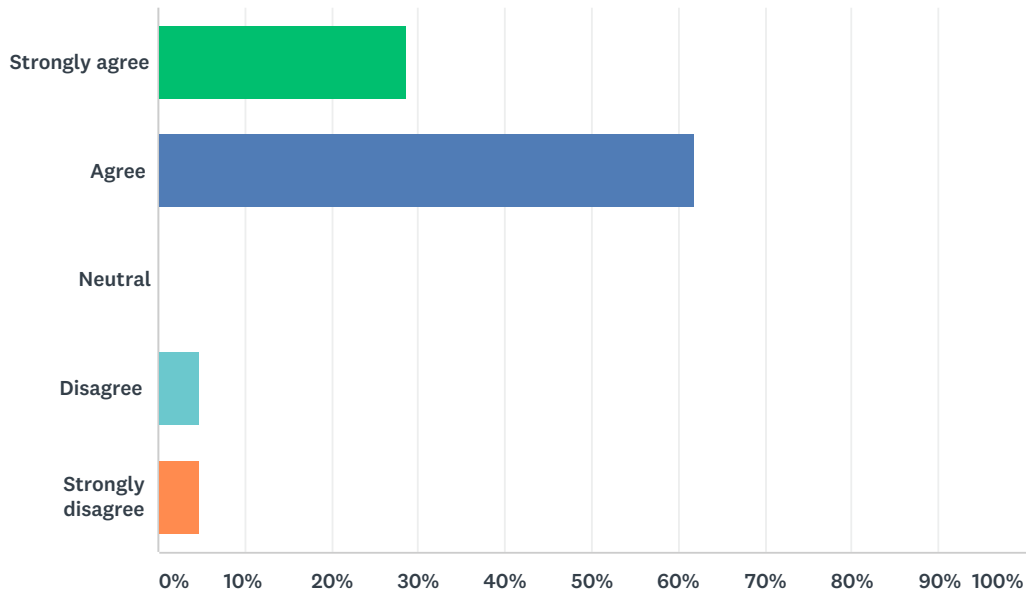
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ANSWER CHOICES	RESPONSES
Residential	52.38% 11
Distance Learning	47.62% 10
TOTAL	21

Q3 In general, do you feel that the education you received from the CSUN Communication Disorders and Sciences Master's Program prepared you well for employment in the field of speech and language pathology?

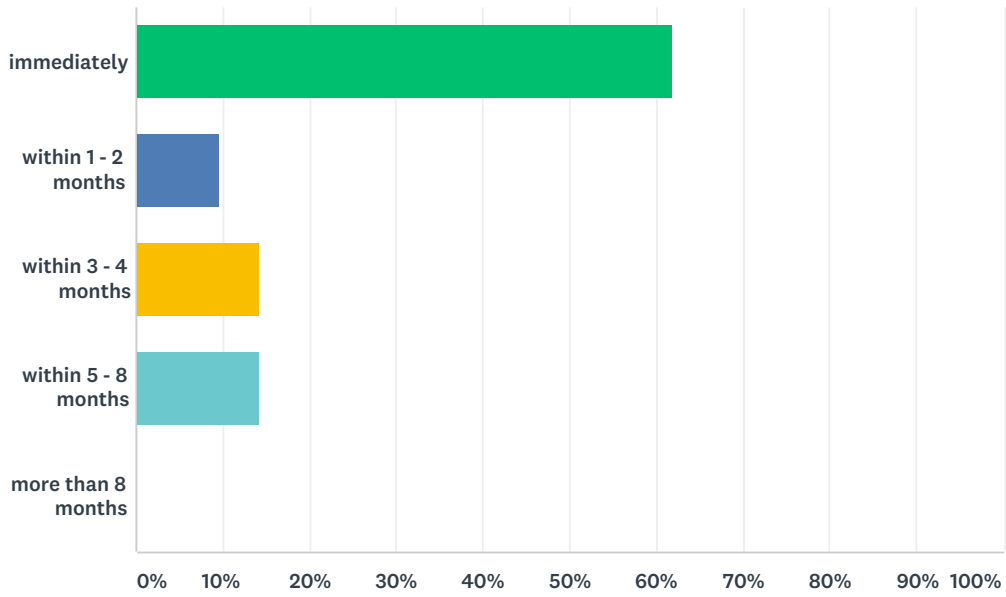
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ANSWER CHOICES	RESPONSES
Strongly agree	28.57% 6
Agree	61.90% 13
Neutral	0.00% 0
Disagree	4.76% 1
Strongly disagree	4.76% 1
TOTAL	21

Q4 How soon after graduation did you begin your employment?

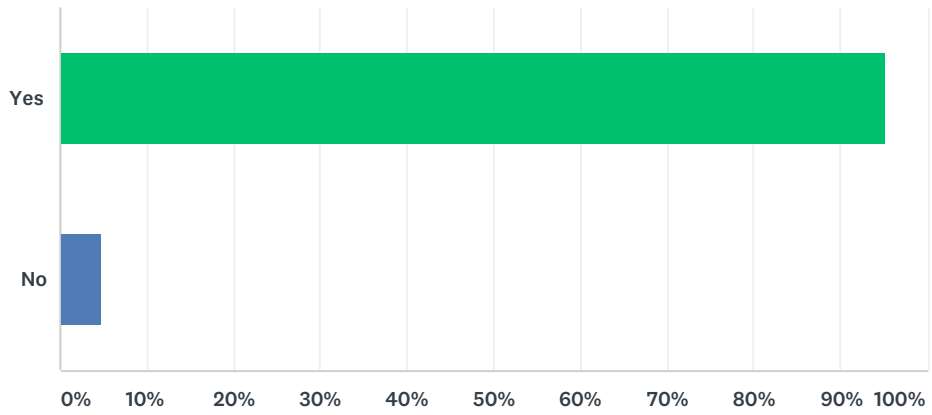
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ANSWER CHOICES	RESPONSES	
immediately	61.90%	13
within 1 - 2 months	9.52%	2
within 3 - 4 months	14.29%	3
within 5 - 8 months	14.29%	3
more than 8 months	0.00%	0
TOTAL		21

Q5 Are you currently employed as a speech language pathologist?

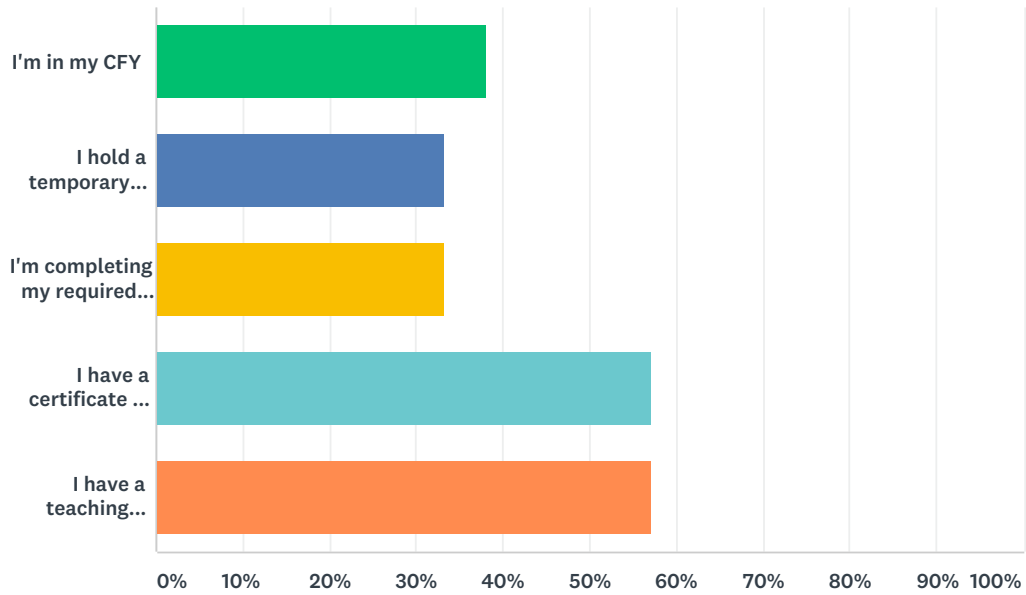
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ANSWER CHOICES	RESPONSES	
Yes	95.24%	20
No	4.76%	1
TOTAL		21

