

# SITE VISIT REPORT

**San Francisco State University  
Graduate College of Education  
Department of Special Education & Communicative Disorders (SPED/CD)  
Communicative Disorders Program**

**CAA File #53**

**Dates of Site Visit:** October 17-18, 2016

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**Program Reviewed: Speech-Language Pathology (M.S.) - Residential**

## ***INTRODUCTION***

The Communicative Disorders Program operates as one of seven programs within the Department of Special Education & Communicative Disorders in the Graduate College of Education at San Francisco State University (SFSU).

SFSU is a public comprehensive university located in San Francisco, California. SFSU is part of the 23-campus California State University system, and was originally established in 1899. SFSU serves a student population of over 30,000 and offers baccalaureate degrees in 123 academic areas, has 27 credential programs, 35 certificate programs, 62 master's degrees, and 4 doctoral degrees.

The program offers a Master of Science (MS) in Communicative Disorders (CD) with an emphasis in Speech-Language Pathology. Classified graduate students are enrolled one time a year entering in the fall semester. A Bachelor of Arts in Communicative Disorders is also offered through the department.

The site visitors used the following sources to verify evidence of compliance with accreditation standards:

1. Interview with the Interim Provost and Vice President for Academic Affairs: Jennifer Summitt
2. Interview with the Interim Dean of the Graduate Division: Mi-Sook Kim
3. Interview with the Dean of the Graduate College of Education: Judith Munter
4. Interview with the Interim Dean of Undergraduate Education and Academic Planning: Lori Beth Way
5. Interview with the Chair of the Department of Special Education & Communicative Disorders: Yvonne Bui
6. Interview with the Acting Chair of the Communicative Disorders Program: Marcia Raggio
7. Interview with the Communicative Disorders Program Director: Laura Epstein
8. Interview with the Communicative Disorders Clinic Director: Patti Solomon-Rice
9. Interview with the Accreditation Analyst Programmer. Carlos Romero-Julio
10. Interviews with academic faculty within the program (N = 6)
11. Interviews with adjunct academic faculty (N = 1)
12. Interviews with adjunct clinical faculty (N = 2)
13. Interviews with program support staff (N=1)
14. Interviews with students within the speech-language pathology program (N= 19)
15. Interviews with off-campus preceptors/supervisors for speech-language pathology (N = 7)

16. Review of academic files of recent graduates and alumni
17. Review of academic files of current students
18. Tour of on-campus academic and clinical facilities
19. Review of web site for university and program
20. Review of course syllabi and university catalogs
21. Review of Graduate Advising Manual
22. Review of School Internship Mentor Handbook
23. Review of Medical Clinical Internship Mentor Handbook
24. Review of faculty meeting minutes and other departmental materials
25. Review of program announcements
26. Public Meeting (10 participants: 7 undergraduate students; school administrator/teacher; Director of Student Services of Elementary School District; Superintendent of an Elementary School District)

***I. Site Team Observations:***

**1.0 ADMINISTRATIVE STRUCTURE AND GOVERNANCE**

**1.1 The applicant institution of higher education holds regional accreditation.**

The site visitors were able to observe evidence to support verification of this standard.

The institution is accredited by the Western Association of Schools and Colleges (WASC), Accrediting Commission for Senior Colleges and Universities. This was verified through interviews with the Interim Provost and Vice President for Academic Affairs, and the Interim Dean of Undergraduate Education and Academic Planning. The accuracy of this information was confirmed via the SFSU's accreditation webpages. In addition, regional accreditation information is available on the Communication Disorders program website.

**1.2 The program's mission and goals are consistent with CAA standards for entry into professional practice (3.1B) and with the mission of the institution.**

The site visitors were able to observe evidence to support verification of this standard.

University, college and program mission statements were present and available. On the basis of the SFSU 2016-2017 bulletin, websites of the Academic Senate, the Graduate College of Education, Department of Special Education & Communicative Disorders and the Communicative Disorders Program, advising manual for students, university catalog, and interviews with administrators and the program director, site visitors were assured that the program's goals, objectives and the student learning outcomes are consistent with its academic and clinical mission and with the mission of the institution.

