



**Commission on Teacher Credentialing
Biennial Report
Academic Years 2012-13 and 2013-14**

Institution	California State University, Long Beach
Date report is submitted	Fall 2014
Program documented in this report	Speech-Language Pathology Services Credential Program
Name of Program	Speech-Language Pathology Services Credential Program
Credential awarded	Speech-Language Pathology Services Credential
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

Note: CSULB is using a modified Biennial Report template. With CTC's permission, this template combines all elements of the traditional Biennial Report with elements of CSULB's Annual Report. Most data tables appear in the Appendices. Please see the Cover Letter for a detailed comparison.



College of Education and Affiliated Programs
Biennial Assessment Report– Fall 2014
Speech-Language Pathology Program

Note: This report presents and analyzes data from Summer 2012 through Summer 2014 with an additional year of SLO data included solely as a means of establishing a trend.

Background

1. Describe your program (enrollment, number of faculty, general goals). Have there been any major changes since your last report?

The Department of Speech-Language Pathology (SLP) at California State University Long Beach has prepared candidates for entry into the profession of speech-language pathology on a continuous basis since 1954. The Department has achieved national accreditation by the American Speech-Language-Hearing Association (ASHA) and the State of California Commission on Teacher Credentialing (CTC) to prepare and recommend candidates for the SLPSC approves its Speech-Language Pathology Services Credential (SLPSC) Program. Therefore, students graduating from the Master's Program meet all the academic and clinical practicum requirements for Clinical Certification by ASHA, licensing by the State of California and are eligible for the Speech-Language Pathology Services Credential issued by the State of California Commission on Teacher Credentialing. The Department currently offers two options for completing the Speech-Language Pathology Services Credential:

- 1) The Traditional Master of Arts Program that regularly enrolls more than 90% of graduate students
- 2) The Special Cohort Master of Arts Program enrolls all graduate students as a program requirement (for Special Cohort M.A. the CD 670 Externship is not available as an option (i.e., the externship in a medical setting))

The SLP Department's SLPSC Program served one hundred twenty-one (121) candidates in AY 2011-2012 (Includes Fall 2011, Spring 2012, and Summer 2012), AY 2012-2013 (Includes Fall 2012 and Spring 2013), and AY 2013-2014 (Includes Fall 2013, Spring 2014, and Summer 2014). Nonetheless, this report will include data on the eighty-four (84) program completers for AY 2011-2012, AY 2012-2013, and AY 2013-2014 in the Traditional Master of Arts program and the Special Cohort Master of Arts Program. NOTE: Special Cohort Master's Program completers are reflected in the Summer 2012 and Summer 2014 data. Of the eighty-four (84) SLPSC program completers included in this report, fifty (50) were enrolled in the Traditional Master's Program and thirty-four (34) were enrolled in the Special Cohort Master's Program. Within the Traditional Master's Program, forty-seven (47) students were female and three (3) were male, thirty-four (34) were White, eight (8) were Asian American, four (4) were Latino, three (3) were African American, and one (1) was Middle Eastern American. Within the Special Cohort Master's Program, thirty-two (32) students were female and two (2) were male, twenty-three (23) were White,

five (5) were Latino, three (3) were Asian American, two (2) were African American, and one (1) was Middle Eastern American.

The major goal of our graduate program is to prepare students to be fully qualified professional speech-language pathologists. We provide the student with advanced knowledge and the subsequent application of that knowledge to the clinical assessment and treatment of communicative disorders including child language disorders, neurological language disorders, stuttering, motor speech disorders, dysphagia, hearing disorders of infants, children, and adults, voice disorders, articulation/phonological disorders and autism spectrum disorders. The Department is proud of its long history of academic teaching, clinical teaching, service to the community, research, and state and national leadership.

Table 1

Significant Changes Since CTC Biennial Report AY 2009-10 and AY 2010-11

Program Changes Since 2011 CTC Biennial Report (AY 2011-Present)	
❖	In Fall 2011: Per ASHA’s program improvement recommendation in Spring 2011, two new Tenure-Track Faculty assistant professors were added to the CD Department Faculty: Dr. Lei Sun whose area of expertise is Child Language and Dr. Namhee Kim whose area of expertise is phonological disorders and speech and hearing sciences.
❖	The University Curriculum Committee approved a significant graduate program curriculum change in Spring 2012 for implementation beginning Fall 2012 and Spring 2013. With the goal of program improvement, two new graduate seminars in Child Language Disorders replaced the former CD662 “Seminar in Child Language Disorders” and CD663 “Seminar in Phonological Disorders”. The new courses divide language disorders into 1) <i>Seminar in Preschool Language Disorders</i> and 2) <i>Seminar in School-aged Language Disorders</i> . Both seminars integrate disorders of articulation and phonology with the child’s overall language development.
❖	In Spring 2012, the “Graduate Clinic Handbook” underwent a rewrite to reflect the most recent comprehensive information on clinic protocols and practices. The handbook was uploaded to the CD Department website for easy student access.
❖	In Spring 2012 the Faculty agreed to the recalibrate the scoring on the <i>Clinical Diagnostic Report Rubric</i> . Percentages were redistributed from 25% for each of the four areas to 40% in areas of content and analysis and 10% in the areas of form and usage. It was reasoned that writing skills of CD students in the area of form and usage should be fully stabilized by graduate school while the analytic portion of pre-professional reports is evolving over the course of the program, ergo, the change.
❖	Online surveys: <i>The “Confidential Survey of Master Clinicians”</i> was made available on Survey Monkey. A formatting change that included a single question detailing all categories in the areas of candidate’s skills and competencies resulted in lower scores when compared to prior paper copy in which skills and competencies were formatted in separate questions. This survey formatting will be discussed at Faculty Annual Retreat in May 2013 to ensure that questions are posed with the goal of capturing accurate results. Return rates were lower than the prior paper copy survey.
❖	Seven new members accepted the CD Department’s invitation to join the Advisory Board. Members include SLPs in Santa Ana Unified School District, (SAUSD) the SLP Coordinator from the Los Angeles County Department of Education (LACOE), three part-time faculty members who also work in the area public school districts in Orange and Los Angeles Counties, and two former CSULB-CD Department graduates who are working full-time in the field.
❖	The <i>College of Education Exit Survey for Speech Language Pathology</i> has been added as the 8 th data collection instrument to be utilized by the CD Department to explore “Program Effectiveness”
❖	In Fall 2011, the CD Department eliminated “Paid” internships in the public schools for all graduate students. A careful analysis of on-site supervision by Master Clinicians revealed that interns who