Q6 Choose all that apply

Answered: 21 Skipped: 0



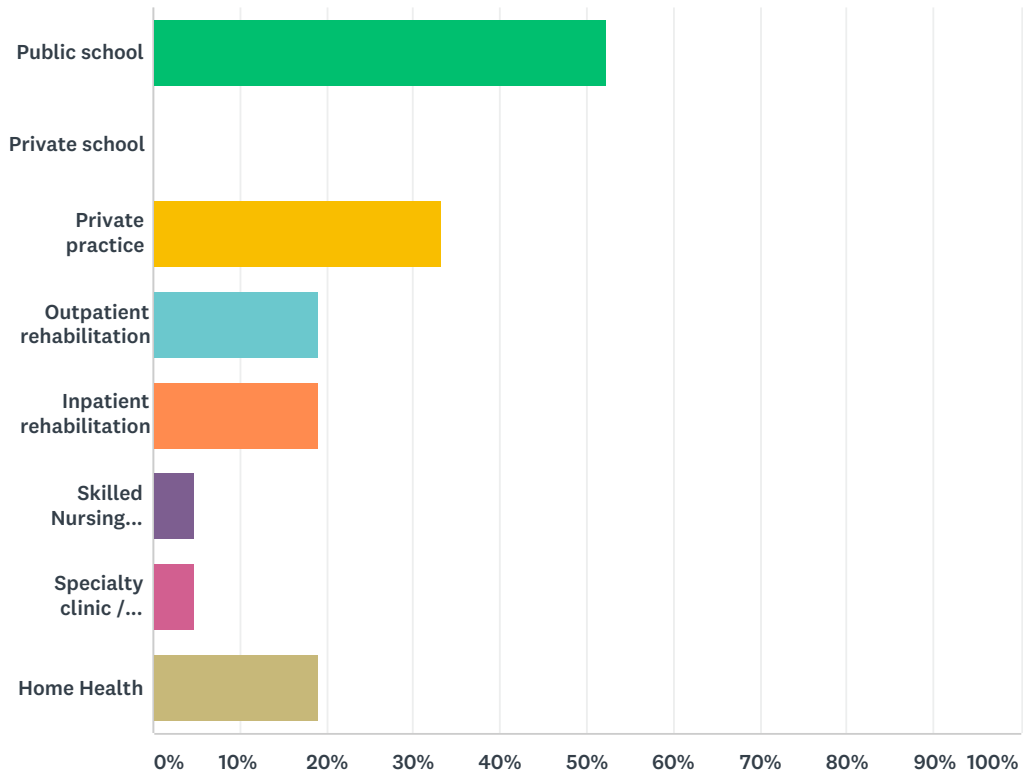
ANSWER CHOICES	RESPONSES	
I'm in my CFY	38.10%	8
I hold a temporary license	33.33%	7
I'm completing my required professional experience	33.33%	7
I have a certificate of clinical competence	57.14%	12
I have a teaching credential	57.14%	12
Total Respondents: 21		

Q7 In what state do you practice?

Answered: 21 Skipped: 0

Q8 In what type of setting are you employed? Choose all that apply

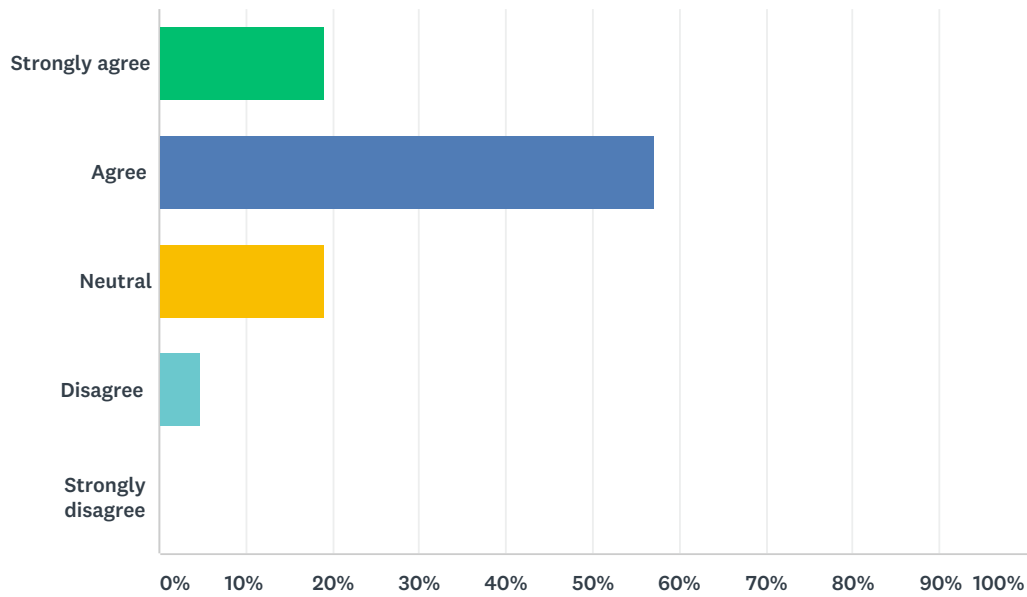
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ANSWER CHOICES	RESPONSES
Public school	52.38% 11
Private school	0.00% 0
Private practice	33.33% 7
Outpatient rehabilitation	19.05% 4
Inpatient rehabilitation	19.05% 4
Skilled Nursing Facility	4.76% 1
Specialty clinic / practice	4.76% 1
Home Health	19.05% 4
Total Respondents: 21	

Q9 I feel my education prepared me well in the area of Adult Neurogenetics: Aphasia and Cognition.

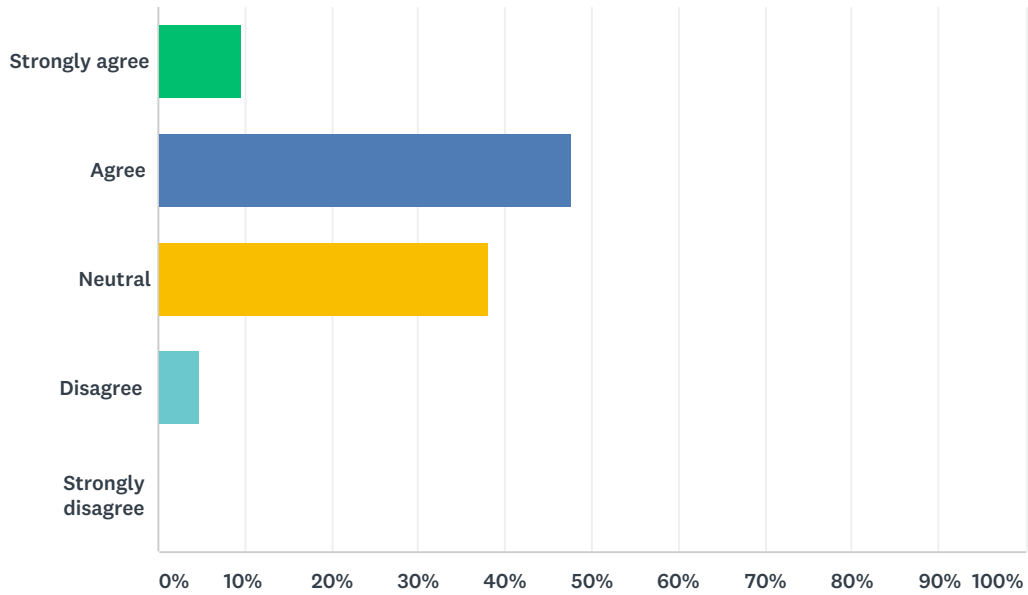
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ANSWER CHOICES	RESPONSES	
Strongly agree	19.05%	4
Agree	57.14%	12
Neutral	19.05%	4
Disagree	4.76%	1
Strongly disagree	0.00%	0
TOTAL		21