Review of meeting minutes and interviews with the acting program chair, program director, and faculty indicated that the program's faculty regularly evaluate the congruence of the program and institutional goals and the extent to which the goals are achieved.

**1.3 The program develops and implements a long-term strategic plan.**

The site visitors were able to observe evidence to support verification of this standard.

Based on a review of faculty meeting minutes, interviews with the program director, faculty, the interim dean of undergraduate education and academic planning, chair of the department of special education & communicative disorders, acting chair of the communicative disorders program, and with students it is

evident that the long-term strategic plan for the speech-language pathology program is congruent with the mission of the institution, has the support of the university administration, and reflects the role of the program within the community. The long-term strategic plan is regularly evaluated and implementation is shared with faculty, students, staff, alumni, and other interested parties. The strategic plan is available on the program's website for public viewing.

**1.4 The program's faculty has authority and responsibility for the program.**

The site visitors were able to observe evidence to support verification of this standard.

Based on a review of the program's organizational chart, faculty meeting minutes, interviews with the program director, faculty, department chair, college dean, interim provost, and the students, the organizational structure of the speech-language pathology program, college and university are clear and indicate that the program's faculty is recognized as a body that can initiate, implement, and evaluate decisions affecting all aspects of the CD academic and clinical program. The program's faculty is recognized as a body that can initiate, implement, and evaluate decisions that affect the education program both academically and clinically.

The program director and faculty report having access to higher levels of administration. A review of organizational charts, faculty handbooks, and SFSU policies revealed clear lines of reporting, responsibility, and procedures for faculty and administration.

**1.5 The individual responsible for the program(s) of professional education seeking accreditation holds a graduate degree with a major emphasis in speech-language pathology, in audiology, or in speech, language, and hearing science and holds a full-time appointment in the institution. The individual effectively leads and administers the program(s).**

The site visitors were able to observe partial evidence to support verification of this standard.

Program director, Laura Epstein, Ph.D. is responsible for professional education of the program, and holds a full-time appointment and a Doctoral degree with a major emphasis in Speech and Hearing Science from the University of California, Santa Barbara.

Based on a review of the program's organizational chart, interviews with the department chair, college dean, interim provost, and faculty, it was verified that Dr. Epstein's advances the goals of the program and institution, and is a collaborative and positive administrator of the program. However, no mechanism exists whereby the faculty regularly have the opportunity to formally evaluate the program director's effectiveness in advancing the goals of the program and institution, and in leadership and administration of the program. Therefore, only partial evidence could be verified for this standard.

**1.6 Students, faculty, staff, and persons served in the program's clinic are treated in a nondiscriminatory manner – that is, without regard to race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.**

The site visitors were able to observe evidence to support verification of this standard.

Equitable treatment of students, faculty, staff, and clients is assured by institutional compliance with relevant laws, regulations, and executive orders. This was verified by statements on the CD Communicative Disorders Clinic website, in the university catalog, graduate advising handbook and interviews with faculty and students.

In its Initial Observations, CAA noted that the program reported that compliance statements concerning equitable treatment are provided on the website. However, these statements could not be found on the website by the CAA; in addition, it was not clear how clients and families who do not have web access are informed of the program's compliance with non-discrimination laws. The site visitors were able to verify that all clients of the CD Program Communicative Disorders Clinic are informed of the program's nondiscriminatory policies and procedures and that they are communicated effectively to students, faculty, staff, and clients.

The program maintains a record of relevant internal and external complaints, charges, and litigation alleging violations of institutional policies by maintaining a file of complaints which are regularly reviewed for compliance with accreditation standards. The college maintains a reporting system that allows complaints to be received and addressed while assuring anonymity for the complaining party. These processes include ensuring that appropriate corrective action has been taken. These systems have been verified by record review and interviews with faculty and students.

The students were knowledgeable about how to access the CAA if they are not satisfied with the way the program and/or the institution dealt with their complaints.

**1.7 The program provides information about the program and the institution to students and to the public that is current, accurate, and readily available.**

The site visitors were able to observe evidence to support verification of this standard.