Program Changes Since 2011 CTC Biennial Report (AY 2011-Present)	
	were paid generally met only the minimum level of supervision required by the Department or 35%, whereas unpaid interns were typically supervised from 87-100% by their Master Clinicians in the schools. As part of our "Data Discussion" at the Faculty Retreat in Spring 2013, the Department Administrative Committee determined that as a Department we must preserve the integrity of the SLPS Credential Program for all candidates with no concessions on the quality or intensity of the on-site supervision in the schools.
❖	Fall 2012: Increased Supervision Requirement in <i>CD686A: Advanced Field Studies with Communication Handicapped</i> . Faculty agreed to raise the supervisory requirement from 25% for assessment and 50% for intervention to 65% for each area.
❖	Effective Fall 2012, Dr. Namhee Kim, Tenure-Track Assistant Professor, resigns after one academic year to accept position at a Christian college in Southern California.
❖	In Fall 2012: Admitted nineteen (19) students to the MA Special Cohort Program, which is designed exclusively to serve the public schools.
❖	AY 2012-13: Added three Part-Time faculty to teach in Traditional and Special Cohort MA Program, one at the doctoral level.
❖	Spring 2013: Candidate Improvement Measure. Graduate Advisor initiated "Course Change" for <i>CD686A: Advanced Field Studies with Communication Handicapped</i> . A "B" or better criterion was added for all graduate seminars and clinics, eliminates "averaging" of grades to achieve "B" overall. Students must have Department faculty consent to in enroll if criterion is unmet.
❖	Fall 2013: Full revision of "Graduate Clinic Handbook" completed and made available on SLP Department website.
❖	Fall 2013: Per ASHA's 2011 recommendations to increase PhD. Faculty: Full-time Lecturer, Dr. Pei-Fang Hung promoted to Tenure-Track Assistant Professor position.
❖	Fall 2013: In response to <i>SLP Department Advisory Board</i> and <i>Confidential Survey of Master Clinicians'</i> concerns and requests and with faculty discussion and agreement, all student clinicians are required to administer at least one standardized measure in each of the six on-campus clinics to promote more varied experience and in-depth training with standardized testing.
❖	Fall 2013: Transition Point 2 Change: Graduate Projects were eliminated as an option for Culminating Experience. Options now limited to CD698 Thesis or CD695 Directed Readings (i.e., Comprehensive Examinations).
❖	Spring 2014: Program Improvement Administrative Committee decision-Changed meeting days of MA Special Cohort for incoming Fall 2014 from Friday night and all day on Saturday to Monday through Thursday evenings to facilitate greater sharing of Ph.D. faculty that generally teaches only in MA Traditional Program. Addresses requests on Exit Surveys by former MA Cohort graduates.
❖	Spring 2014: Program Improvement: Search approved by Dean Millar of the College of Health and Human Services for two Tenure-Track positions for AY 2014-2015.
❖	Beginning Spring 2014 per ASHA requirements: Reduced ratio of student clinician to supervisor from range of 5-8:1 to 4:1. Subsequently, added six clinics and added four part-time faculty members to accommodate lowered ratio.
❖	Spring 2014: Department name officially changed from "Department of Communicative Disorders" to "Department of Speech-Language Pathology".
❖	Summer 2014: Nineteen (19) Special Cohorts students accepted in Fall 2012 completed the MA and SLPS Credential Program. All 19 completers had job offers upon graduation.

Table 2

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
SLOs	Candidates can implement accurate and appropriate listening and oral communication skills with clients, client's families, clinical supervisors, and with the use of interpreters.	Candidates can write professional clinical reports, research papers, and documentation using organized structure and accurate content.	Candidates can effectively counsel clients with different backgrounds and needs demonstrating respect, privacy, and the client's best interests.	Candidates can administer and interpret appropriate measures to diagnose communication disorders.	Candidates can write and implement clear and effective intervention plans, with measurable and achievable goals.
Signature Assignment(s)	CSULB SMAKS: Skills Outcome (Evaluation by Faculty) Evaluation Record (by Master Clinician) Comprehensive Exam or Grad Research Project OR Thesis, Praxis Exam in SLP	Clinical Diagnostic Report, CSULB SMAKS: Skills Outcome (Evaluation by Faculty) Evaluation Record (by Master Clinician) Comprehensive Exam or Grad Research Project OR Thesis, Praxis Exam in SLP	CSULB SMAKS: Skills Outcome (Evaluation by Faculty) Evaluation Record (by Master Clinician) Comprehensive Exam or Grad Research Project OR Thesis, Praxis Exam in SLP	Clinical Diagnostic Report, CSULB SMAKS: Skills Outcome (Evaluation by Faculty) Evaluation Record (by Master Clinician) Comprehensive Exam or Grad Research Project OR Thesis, Praxis Exam in SLP	Clinical Diagnostic Report, CSULB SMAKS: Skills Outcome (Evaluation by Faculty) Evaluation Record (by Master Clinician) Comprehensive Exam or Grad Research Project OR Thesis, Praxis Exam in SLP
National Standards	Standard IV-B	IV-B	IV-G	IV-G	IV-G
State Standards	Program Standards 3, 4 SLP Standards 2, 4	Program Standards 8 SLP Standards 4, 6	Program Standards 2, 3, 4, 8 SLP Standards 2, 5, 6, 7	Program Standards 5, 6, 8 SLP Standards 4, 6	Program Standards 2, 6, 7 SLP Standards 2, 5, 6, 7
Conceptual Framework	Collaboration; Leadership; Advocacy	Scholarship, Collaboration	Collaboration; Advocacy	Effective Pedagogy; Evidence-based Practices; Innovation	Effective Pedagogy; Evidence-based Practices
CSULB Learning Outcome	Engaged in global and local issues	Well-prepared	Knowledge and respect for diversity	Integrating liberal education; Collaborative problem solving	Integrating liberal education; Collaborative problem solving
NCATE Elements	Knowledge and skills – Other, Professional dispositions	Knowledge and skills - Other	Professional dispositions, knowledge and skills, other	Knowledge and skills - Other	Student learning - Other

Table 3*Description of Program Signature Assignments*

Student Learning Outcomes	Signature Assignment(s)	Description of Assignment
SLO 1: Implement accurate and appropriate listening and oral communication skills with clients, client's families, clinical supervisors, and with the use of interpreters.	<ul style="list-style-type: none"> • CD 669A-L: CSULB-SMAKS: Skills Outcome (Evaluation by Faculty) • CD 686A: SMAKS Evaluation Record (by Master Clinician) • CD 695 or 698: Graduate Research Project, Comprehensive Exam OR Thesis • Praxis Exam in SLP 	<ul style="list-style-type: none"> • Core comprehensive performance assessment in the program • Comprehensive performance assessment by Master Clinician • One of the three options required to complete the M.A. program • National ETS Examination required by CTC, ASHA and State Licensing Board
SLO 2: Write professional clinical reports, research papers, and documentation using organized structure and accurate content.	<ul style="list-style-type: none"> • CD 669A-L: CSULB-SMAKS: Skills Outcome (Evaluation by Faculty) • CD 669A-L: Clinical Diagnostic Report • CD 686A: SMAKS Evaluation Record (by Master Clinician) • CD 695 or 698: Graduate Research Project, Comprehensive Exam OR Thesis • Praxis Exam in SLP 	<ul style="list-style-type: none"> • Core comprehensive performance assessment in the program • Defining clinical report written by candidate at conclusion of full assessment of clients • Comprehensive performance assessment by Master Clinician • One of the three options required to complete the M.A. program • National ETS Examination required by CTC, ASHA and State Licensing Board
SLO 3: Effectively counsel clients with different backgrounds and needs demonstrating respect, privacy, and the client's best interests.	<ul style="list-style-type: none"> • CD 669A-L: CSULB-SMAKS: Skills Outcome (Evaluation by Faculty) • CD 686A: SMAKS Evaluation Record (by Master Clinician) • CD 695 or 698 Graduate Research Project, Comprehensive Exam OR Thesis • Praxis Exam in SLP 	<ul style="list-style-type: none"> • Core comprehensive performance assessment in the program • Comprehensive performance assessment by Master Clinician • One of the three options required to complete the M.A. program • National ETS Examination required by CTC, ASHA and State Licensing Board