Q10 I feel my education prepared me well in the area of Adult Neurogenics : Motor Speech Disorders

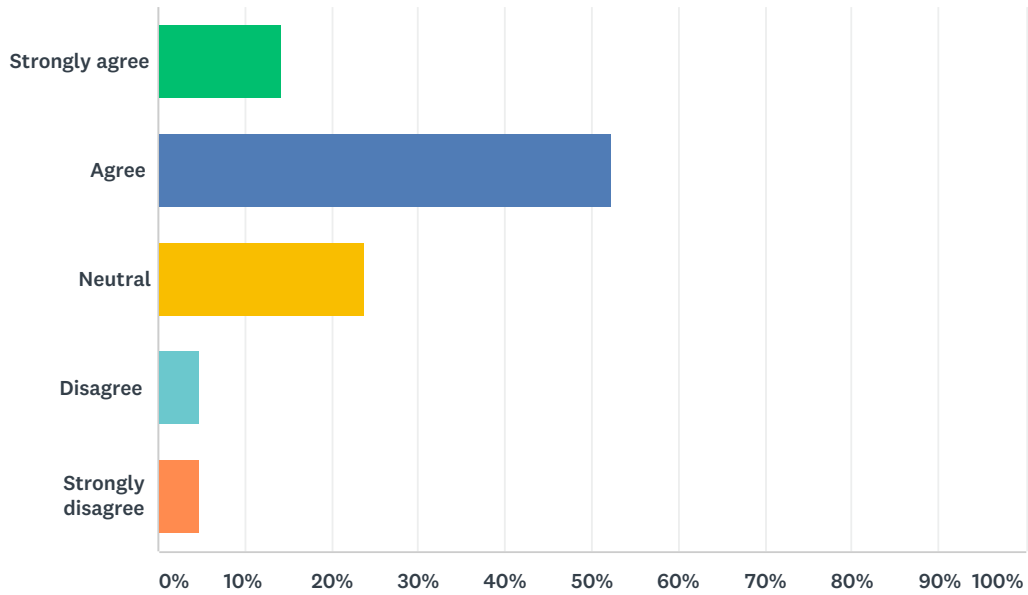
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ANSWER CHOICES	RESPONSES	
Strongly agree	9.52%	2
Agree	47.62%	10
Neutral	38.10%	8
Disagree	4.76%	1
Strongly disagree	0.00%	0
TOTAL		21

Q11 I feel my education prepared me well in the area of Adult Swallowing Disorders

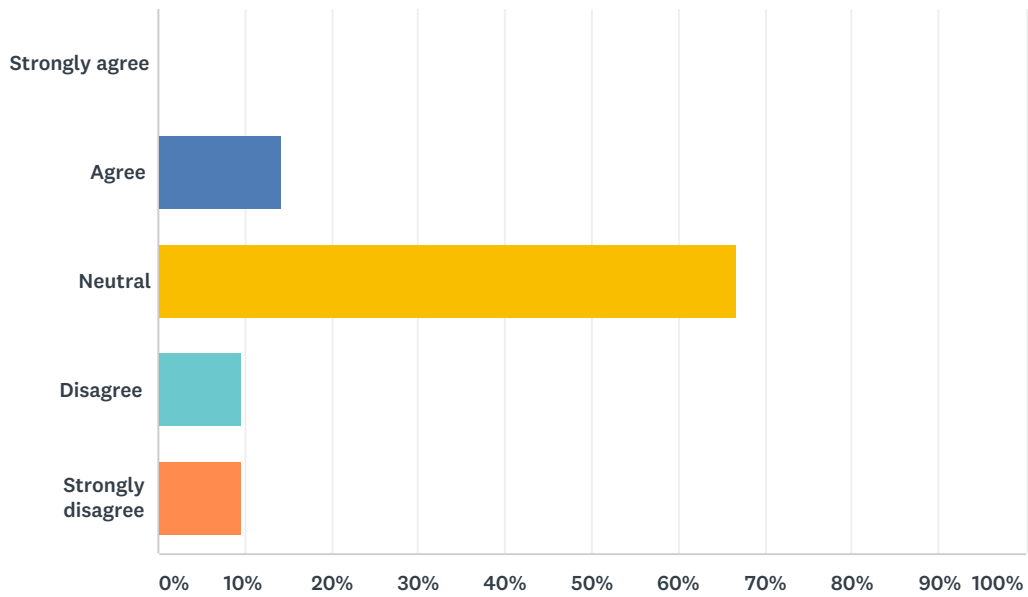
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ANSWER CHOICES	RESPONSES	
Strongly agree	14.29%	3
Agree	52.38%	11
Neutral	23.81%	5
Disagree	4.76%	1
Strongly disagree	4.76%	1
TOTAL		21

Q12 I feel my education prepared me well in the area of Pediatric Swallowing Disorders.

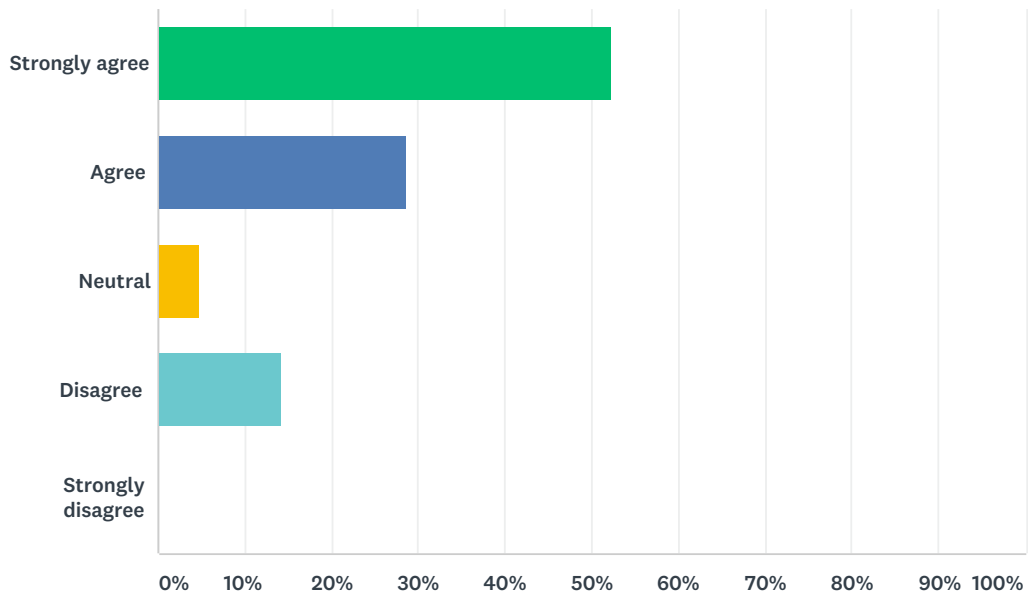
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ANSWER CHOICES	RESPONSES	
Strongly agree	0.00%	0
Agree	14.29%	3
Neutral	66.67%	14
Disagree	9.52%	2
Strongly disagree	9.52%	2
TOTAL		21

Q13 I feel my education prepared me well in the area of Child Articulation and Phonological Disorders.