The site visit team conducted a review of the university catalog, CD student handbooks and advising manuals, program website, as well as interviews with the program director, faculty, college dean, interim provost, and students. The program's website, catalogs, advertisements, other publications and electronic media are current, accurate and reflect the program's accreditation status, standards and policies regarding recruiting and admission practices, academic offerings, matriculation expectations, academic calendars, grading policies and requirements, and fees and other charges.

In its Initial Observations, the CAA noted that student achievement information (e.g., employment rates, Praxis pass rates, program completion rates) provided by the program to students and to the public did not appear to be current, accurate, and readily available. Specifically, the program's website did not report information from the most recently completed academic year, nor were Praxis examination rates readily available.

The site visit team observed that data on student achievement measures for program completion rates, Praxis examination pass rates, and employment rates are current, accurate, and readily available to the public, including the number, percentage, and specific years reported for the three most recently completed academic years on the CD graduate program's website. This information is regularly updated under the supervision of the program director on an annual basis. The Student Outcome Measures tables were clearly labeled and visible on the graduate program's website.

## 2.0 FACULTY

### 2.1 **All faculty members, including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education assigned by the program.**

The site visitors were able to observe evidence to support verification of this standard.

The site visitors noted that the faculty possesses the appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum in speech-language pathology and their qualifications are consistent with the institutional expectations for a clinical graduate program.

Individuals providing clinical supervision, both on-site and off-site, have appropriate experience and credentials (national certification, state licensure, etc.) for speech-language pathology.

All faculty vitae are current and available.

Academic content is taught by doctoral-level faculty except where there is a compelling rationale for instruction by an individual with other professional qualifications that satisfy institutional policy. In its Initial Observations, the CAA noted that most of the academic coursework is taught by master's level and/or part-time, adjunct faculty. The site visit team verified that only two graduate courses are taught by masters-level instructors. The content of those courses include dysphagia, right hemisphere pathologies, and dementia. The masters-level instructors who teach those courses are highly-regarded, local practitioners who specialize in these disorders.

### 2.2 **The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full- and part-time faculty is sufficient to meet the teaching, research, and service needs of the program and the expectations of the institution. The institution provides stable support and resources for the program's faculty.**

The site visitors were able to observe evidence to support verification of this standard.

Review of course syllabi, program completion data, student clinical records, student academic records, and interviews with the program director, faculty, administrators, alumni, employers, and students, indicates the number of full-time doctoral level faculty in speech-language pathology, audiology, and speech-language-hearing sciences, and other full- and part-time faculty is sufficient to meet teaching, research, and service needs of the program and expectations of the institution so that students are able to complete the requirements of the graduate program within a reasonable time period and achieve the expected knowledge and skills.

Additionally, review of the above data also indicated that sufficient personnel are available to ensure the quality of the graduate program for which accreditation is sought (i.e., undergraduate and research doctoral program does not adversely impact the clinical entry-level professional degree program).

Faculty members are accessible to students as evidenced by course syllabi, tour of facilities and offices, and interviews with the program director, faculty, alumni and current students. There is also evidence of sufficient time for advising.

Institutional commitment to the program's faculty is demonstrated through documentation of stability of financial support for faculty, evidence that workload assignments are consistent with institutional policies, and evidence of positive actions taken on behalf of the program's faculty.

Tenure and promotion policies were made available and suggest the ability of faculty to become tenured and promoted or to continue employment.

The site visit team clarified that seven full-time doctoral-level professionals form the core of the speech-language pathology graduate program. Additional support is established by eight part-time professionals (7 masters-level and 1 doctoral-level) who provide graduate practicum supervision services. Collectively, these professionals provide a total of 7.05 FTE to the graduate program in speech-language pathology. The workload distribution of the cumulative 7.05 FTE is as follows: 1.2 FTE classroom teaching, 0.8 FTE administration, 1.2 FTE advising and service, 2.65 FTE supervision, and 1.2 FTE research and scholarship. This workload distribution is consistent with institutional expectations, mission, and values.