<p>SLO 4: Administer and interpret appropriate measures to diagnose communication disorders.</p>	<ul style="list-style-type: none"> • CD 669A-L: CSULB-SMAKS: Skills Outcome (Evaluation by Faculty) • CD 669A-L: Clinical Diagnostic Report • CD 686A: SMAKS Evaluation Record (by Master Clinician) • CD 695 or 698: Graduate Research Project, Comprehensive Exam OR Thesis • Praxis Exam in SLP 	<ul style="list-style-type: none"> • Core comprehensive performance assessment in the program • Defining clinical report written by candidate at conclusion of full assessment of clients • Comprehensive performance assessment by Master Clinician • One of the three options required to complete the M.A. program • National ETS Examination required by CTC, ASHA and State Licensing Board
<p>SLO 5: Write and implement clear and effective intervention plans, with measurable and achievable goals.</p>	<ul style="list-style-type: none"> • CD 669A-L: CSULB: SMAKS –Skills Outcome (Evaluation by Faculty) • CD 669A-L: Clinical Diagnostic Report • CD 686A: Evaluation Record (by Master Clinician) • CD 695 or 698 Graduate Research Project, Comprehensive Exam OR Thesis • Praxis Exam in SLP 	<ul style="list-style-type: none"> • Core comprehensive performance assessment in the program • Defining clinical report written by candidate at conclusion of full assessment of clients • Comprehensive performance assessment by Master Clinician • One of the three options required to complete the MA program • National ETS Examination required by CTC, ASHA and State Licensing Board

Table 4

Program Specific Candidate Information, Traditional Pathway, 2012-2014¹ – Transition Point 1 (Admission to the Program)

TRADITIONAL MA PROGRAM						
AY 2012-2013			AY 2013-2014			
Applied	Accepted	Matriculated	Applied	Accepted	Matriculated	
Total:	267	37	18	253	25	18

Table 5

Program Specific Candidate Information, Cohort Pathway, 2012-2014² – Transition Point 1 (Admission to the Program)

SPECIAL COHORT MA PROGRAM			
TWO YEAR CYCLE Fall 2012-Summer 2013 through Fall 2013-Summer 2014			
Applied	Accepted	Matriculated	
Total:	154	23	19

Table 6

Program Specific Candidate Information, Traditional Pathway, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)

TRADITIONAL MA PROGRAM		
	AY 2012-2013	AY 2013-2014
Thesis (698)	2	3
Comps	8	9
Project	5	1

¹ Data reported from AY 2012-2014 include Summer 2012 through Spring 2014.

² The Special Cohort M.A. Pathway is admitted on a two-year cycle, with students enrolling during Fall 2012 and completing the program in Fall 2014. As such, admissions data are reported on a cohort basis for the Fall 2012 admit year.

Table 7

Program Specific Candidate Information, Cohort Pathway, 2012-2014 – Transition Point 2 (Advancement to Culminating Experience)

SPECIAL COHORT MA PROGRAM		
	AY 2012-2013	AY 2013-2014
Comps³	N/A	19
Projects	N/A	Option for Projects Eliminated in Fall 2013

Table 8

Comprehensive Exam Results, 2012-2014, Traditional Pathway

TRADITIONAL MA PROGRAM		
	AY 2012-2013	AY 2013-2014
Passed	8	9
Failed	0	0
Total	8	9

Table 9

Comprehensive Exam Results, 2012-2014, Cohort Pathway

SPECIAL COHORT MA PROGRAM		
	AY 2012-2013	AY 2013-2014
Passed	N/A	19
Failed	N/A	0
Total	N/A	19

³ The Special Cohort M.A. Program students had only one option for completing their Culminating Experience in their final semester in Summer 2014 for this report, the Comprehensive Examinations.

Table 10*Program Specific Candidate Information, Traditional Pathway, 2012-2014 – Transition Point 3 (Exit)*

	TRADITIONAL MA PROGRAM	
	2012-2013	2013-2014
Degree	15	12
Credential	15	12

Table 11*Program Specific Candidate Information, Cohort Pathway, 2012-2014 – Transition Point 3 (Exit)*

	SPECIAL COHORT MA PROGRAM	
	2012-2013	2013-2014
Degree	N/A	19
Credential	N/A	19

Table 12*Faculty Profile, Traditional Pathway, 2012-2014⁴*

	TRADITIONAL MA PROGRAM	
Status	2012-2013	2013-2014
Full-time TT/Lecturer	14	13
Part-time Faculty	1	6
Total	15	19

⁴ Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

Table 13

Faculty Profile AY 2011-2012, AY 2012-2013, and AY 2013-2014⁵

	SPECIAL COHORT MA PROGRAM	
Status	2012-2013	2013-2014
Full-time TT/Lecturer	4	3
Part-time Faculty	9	9
Total	13	12

2. **How many of the total full- and part-time faculty in the program reviewed and discussed the assessment findings described in this document? Please attach minutes and/or completed worksheets/artifacts to document this meeting.**

In Spring 2013 and 2014, seven faculty members (six full-time and one part-time) who taught seminars and supervised clinic participated in the data discussion portion of the Department's Annual Retreat. They reviewed and discussed the Fall 2012 Annual Report findings and related documents including the results of the recalibration of the diagnostic report rubric and the inclusion of specific CTC Standards in all course syllabi. Attention was also given to parity between the Traditional and Special Cohort MA Programs including class scheduling and the subsequent sharing of faculty between the programs.

Data

3. **Question 3 is in 2 parts focused on *primary* data sources related to: student learning and program effectiveness/student experience:**

The Speech and Language Pathology program draws upon data from a variety of sources for its ongoing program improvement processes, and for this biennial report in particular. Data informing this report include:

- **Enrollment and Headcount Data:** Enrollment and headcount data are provided by the department office (faculty headcounts) and the Credential Center. These data are reflected in Tables 4-13 above. The data are shared with the Assessment Office on an annual basis and reviewed in alternating years for the biennial report.
- **Signature Assignment Data:** The signature assignments for the Speech and Language program are outlined in Tables 2 and 3 (above). Additional information describing each of these assignments can also be found in Table 14 below. Candidate performance data for these assignments is included in Appendix A. Data are reported separately for both the Traditional

⁵ Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

Master of Arts Program and the Cohort Master of Arts Program, following which a combined analysis of candidate performance is also provided.