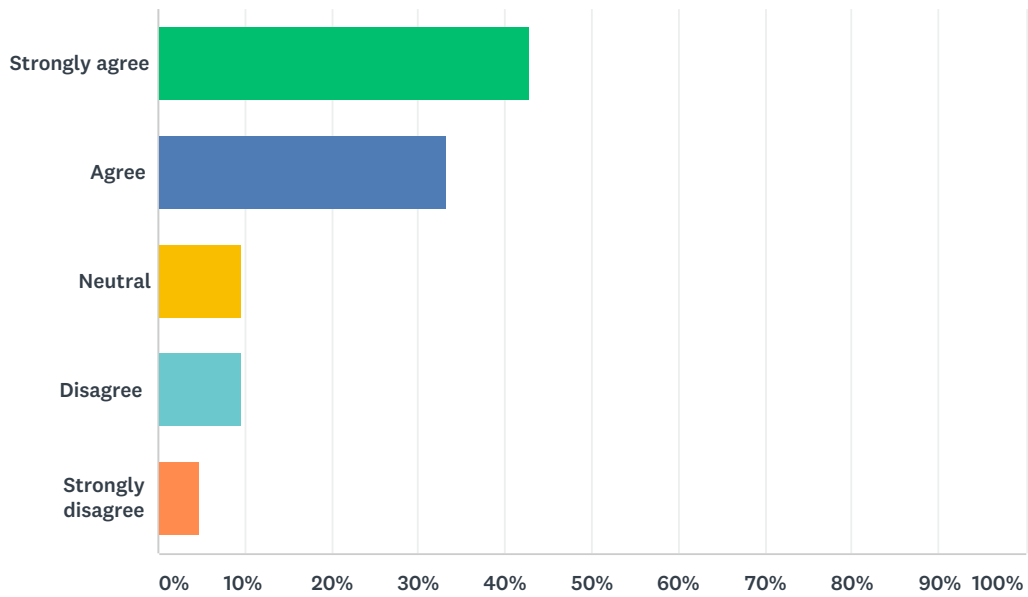
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ANSWER CHOICES	RESPONSES	
Strongly agree	52.38%	11
Agree	28.57%	6
Neutral	4.76%	1
Disagree	14.29%	3
Strongly disagree	0.00%	0
TOTAL		21

Q14 I feel my education prepared me well in the area of Child Language Disorders.

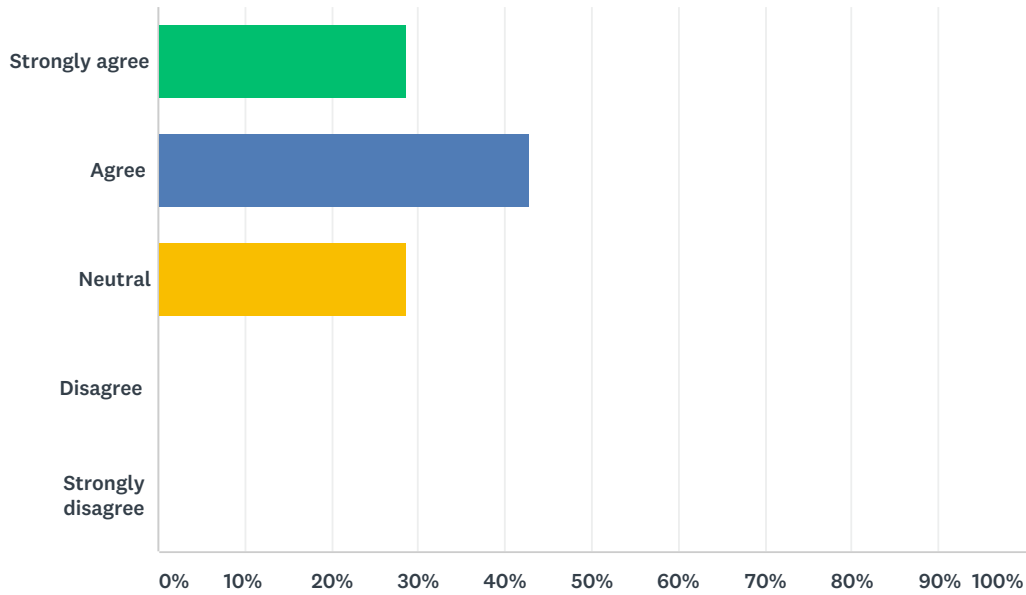
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ANSWER CHOICES	RESPONSES	
Strongly agree	42.86%	9
Agree	33.33%	7
Neutral	9.52%	2
Disagree	9.52%	2
Strongly disagree	4.76%	1
TOTAL		21

Q15 I feel my education prepared me well in the area of Fluency Disorders.

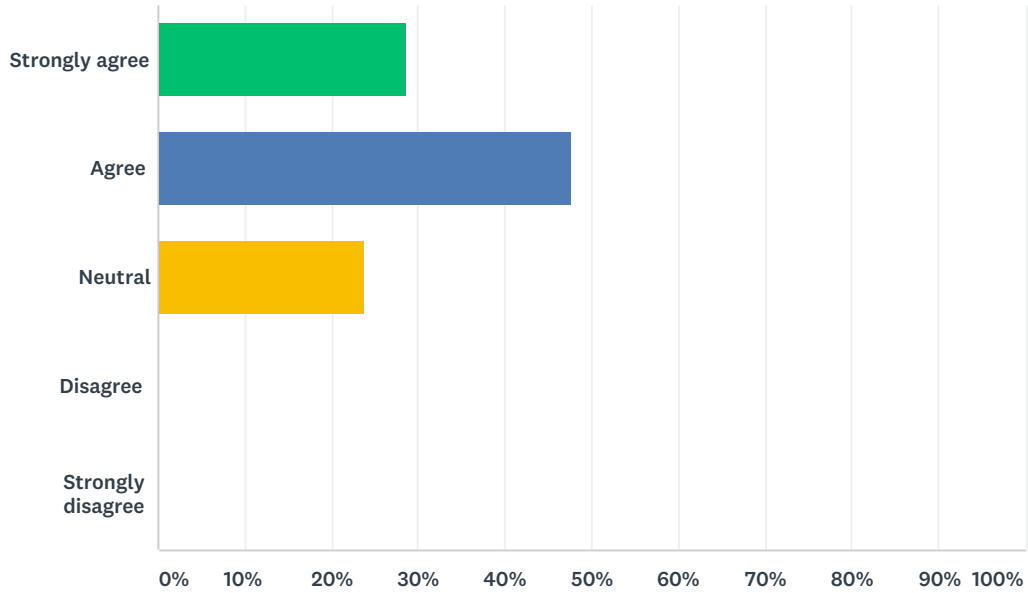
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ANSWER CHOICES	RESPONSES	
Strongly agree	28.57%	6
Agree	42.86%	9
Neutral	28.57%	6
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		21

Q16 I feel my education prepared me well in the area of Voice Disorders.