Interviews with faculty, alumni, off-site supervisors, current students and community members shared that the graduate faculty are very dedicated and hard-working professionals, and collectively concerned about the long-term sustainability of faculty workloads, especially as the institution seeks opportunities to increase student enrollment. The site visit team observed that additional professionals teach undergraduate courses on a part-time, adjunct, or as-needed basis.

### **2.3 Faculty members maintain continuing competence.**

The site visitors were able to observe evidence to support verification of this standard.

Faculty maintain continuing competence. Review of faculty vitae, program budget, in addition to interviews with academic faculty, clinical faculty, the program director, and administrators indicated that internal financial support is available to support continuing education, especially as related to research and scholarship activities. Academic and clinical faculty complete continuing education activities according to their own individual preferences, interests and schedule and at a frequency that meets or exceeds the annual minimum requirement to maintain the ASHA's Certificate of Clinical Competence. Travel support is available from the college on a competitive basis.

## **3.0B CURRICULUM (ACADEMIC AND CLINICAL EDUCATION) IN SPEECH-LANGUAGE PATHOLOGY**

### **3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.**

The site visitors were able to observe evidence to support verification of this standard.

In its Initial Observations, the CAA noted that there were discrepancies in the number of credits required for the master's degree among the information in the program's narrative response and on the program's website.

The site visit team clarified the total credit hours requirements for the master's program in speech-language pathology through a review of program course offerings, an interview with the program director, and interviews with faculty and students. These sources revealed that the program offers a curriculum leading to the Master of Science in Communicative Disorders degree that requires a minimum of 55 semester credit hours. Optional specializations are offered in Augmentative and Alternative Communication or Autism. These optional specializations may be completed in addition to the minimum 55 semester credit hours. When students elect to study an optional specialization, they complete 73 semester credit hours during their graduate training program. Courses and clinical experiences are offered on a regular basis so that students are able to satisfy the degree requirements within the published time frame.

The curriculum includes opportunity for students to complete a minimum of 400 clinical education hours, 325 of which are attained at the graduate level.

Based on a review of the program's curriculum, documentation in student academic and clinical files, and interviews with faculty, on- and off-site clinical supervisors, alumni, employers, and current students sufficient course work, practicum, and other opportunities are offered to allow students to acquire knowledge and skill, where appropriate, in basic human communication and swallowing processes, disorders and differences related to articulation, fluency, voice and resonance, receptive and expressive language, hearing, including the impact on speech and language, swallowing, cognitive aspects of communication, social aspects of communication, and communication modalities, and contemporary professional issues and advocacy, research, principles and methods of prevention, and clinical skills and processes. These resources also indicate that students complete a program of study that is sufficient in breadth and depth across the scope of practice in speech-language pathology.

Further, the program could demonstrate how the curriculum was sufficient to prepare students to meet credentialing requirements, consistent with the program's stated purpose and goals, national certification in speech-language pathology and California state licensure. This was verified by interviews with faculty, alumni and employers, in addition to review of the curriculum, course syllabi, and student files.

Interviews with academic faculty, clinical faculty, alumni and employers, as well as review of student academic records, student clinical records, and course syllabi verify the programs' processes to develop, validate, and assess student learning outcomes for acquisition of knowledge and skills.

Clinical hours are recorded only for time spent in providing services to the client or the client's family.

Students participate in supervised clinical activities consistent with the scope of practice in the professional area for which they seek credentials.

**3.2B Academic and clinical education reflects current knowledge, skills, technology and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.**

The site visitors were able to observe evidence to support verification of this standard.

Interviews with faculty, students, alumni, and employers, as well as examination of course syllabi and a review of minutes of faculty meetings indicated that the curriculum reflects current knowledge, skills, technology, scope of practice, contemporary professional issues, and diversity of society. Instruction across the life span is provided.

The curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in the profession as evidenced by a review of faculty meeting minutes, annual faculty retreat records, and interviews with faculty and the program director.

**3.3B The scientific and research foundations of the profession are evident in the curriculum.**

The site visitors were able to observe evidence to support verification of this standard.