- **Confidential Survey of Master Clinician:** The SLP Department designed web-based survey administered at the conclusion of each semester to evaluate program effectiveness. Relevant data are reported in Appendix B.
- **Praxis Exam in Speech-Language Pathology:** National ETS examination required by CTC, ASHA and State Licensing Board to determine candidates' preparedness to enter the profession. These data are reported in Table 15 (below).
- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Relevant data for the program are reported in Appendix B.
- **Alumni Survey for Advanced Programs:** Starting in fall 2013, the college administered a web-based survey of alumni of advanced programs. This survey is administered every 3 years. Relevant data for the program are reported in Appendix B.
- **Student Survey of Field Placement Experience:** A hard copy survey designed by the Speech-Language Pathology Department and administered at the completion of the MA and SLPS Credential programs to evaluate the school internship experience. Response data for this survey are reported in Appendix C.
- **Student Survey of Master Clinician:** A hard copy survey designed by the Field Service Coordinator and administered by our candidates to assess the expertise of their supervising Master Clinician in the public schools. Response data for this survey are reported in Appendix C.
- **Candidate Publications and Presentations:** Our candidates collaborate in scholarly research and the dissemination of evidence-based practice at the professional level. Documentation of the publications and presentations by candidates in collaboration with faculty members is enumerated. Further information and supporting documentation is included in Appendix C.
- **Community Advisory Board:** Community board members and faculty members meet to review program policies, practices, curriculum and candidates. Board members offer recommendations for future development. Further information and supporting documentation is included in Appendix C.

Additional information, including each program's assessment plan and signature assignments, can be found at: <http://www.ced.csulb.edu/assessment>.

Table 14

SLPSC Candidate Performance Assessments and Program Effectiveness Descriptions

Candidate Assessment		
Data Collection Instrument	Purpose	When Administered
Initial & Final Clinical Diagnostic Report (In all On-Campus Clinics) CRITERION-LEVEL DATA	The defining clinical report written by candidate at conclusion of a comprehensive assessment of clients in each of the six clinical practice across communication disorders including phonology, child language, autism spectrum disorders, fluency, voice and motor speech disorders and linguistically different. Is collected and analyzed during the candidate’s initial and final clinic and hence, is measure over duration of candidate’s program (i.e., typically 3 to 4 semesters).	First Clinic and Last Clinic (Across SLPSC Program)
CD 669A-L: Self-Managed Assessment of Knowledge and Skills (CSULB-SMAKS): Skills Outcome (In all On-Campus Clinics)	The core comprehensive performance assessment of all five areas (SLOs) of clinical competency: Oral Language, Written Language, Interaction and Personal Qualities, Evaluation and Intervention. Clinical Supervisors evaluate candidates in each of the seven clinics required.	Each Semester of Clinic
CD 686A: Evaluation Record: Clinical Practicum (in the School Setting-Off-Campus)	An anchor comprehensive performance assessment in the program of the five (5) skill areas of clinical competency: Oral Language, Written Language, Interaction and Personal Qualities, Evaluation and Intervention. Master Clinician in the public school setting rates the candidate.	Semester of Internship in schools
Program Effectiveness		
Data Collection Instrument	Purpose	When Administered
Confidential Survey of Master Clinician	A survey designed to assess candidate’s performance at the end point of the program	Each Semester Prior to graduation
Student Survey of Field Placement Experience	A survey designed to assess the candidate’s fieldwork experiences including effectiveness of the Field Service Coordinator, and in particular, the Master Clinician. Submitted at the completion of the program.	Each Semester Prior to Graduation
Praxis Examination in Speech Language Pathology	National ETS Examination required by CTC, ASHA and State Licensing Board to determine candidate’s preparedness to enter the profession.	Each Semester Prior to Graduation
CD695 or CD698: Comprehensive Exams or Graduate Research Project OR Thesis, respectively	One of the three options is required to complete the Master of Arts degree.	Each Semester Prior to Graduation
Alumni Survey for Advanced Programs	Starting in fall 2013, the college administered a web-based survey of alumni of advanced programs. This survey is administered every 3 years	End of Academic Year

Candidate Evaluation of Master Clinician	A brief survey designed to assess the Master Clinician's expertise at the end point of candidate's school internship	Each Semester
Exit Survey for Advanced Programs	Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring.	Each Spring

a. **Candidate Performance Data:** Provide *direct evidence for the student learning outcomes assessed this year and describe how they were assessed (the tools, assignments, etc. used).*

The figures below present an overview of SLO data for the period covered by this report. For more detailed data on specific SLOs and related criteria (as available) please refer to Appendix A. For program pathways with fewer than 10 students, we do not disaggregate data.

Figure 1

Figure 1 compares aggregate data by SLO for Traditional pathway candidates for a three-year period based on points earned.

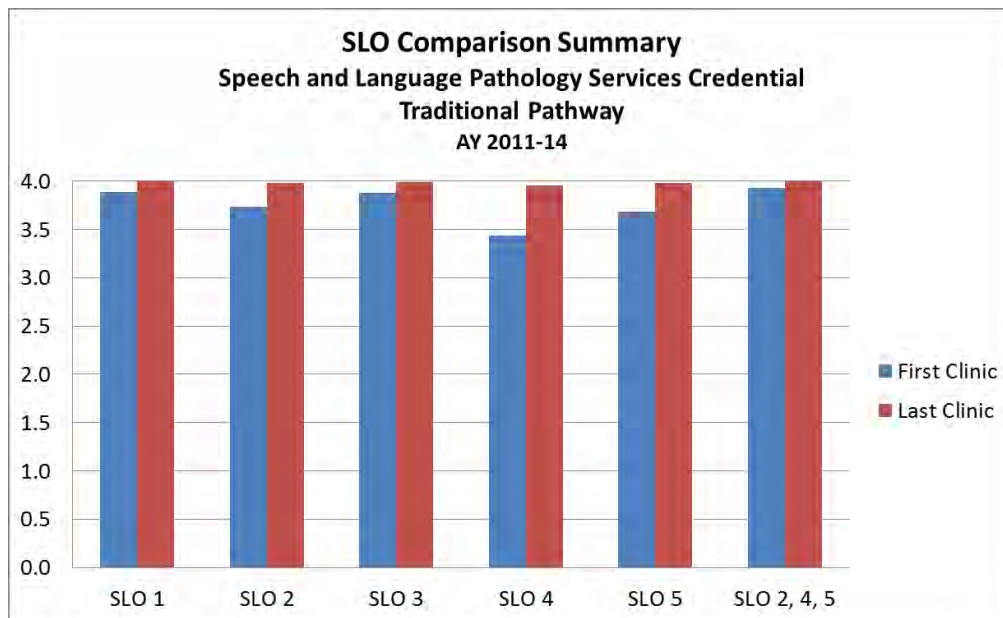


Figure 2

Figure 2 compares aggregate data by SLO for Cohort pathway candidates for a three-year period based on points earned.