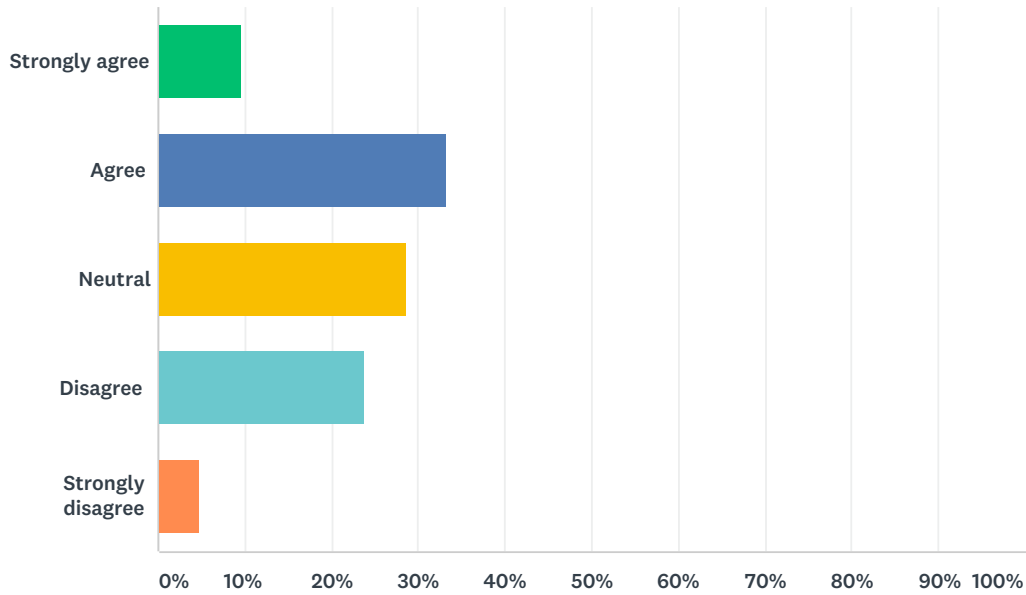
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ANSWER CHOICES	RESPONSES	
Strongly agree	28.57%	6
Agree	47.62%	10
Neutral	23.81%	5
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		21

Q17 I feel my education prepared me well in the area of Cleft Palate and Craniofacial Disorders.

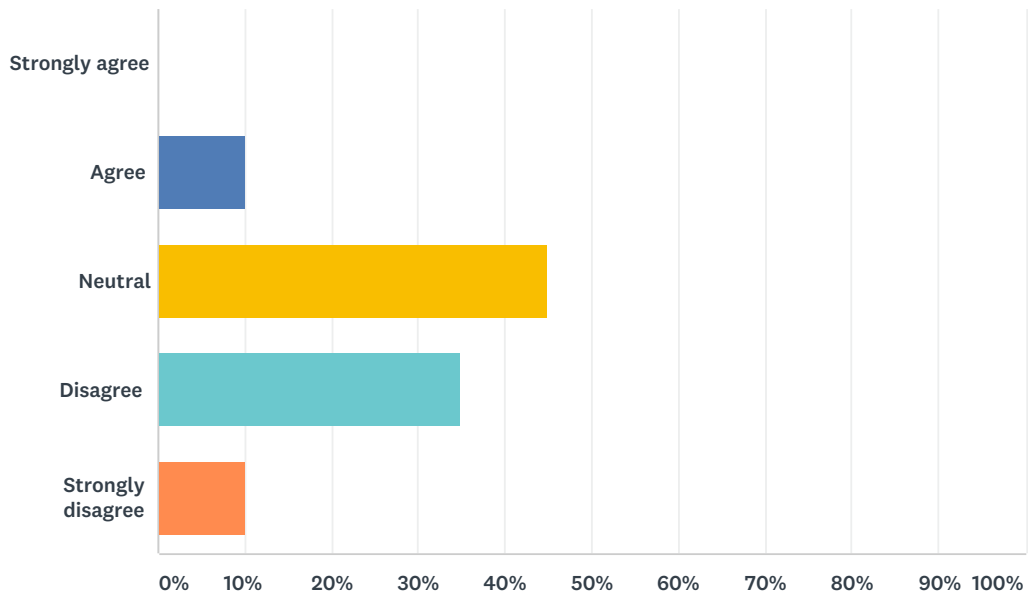
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ANSWER CHOICES	RESPONSES
Strongly agree	9.52% 2
Agree	33.33% 7
Neutral	28.57% 6
Disagree	23.81% 5
Strongly disagree	4.76% 1
TOTAL	21

Q18 I feel my education prepared me well in the area of Head and Neck Cancer.

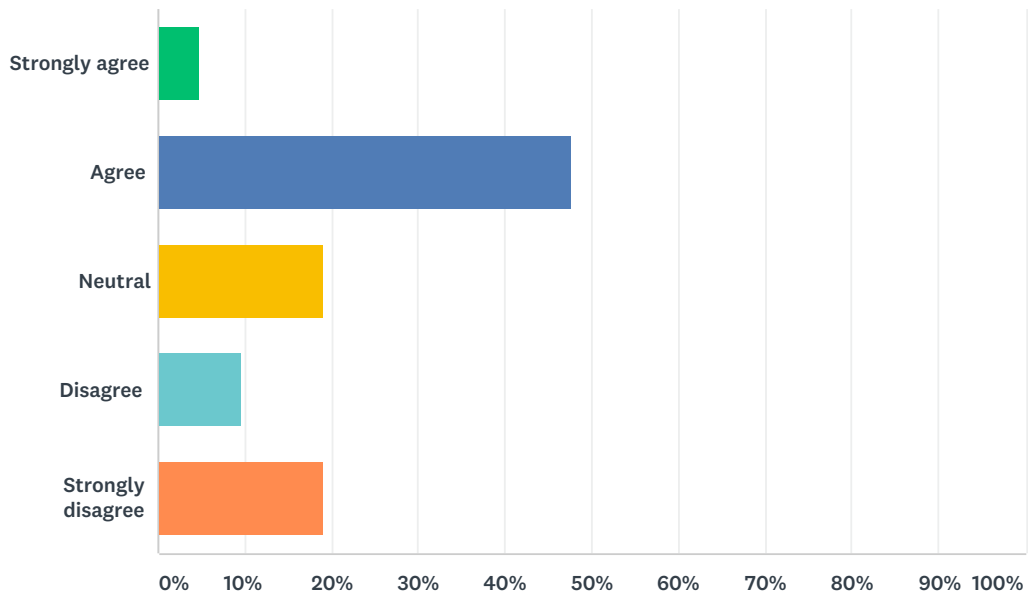
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ANSWER CHOICES	RESPONSES	
Strongly agree	0.00%	0
Agree	10.00%	2
Neutral	45.00%	9
Disagree	35.00%	7
Strongly disagree	10.00%	2
TOTAL		20

Q19 I feel my education prepared me well in the area of Autism Spectrum Disorders.