Examination of the curriculum and interviews with faculty and students confirmed that the scientific and research foundations of the professions are evident in basic sciences (biological, behavioral physical science, and statistics), basic science skills (scientific methods and critical thinking), basic communication sciences (acoustics and physiological and neurological processes of speech, language, and hearing), research methodology, research literature, opportunities to participate in research activities, and incorporation of research/theory into clinical education. Selected students have an opportunity to participate in two research/special project grants focusing on Autism and Augmentative Alternative Communication. All students have an option to complete a thesis as part of their graduate course of study.

According to course syllabi, faculty, the program director, students, and administrators, research is infused into the curriculum in every course. The research component of the program is appropriate to the degree to be granted and is consistent with the mission and goals of the program and institutional expectations. University faculty and administrators stressed the importance of evidence based practice and students confirmed the emphasis on understanding research methodology throughout their graduate experience.

**3.4B The academic and clinical curricula reflect an appropriate sequence of learning experiences.**

The site visitors were able to observe evidence to support verification of this standard.

Interviews with students and faculty and inspection of student records confirmed that course work dealing with the basic sciences of communication precedes the study of communication disorders and their treatment.

Student records, as well as interviews with students, the program director, and other staff members confirmed that professional course work in communication disorders either precedes or is concurrent with clinical education in these disorders. In situations where the student may not have had a particular course before seeing a client, the student is either taking that course concurrently or the clinic supervisor does an orientation with the student and is available for extra supervision.

**3.5B Clinical supervision is commensurate with the clinical knowledge and skills of each student and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.**

The site visitors were able to observe evidence to support verification of this standard.

In its Initial Observations, the CAA noted that the program's graduate student handbook was available on the program's website. However, while this handbook included a description of the responsibilities of student clinician and supervisor responsibilities, and referenced ASHA supervision guidelines, it was not clear from this information how supervision was adjusted to reflect the competence of each student. The program's published ethical standards could not be found.

Information from student records, faculty, the clinic director, and students confirmed that the nature, amount, and accessibility of clinical supervision are commensurate with the clinical knowledge and skills of each student. Both faculty and students described supervision as sufficient and ongoing in the campus clinics and in the externship sites. Externship supervisors stated that they adjusted the amount of supervision they provided during the externship so that the students work independently, with a supervisor available, by the end of the semester.

The students begin their practicum experience at on-campus clinics which are supervised by university faculty and staff. When the students move to off-campus externships they have had experiences at on-campus clinics and/or community clinics with university faculty and staff as their supervisors. Faculty and staff from the university are in contact with school-based and medical externship supervisors as they assist the students in the acquisition of skills at greater levels of independence. Student skills are assessed prior to externship placement by program faculty.

The clinical education procedures ensure that the welfare of each client served by students is protected and that the clinical education is in accord with nationally-recognized professional codes of ethics. This was verified through written policy statements, the extent to which students are supervised, student access to needed supervisor consultation when providing services to clients, and procedures described to ensure client confidentiality and security of records. Interviews with the program director, faculty and students and a review of the CD student handbook confirmed that the program has policies on client/patient safety, confidentiality, and security of client/patient records. For example, the clients are identified by a number rather than a name and all possible identifying information is deleted after the report is sent out to the parent/responsible party.

Decisions pertaining to a client's plan of treatment are made or implemented only with the student's clinical supervisor's input, direct supervision, and agreement.

Client files are kept in a locked drawer in the office of the University Clinic. The Clinic Director and the Administrative Assistant solely have a key to the locked drawer.

**3.6B Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty.**

The site visitors were able to observe evidence to support verification of this standard.

Clinical education obtained in external placements is governed by written agreements between the program and the external facility and monitored by program faculty. The site visitors verified that the program maintains written agreements for all active external clinical facilities. Examination of memorandums of agreement/contracts with external practicum sites and written policy statements in the graduate program handbook and externship handbook, as well as interviews with faculty, clinic director, off site externship supervisors, program alumni verified this standard.

Mechanisms used by the program to monitor external facilities include meeting with externship supervisors, on-site visits at least twice per semester, phone interviews, review of clinical practicum evaluations, review of externship supervisor evaluations, review of student clinical records/files, written contractual agreements, and student feedback regarding the externship experience. Students reported that while placed at external clinical sites they had access to university program faculty via frequent phone contact and/or email communication.