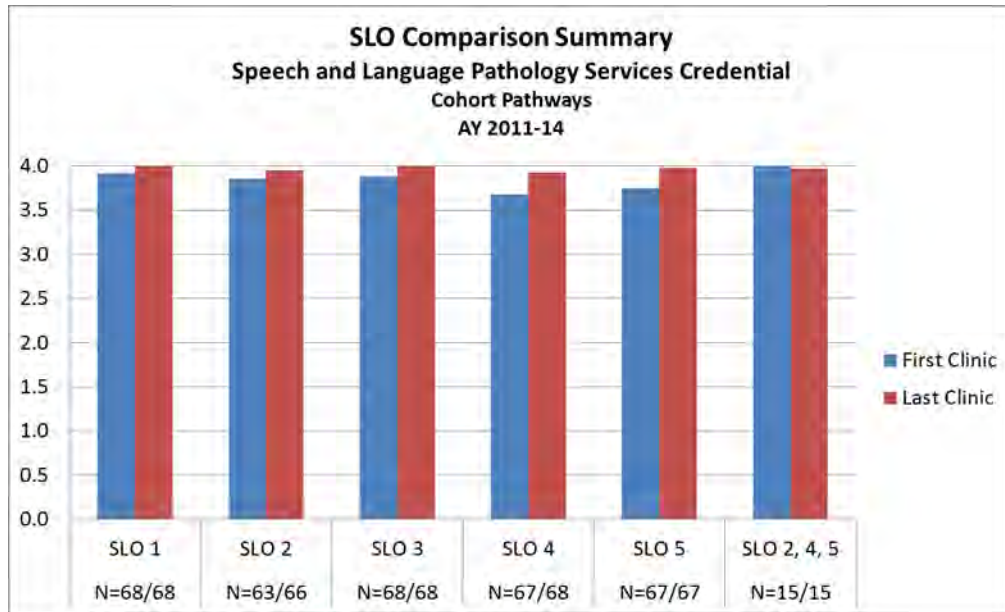


Figure 3

Figure 3 compares Combined pathway data, aggregated by SLO, for a three-year period based on points earned.

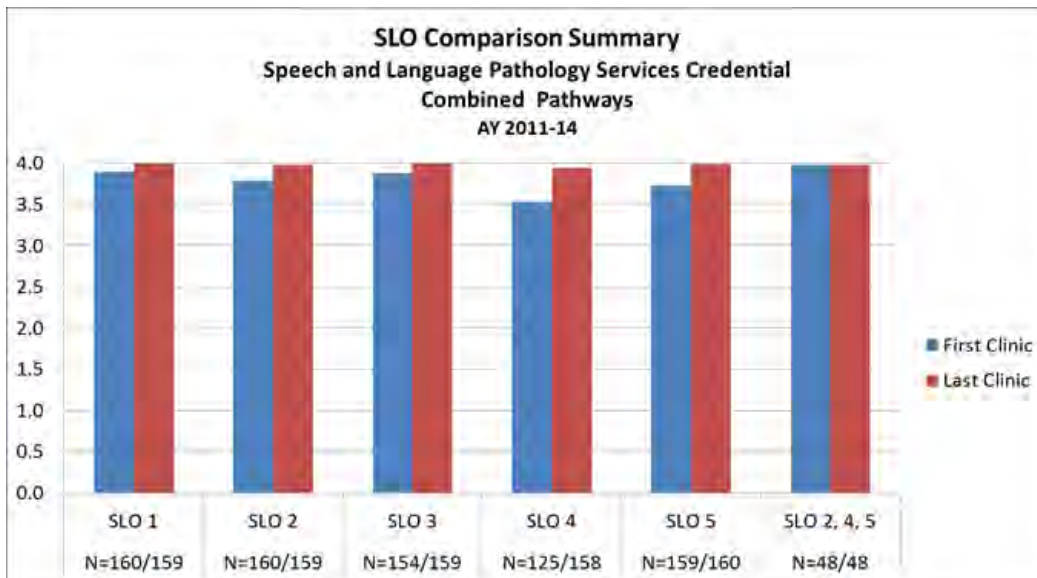


Figure 4

Figure 4 shows trends in SLO data for Traditional Pathway candidates across three years based on points earned during their first clinic.

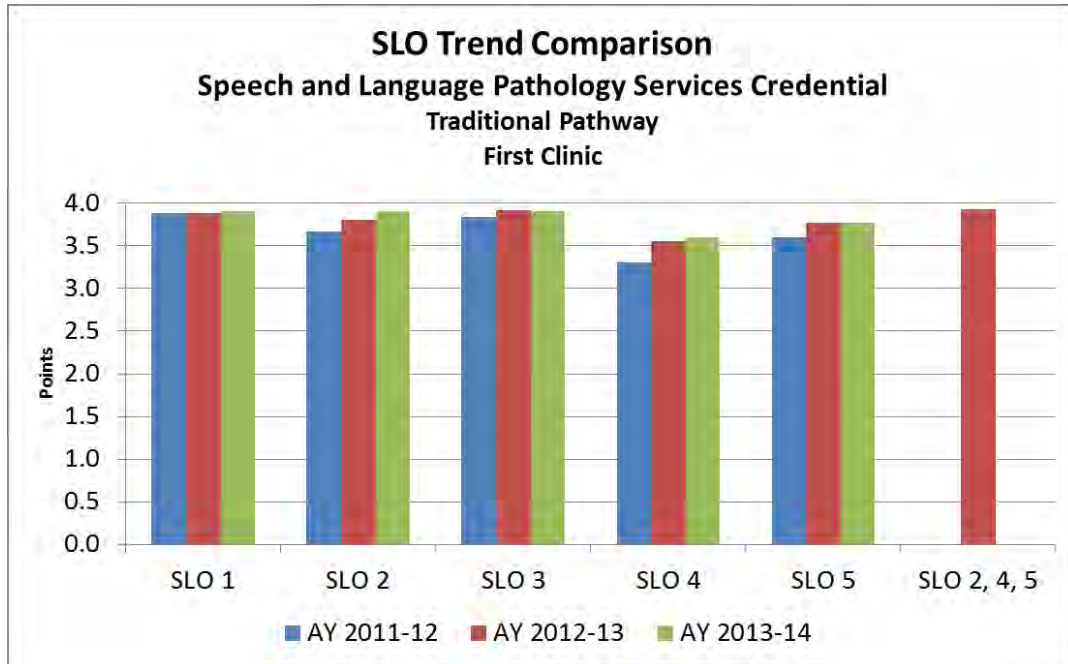


Figure 5

Figure 5 shows trends in SLO data for Traditional Pathway candidates across three years based on points earned during their last clinic.