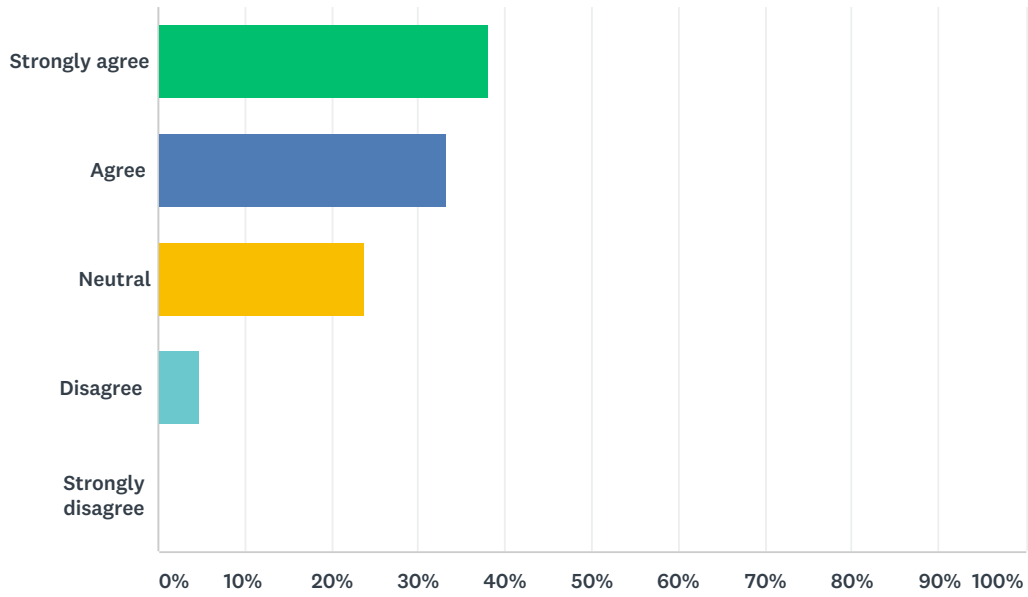
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ANSWER CHOICES	RESPONSES	
Strongly agree	4.76%	1
Agree	47.62%	10
Neutral	19.05%	4
Disagree	9.52%	2
Strongly disagree	19.05%	4
TOTAL		21

Q20 I feel my education prepared me well in the area of Early Intervention.

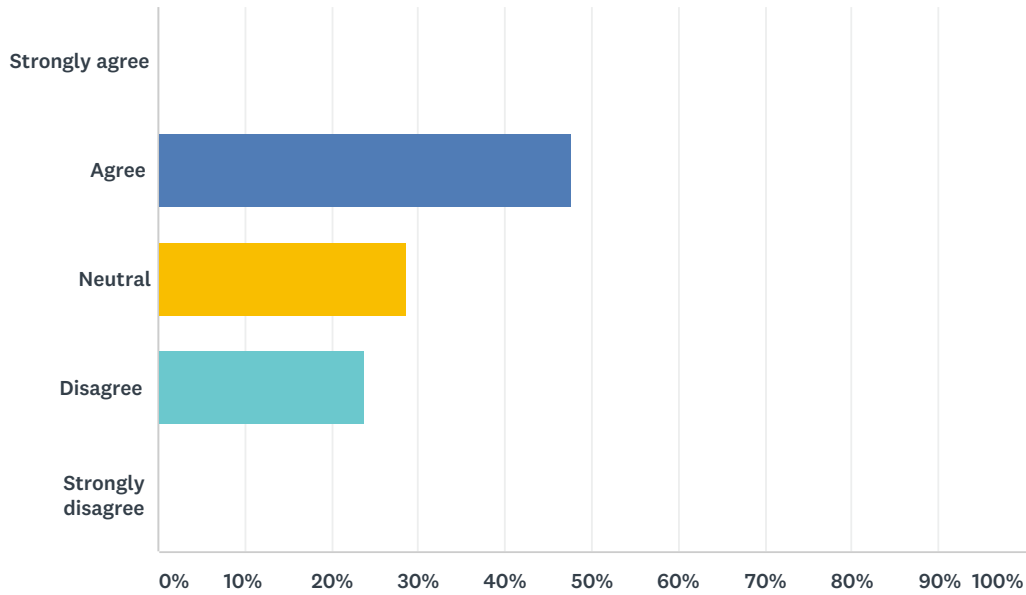
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ANSWER CHOICES	RESPONSES	
Strongly agree	38.10%	8
Agree	33.33%	7
Neutral	23.81%	5
Disagree	4.76%	1
Strongly disagree	0.00%	0
TOTAL		21

Q21 I feel my education prepared me well in the area of Aural Rehabilitation.

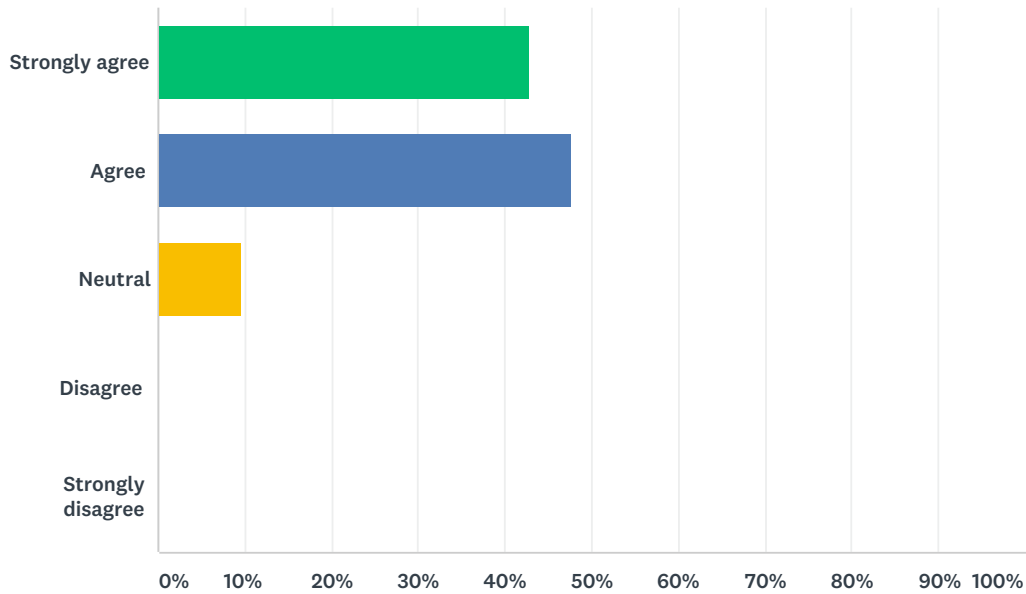
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ANSWER CHOICES	RESPONSES	
Strongly agree	0.00%	0
Agree	47.62%	10
Neutral	28.57%	6
Disagree	23.81%	5
Strongly disagree	0.00%	0
TOTAL		21

Q22 I feel my education prepared me well in the area of Multicultural Awareness and Impact of Culture on Diagnostic Approach, Therapy and Counseling.

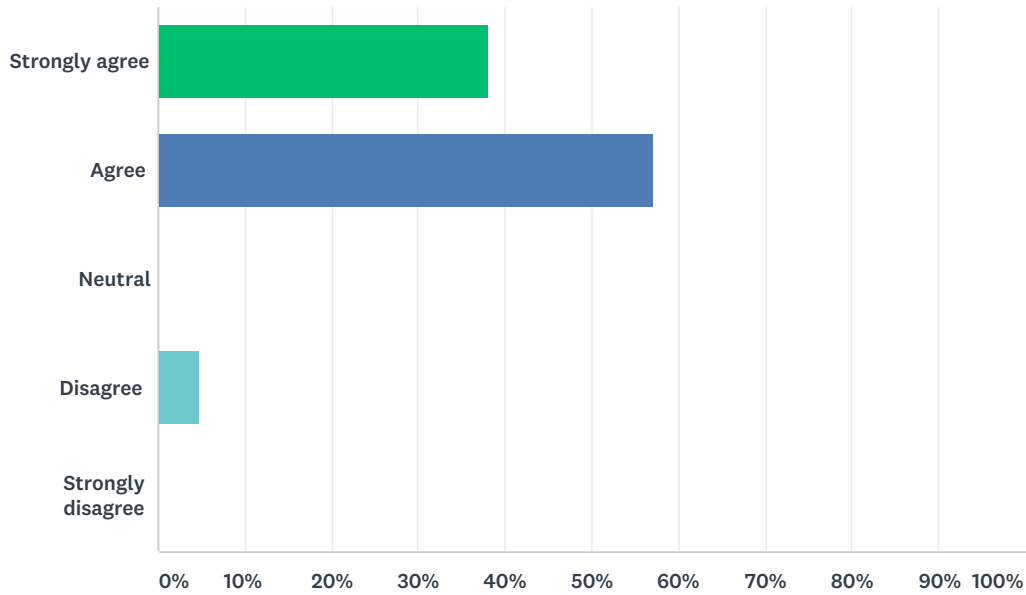
Answered: 21 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	42.86%	9
Agree	47.62%	10
Neutral	9.52%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		21

Q23 I feel my education prepared me well in the area of counseling, professional ethics and professional comporment.