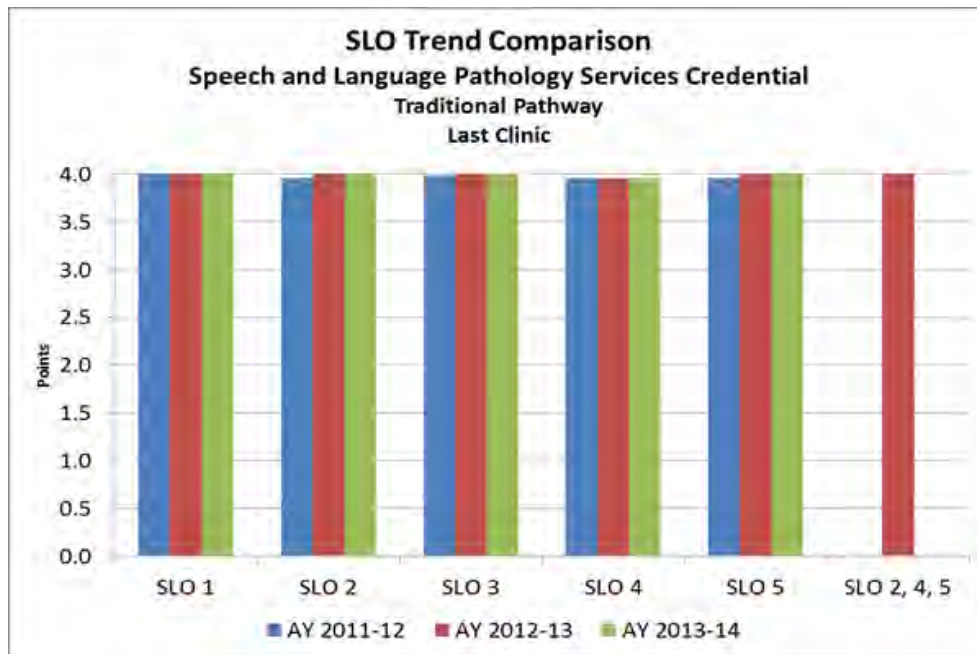


Figure 6

Figure 6 shows trends in SLO data for Cohort pathway candidates across three years based on points earned during their first clinic.

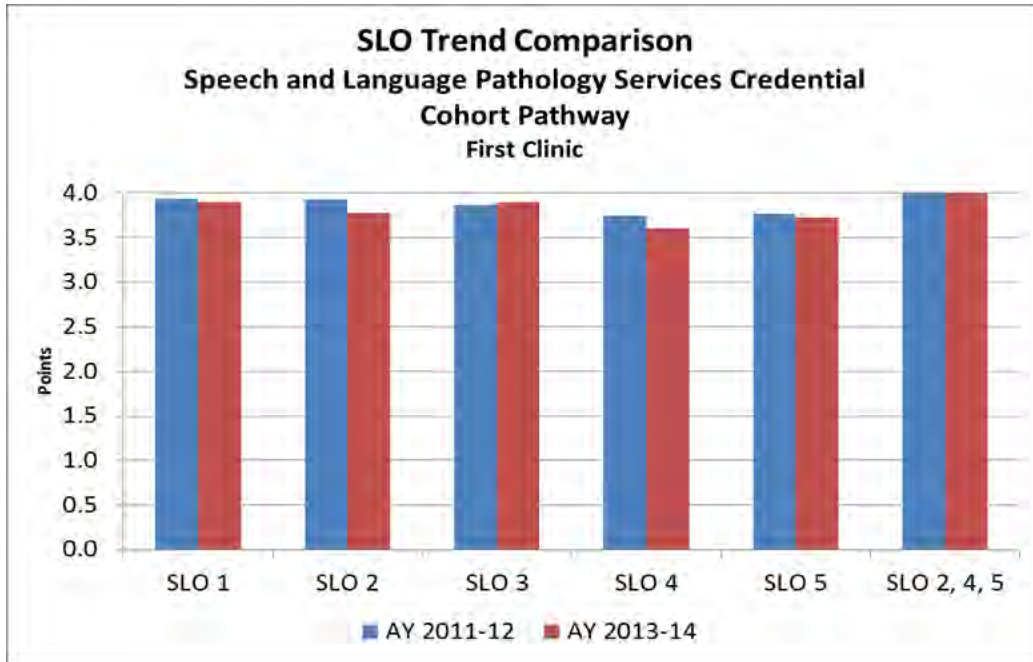


Figure 7

Figure 7 shows trends in SLO data for Cohort pathway candidates across three years based on points earned during their last clinic.

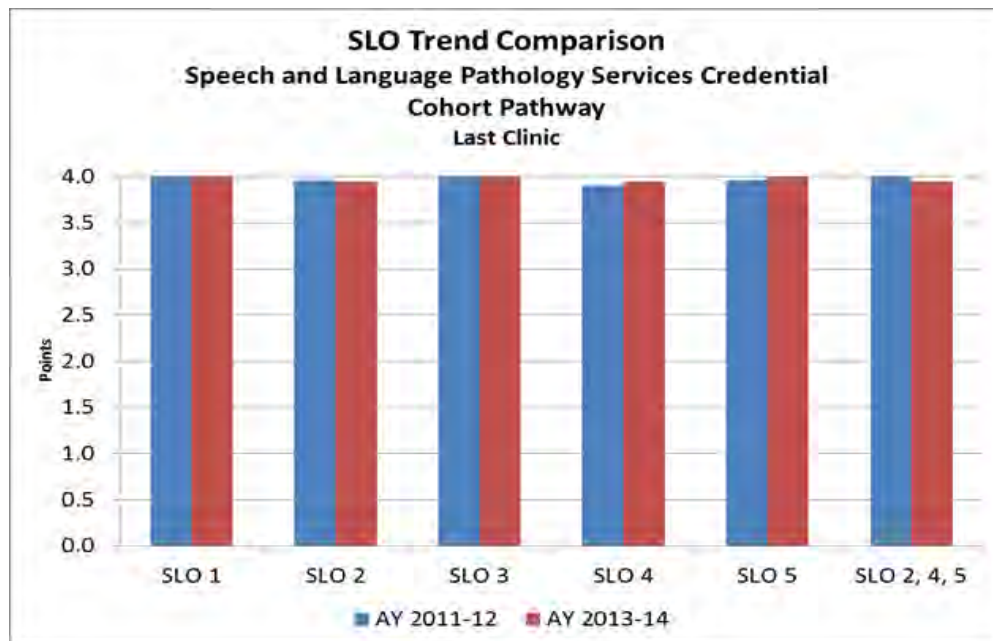


Figure 8

Figure 8 shows trends in Combined pathway data, aggregated by SLO, across three years based on points earned during candidates' first clinic.

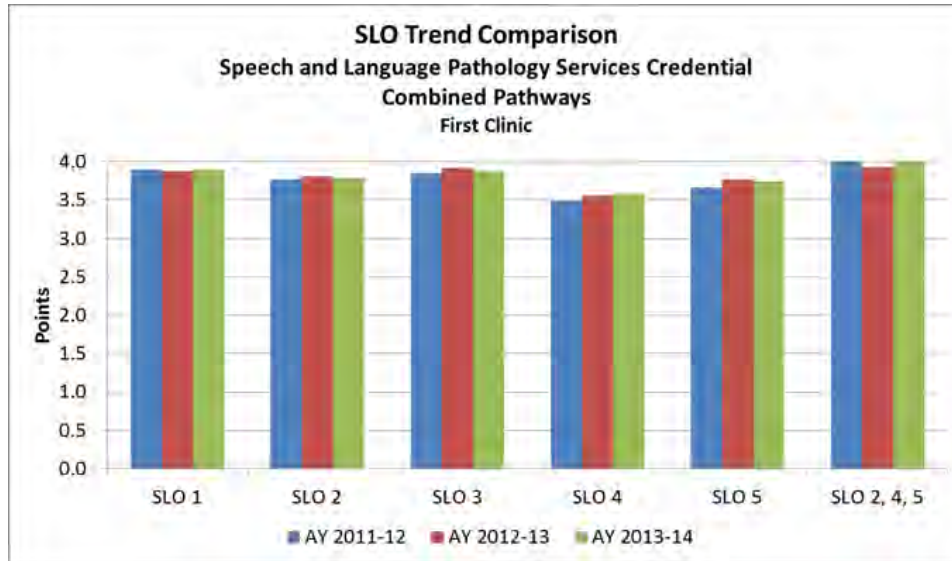
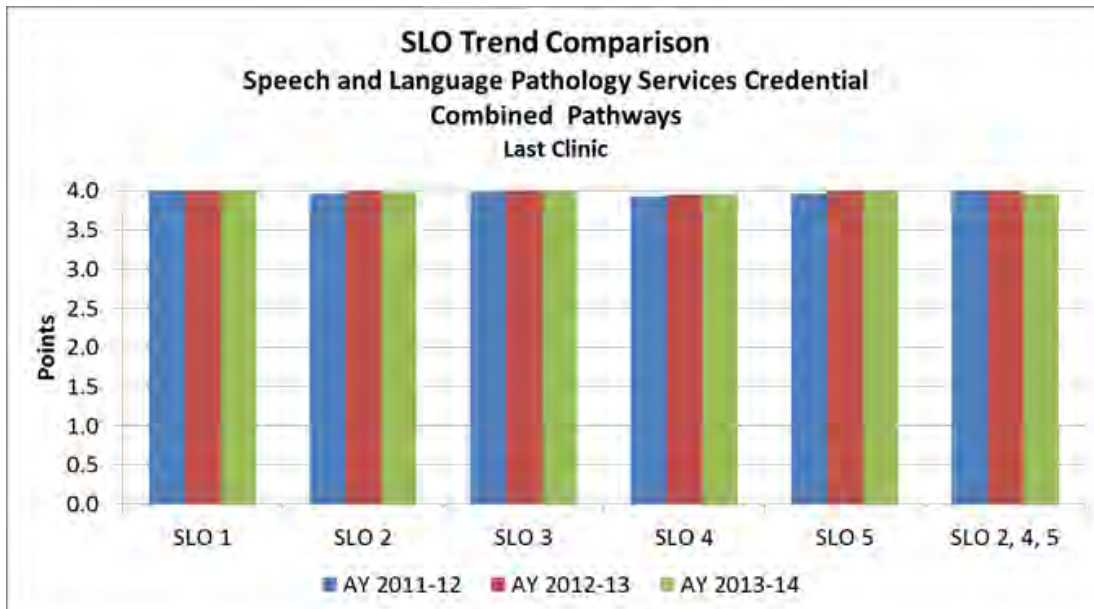


Figure 9

Figure 9 shows trends in Combined pathway data, aggregated by SLO, across three years based on points earned during candidates' last clinic.



- b. **Program Effectiveness Data:** What data were collected to determine program effectiveness and how (e.g., post-program surveys, employer feedback, focus groups, retention data)? This may be indirect evidence of student learning, satisfaction data, or other indicators or program effectiveness.

The SLPSC Program has chosen five key measures to evaluate program effectiveness, as follows:

- **Confidential Survey of Master Clinician:** A survey designed to assess candidate’s performance at the end point of the program. Relevant survey data are presented in Appendix B.
- **Praxis Examination in Speech Language Pathology:** National ETS Examination required by CTC, ASHA and State Licensing Board to determine candidate’s preparedness to enter the profession. These data are reported in Table 15 below.
- **CD695 or CD698 Summative Assessment:** One of the three options—*Comprehensive Exams, Graduate Research Project, or Thesis*—is required to complete the Master of Arts degree. Relevant data are reported in Tables 16 and 17 below.
- **Exit Survey for Advanced Programs:** Each spring, the Assessment Office administers a web-based survey to those who have completed their programs and/or filed for a credential the prior summer or fall, or anticipate doing so that spring. Relevant data for the program are reported in Appendix B.
- **Alumni Survey for Advanced Programs:** Starting in fall 2013, the college administered a web-based survey of alumni of advanced programs. This survey is administered every 3 years. These data for the SLP program are included in Appendix B.

Table 15

Praxis Examination Results, 2012-2014, Traditional and Cohort Program Options

Semester	Number of Students	Pass Rate %
TRADITIONAL MA PROGRAM		
Fall 2012	7	100%
Spring 2013	8	100%
Fall 2013	4	100%
Spring 2014	8	100%
SPECIAL COHORT MA PROGRAM		
Summer 2012	15	100%
Summer 2014	19	100%

Table 16*CD 695 or CD 698 Summative Assessment: Directed Reading, 2012-2014 (Traditional Program)*

	TRADITIONAL MA PROGRAM	
	AY 2012-2013	AY 2013-2014
Comps (695)	N=8 100% Pass	N=9 100% Pass
Project (695)	N=5 Mean 3.8	N=1 Mean GPA 4.0
Thesis (698)	N=2 Letter Grade: 2 "A"s	N=3 Letter Grade= 3 "A"s

Candidates in the Traditional MA Program are required to select one of three options to complete the SLPSC program. Of the fifty candidates, 46% selected the Project, 18% selected Comprehensive Examinations and 16% selected the Thesis option. Letter grades or Pass/Fail criteria are presented above in Table 16 and reflect a strong performance across the three summative assessments.

Table 17*CD 695 or CD 698 Summative Assessment: Directed Reading, 2012-2014 (Cohort Program)*

	SPECIAL COHORT MA PROGRAM	
	AY 2012-2013	AY 2013-2014
Comps	N/A	N=19 100% Pass
Projects	N/A	0

Candidates in the Special Cohort MA Program are required to select one of two options to complete the SLPSC program. In Summer 2012, all fifteen candidates chose CD695, the Graduate Research Project option. In the Summer 2014, candidates were restricted to Comprehensive Examinations only. The data presented above in Table 17 reflects that the Special Cohort candidates were also consistently strong in completion of the summative assessment.

4. **OPTIONAL:** You may provide additional information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision-making. This may include quantitative and qualitative data sources.

The SLPSC Program has four further data resources to evaluate program effectiveness, and student learning (see Table 18, below). Relevant data and supporting documentation are reported in Appendix C.