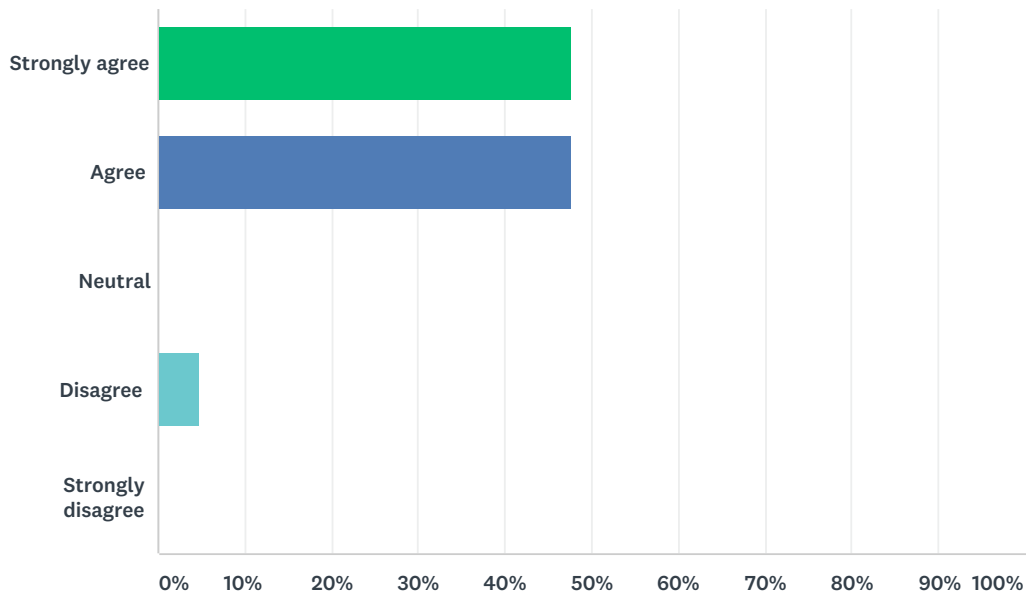
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ANSWER CHOICES	RESPONSES	
Strongly agree	38.10%	8
Agree	57.14%	12
Neutral	0.00%	0
Disagree	4.76%	1
Strongly disagree	0.00%	0
TOTAL		21

Q24 I feel my education enabled me to understand and utilize research and evidence based practice therapy techniques.

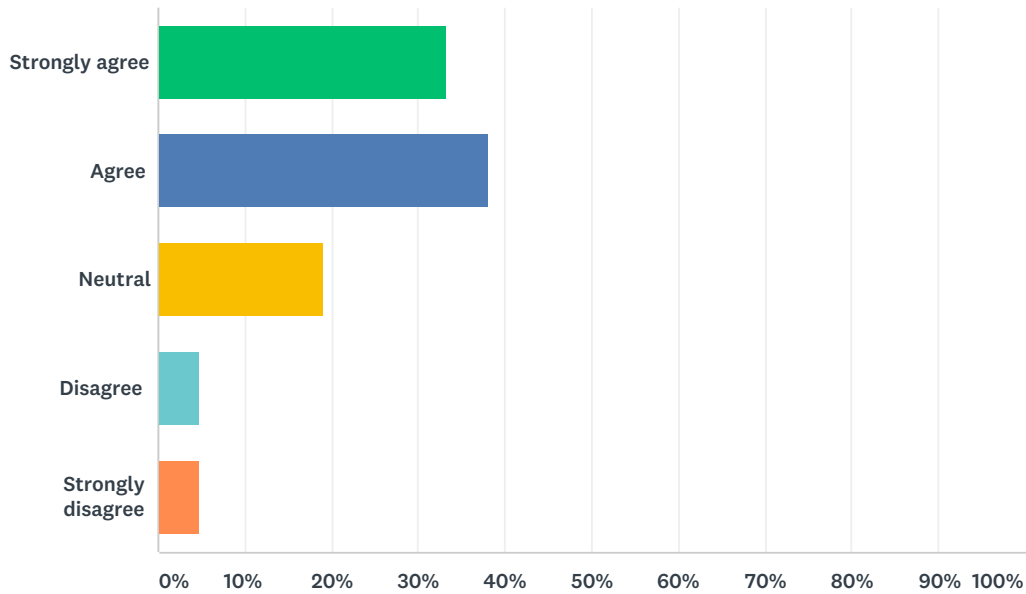
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ANSWER CHOICES	RESPONSES	
Strongly agree	47.62%	10
Agree	47.62%	10
Neutral	0.00%	0
Disagree	4.76%	1
Strongly disagree	0.00%	0
TOTAL		21

Q25 In general, I feel my clinical practicums provided me with valuable experience and exposure to a range of speech and language disorders in both children and adults.

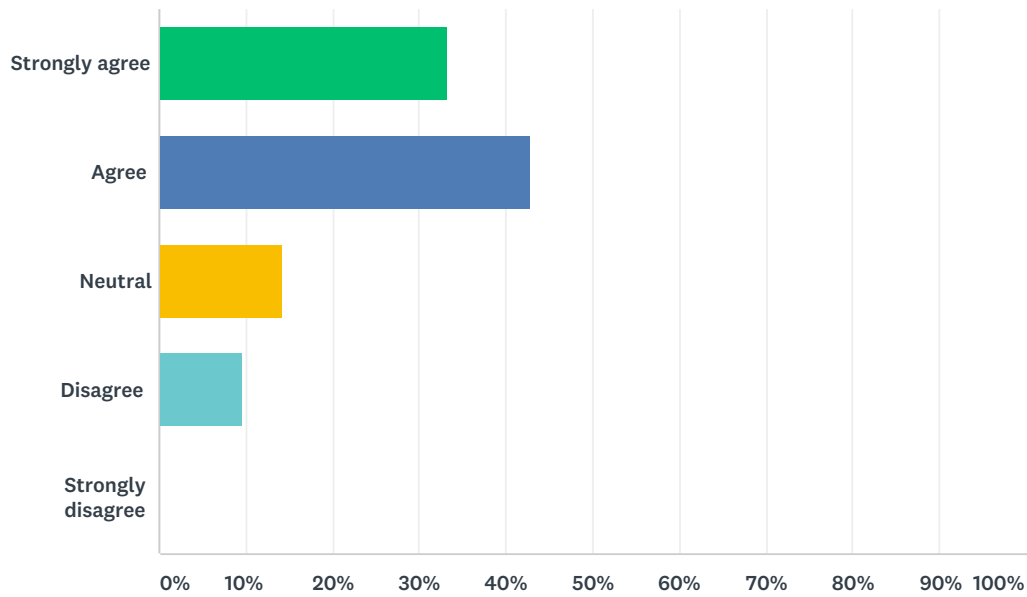
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ANSWER CHOICES	RESPONSES	
Strongly agree	33.33%	7
Agree	38.10%	8
Neutral	19.05%	4
Disagree	4.76%	1
Strongly disagree	4.76%	1
TOTAL		21

Q26 My education and training in clinical report writing and documentation prepared me well for what is required in our field.

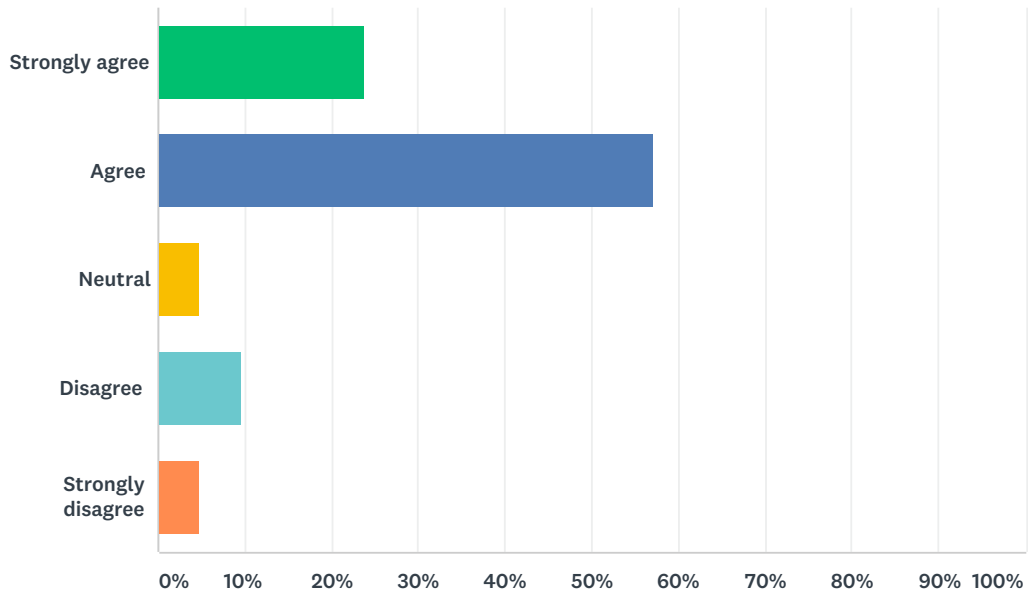
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ANSWER CHOICES	RESPONSES	
Strongly agree	33.33%	7
Agree	42.86%	9
Neutral	14.29%	3
Disagree	9.52%	2
Strongly disagree	0.00%	0
TOTAL		21

Q27 In general, my clinical medical and school externships provided me with adequate experience and exposure to a range of speech, language and swallowing disorders in children and adults.

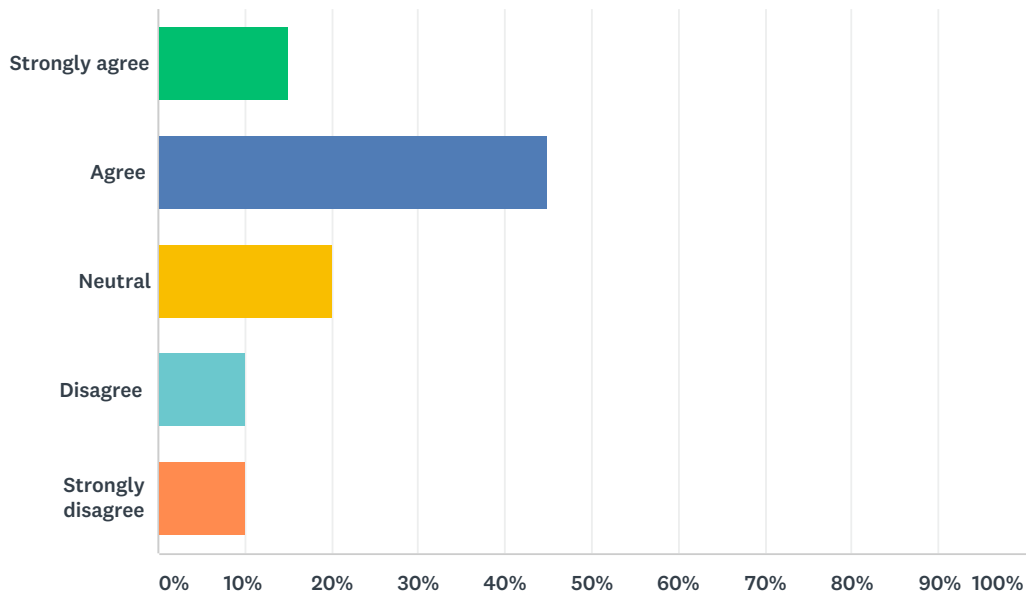
Answered: 21 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	23.81%	5
Agree	57.14%	12
Neutral	4.76%	1
Disagree	9.52%	2
Strongly disagree	4.76%	1
TOTAL		21

Q28 My education provided me with adequate training in therapeutic techniques for many areas of communication disorders.

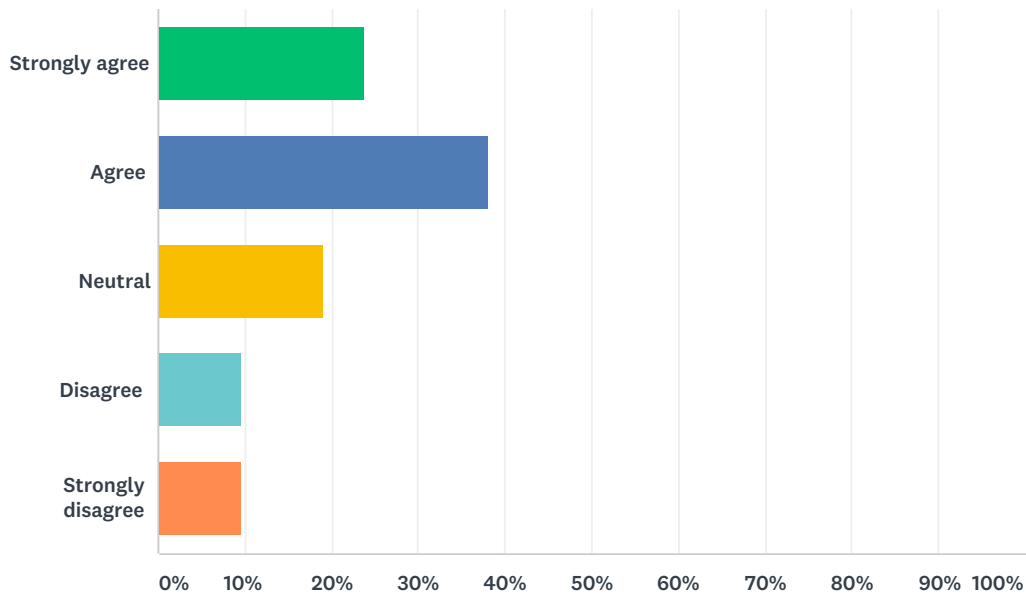
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ANSWER CHOICES	RESPONSES	
Strongly agree	15.00%	3
Agree	45.00%	9
Neutral	20.00%	4
Disagree	10.00%	2
Strongly disagree	10.00%	2
TOTAL		20

Q29 My education provided me with adequate training in diagnostic techniques for many areas of communication disorders.

Answered: 21 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	23.81%	5
Agree	38.10%	8
Neutral	19.05%	4
Disagree	9.52%	2
Strongly disagree	9.52%	2
TOTAL		21

Q30 If you answered 'disagree' or 'strongly disagree' to any questions, please indicate in which disorder area/s you felt inadequately prepared regarding therapy and / or diagnostic techniques.

Answered: 10 Skipped: 11

Q31 Please use this section to offer any comments you would like to share with us regarding your academic and / or clinical education in Communication Disorders and Sciences at CSUN.

Answered: 14 Skipped: 7