Table 18

Additional Assessments to Evaluate Candidate Performance and Program Effectiveness

Evaluation Measures	Description	Data Collected	Use
Student Survey of Field Placement Experience	A survey designed to assess the candidate's fieldwork experiences including effectiveness of the Field Service Coordinator, and in particular, the Master Clinician. Submitted at the completion of the program.	Candidates rate specific skills of Master Clinician, their satisfaction with placement site and orientation to the SLPCS program.	Program Effectiveness & Improvement
Student Survey of Master Clinician	A brief survey designed to assess the Master Clinician's expertise at the end point of the candidate's public school internship.	An overall rating of the supervisory skills of the Master Clinician. Candidate indicates whether MC is recommended for future supervision. A section for comments is provided.	Program Effectiveness & Improvement
Candidate Publications and Presentations	Publications and presentations by SLP Program candidates in collaboration with department faculty members. List includes book chapter and journal publications, many of which were peer-reviewed journals. Presentations at the national and state level are detailed (i.e., ASHA and CSHA conferences, respectively).	Documentation of the publications and presentations by candidates in collaboration with faculty members are enumerated.	Program Effectiveness & Student Learning
Community Advisory Board	Partnership with the greater community comprised of allied professionals and laypersons, including parents from Los Angeles and Orange Counties.	Community board members and faculty members meet to review program policies, practices, curriculum and candidates. Board members offer recommendations for future development.	Program Effectiveness & Improvement

Analysis and Actions

5. Please use the table(s) below to report the major interpretations based on your review of the data for this reporting cycle. Consider signature assignment data on candidate performance as well as any survey and other data. Be sure to make note of how these new findings compare to past findings on the data and discuss why you believe the results have changed. (Note: While it is possible that you have both strengths and weaknesses for a single topic, it is also possible you might identify only strengths or only weakness for a topic.)

Table 19

Interpretations and Discussion of Program Strengths and/or Areas of Needed Improvement

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings and why
1	Candidate Assessment	Signature Assignment: Clinical Diagnostic Report	Positive Outcomes: Consistent improvement in “Written Language” for pre-professional reports for both MA Programs in scores from initial to final clinic and across all three years		Traditional MA Program vs Special Cohort MA Program: Disaggregated data this reporting cycle per CTC request
2	Candidate Assessment	Signature Assignment: Clinical SMAKS: Skills Outcome: 5 SLOs	Positive Outcomes: Candidates in both MA Programs Improved in all five SLOs as rated by On-Campus Clinical Supervisors		Traditional MA Program vs Special Cohort MA Program: Disaggregated data this reporting cycle per CTC request
3	Candidate Assessment	Signature Assignment: Evaluation Record: Clinical Practicum	Positive Outcomes: Candidates In both MA Programs Improved in all five SLOs as rated by Master Clinicians in Public Schools		Traditional MA Program vs Special Cohort MA Program: Disaggregated data this reporting cycle per CTC request

#	Topic	Data Sources (i.e., Signature Assignments and/or surveys)	Strengths	Areas for Improvement (Please address action taken or planned in Q6 below)	Changes from past findings and why
4	Candidate Assessment	Combined Pathways: Both MA Programs	Positive Outcomes: Per the ratings by On-Campus Clinical Supervisors & Master Clinicians in Public School: Mean for all candidates In both MA Programs has stayed consistent across all three years		Prior CTC Biennial Report provided data for two academic years: AY 2009-10 and AY 2010-11, while this report presents data for three years. Improvement in candidate performance stable across greater time span
5	Program Effectiveness	Praxis Exam in SLP	Positive Outcomes: All candidates In both MA Programs passed the Praxis in SLP		Longer reporting cycle yet no change from last cycle of 100% Pass Rate
6	Program Effectiveness: Practices	Confidential Survey of Master Clinician		Field Service Coordinators in both programs need formal checklist	Inconsistent collection of this survey from last reporting cycle. Missing data confounds interpretation from cycle to cycle
7		2014 Advanced Programs Exit Survey		Special Cohort MA: Student commentary on disparity in graduate faculty between Traditional & Special Cohort	A change of class schedule from Friday & all day Saturday to Monday- Thursdays evenings for purpose of parity between the two MA Programs

Table 20*Discussion of Trends Revealed in Surveys*

Survey Title	Item Identified	Issue (s)	Action & When
Advanced Programs Exit Survey	24-27	Some dissatisfaction (3 of 11 responders-27%) with the Special Cohort MA Program and the teaching faculty in Special MA Cohort program	Action: For new AY-2014-2015 Special Cohort MA candidates, the class schedule has been changed to Monday-Thursday evenings which allows greater access to more experienced teaching faculty. When: Fall 2014
Student Survey of Master Clinician (in Special Cohort MA Program)	23 Master Clinicians	AY 13-14 Special Cohort MA candidates rated their supervising Master Clinicians lower (mean 4.30) than Traditional MA candidates (mean 4.86) in same survey Traditional MA candidates rated 14 Master Clinicians	Action: Review School District placement sites and supervising Master Clinicians, (Mcs) compare Special Cohort MA candidates' MCs with Traditional MA candidates' MCs for parity (i.e., years of experience, prior ratings) When: Before Special Cohorts enroll in CD686A
Confidential Survey of Master Clinicians	18	AY 11-12 and AY 12-13 For two consecutive years "Implementation of RTI " received lowest mean ratings (3.25-3.67) of all questions. In 3rd year, AY 13-14, mean rating continues to be relatively low (3.67)	Action: Discuss at monthly Faculty Meeting. Solicit suggestions on ways to strengthen candidate competency in RTI (e.g., CD575: Educational Topics in Speech-Language Pathology) When: Spring '15 January Faculty Meeting

6. Please outline the steps the program will take (e.g., revise curriculum, programs, practices, assessment processes) to address areas in need of improvement outlined in Question 5.

Table 21

Program Action Items

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)
Program Effectiveness-Practices	Change MA Special Cohort Program Class Schedule	Drs. Carolyn Madding & Jennifer Ostergren: Co-Directors of Special Cohort MA Program	Implemented for Fall 2014 Schedule		Completed for Fall 2014
Program Effectiveness-Practices	Missing survey data: Create Checklist for Field Service Coordinators	Michelle Powers-Lundvall	Before Spring 2015 Semester Begins	CTC Program Standard 1	Action is Pending Spring 2015
Assessment Processes	Change Self-Managed Assessment of Knowledge & Skills (SMAKS)	Dr. Jennifer Ostergren Graduate Advisor	Implemented for Fall 2014 Semester		SMAKS changed 9/01/2014 to reflect ASHA implementation date
Program Effectiveness	Create new evaluation form in CD6686A for SLPSC candidates in the public schools	Michelle Powers-Lundvall Field Service Coordinator	Implemented Fall 2014 Semester	Added State SLP Standards not aligned with ASHA: SLP 2, 4, 5, 7, 8	Completed for Fall 2014

7. Will you be making any changes to signature assignments or rubrics as a result of your review of data for this report?

Yes (see below)

No (no further action is required)

Table 22

Proposed Changes to Program Documents

Course #	Signature Assignment Name	Nature of Changes (BRIEF)	Reasons for Changes (BRIEF)
CD686A	<i>Evaluation Record: Clinical Practicum was changed to "CD686A: Student Evaluation Record: Clinical Practicum on the Public Schools"</i>	Changed title and added CTC Standards not covered by ASHA Standards	Prior evaluation did not capture specific school -based proficiencies

Please remember to submit revised rubrics to the Assessment Office when they are completed to ensure we can help you collect the correct data.