**3.7B The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.**

The site visitors were able to observe evidence to support verification of this standard.

Clinical education includes a variety of clinical settings, populations and age groups, culturally linguistic diverse populations, and breadth of the scope of practice. Site visitors verified this standard via interviews

with university and external site supervisors, a tour of the on-campus clinical facility, student record review, and interviews with current students and alumni. The students begin their practicum experience at on-campus clinics which are supervised by university faculty and staff. Before the students move to off-campus externships they have had at least three clinical experiences at on-campus clinics and/or community clinics with university faculty and staff as their supervisors. These on-campus clinics offer diagnostic and treatment experiences with a wide variety of clinical populations including toddler language groups, school age articulation and language, children and adults with complex communication needs, adult neurogenic, and people with autism.

The program is located in a large metropolitan area with access to a large number of schools and healthcare facilities in addition to the on-campus clinics.

#### **4.0 STUDENTS**

##### **4.1 The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.**

The site visitors were able to observe evidence to support verification of this standard.

Review of university catalogs, brochures, admission policy statements, the program and Graduate College websites, and faculty indicated that criteria employed for accepting students into study meet or exceed institutional policy and are appropriate for the degree being offered.

According to the program director, no exceptions to the admission criteria are made.

##### **4.2 The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.**

The site visitors were able to observe evidence to support verification of this standard.

Based on the Graduate catalog, Clinic Handbook, program and university websites, evidence from student academic and clinic files, students, program director, and clinic supervisors, the program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students. San Francisco State University has student support services in place and graduate students have access to these services.

Respect for an understanding of cultural, linguistic, and individual diversity is evidenced through the curriculum and policies and procedures, specifically in admissions, internal and external clinical placements, and retention of students.

The program has a policy regarding proficiency in English and/or other languages of service delivery and all other performance expectations, which is consistently applied. Faculty and students are made aware of these policies through information on the university and graduate program websites.

**4.3 Students are informed about the program's policies and procedures, degree requirements, requirements for professional credentialing, and ethical practice. Students are informed about documented complaint processes.**

The site visitors were able to observe evidence to support verification of this standard.

Students are informed about the program policies and procedures, degree requirements, certification requirements, licensure requirements, ethical practice, program and institutional student complaint processes, and the CAA complaint process. All students take a course which covers the certification and licensure requirements and a course in ethical practice. Program policies and procedures and the complaint process for the program, institution, and the CAA complaint process is on the program website and in the Clinic Handbook.

The program maintains a record of student complaints regarding any of the program's policies and procedures or regarding unlawful conduct. The program's procedures and policies ensure privacy of student complaints. A file folder entitled Complaints is kept in a locked drawer in the Clinic Office.

Based on an interview with the program director, the nature of complaints is reviewed relative to compliance with accreditation standards.

**4.4 Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Students also are provided information about student support services.**

The site visitors were able to observe evidence to support verification of this standard.

Interviews with the program director, faculty members, students, and externship supervisors confirmed that students receive academic advisement at least one time per semester. The students are advised in regard to their clinical performance at least twice per semester, one time at midterm and one time at the end of the semester. The policies for academic and clinical advisement are included in the Clinic Handbook. Academic courses are designed to include exams, projects, papers, and a variety of other learning mechanisms for evaluation. The program director, clinic director, and faculty members are available to provide support and assistance to the student and of externship supervisors. The program director and clinic director are responsible for student placement at externship sites.

Students have access to adjunct faculty through regular office hours and email.

Students receive information about the full range of students support services through the university website.

**4.5 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.**

The program does not offer any course work via distance education technologies and, therefore, does not have to comply with this standard.

## **5.0 ASSESSMENT**

### **5.1 The program conducts ongoing and systematic formative and summative assessment of the performance of its current students.**

The site visitors were able to observe evidence to support verification of this standard.

Interviews with the program chair, program director, clinic director, faculty and students, a review of faculty meeting minutes and student files indicated that the program has a system in place for conducting ongoing and systematic assessment of academic and clinical education and performance of its students.

Student learning outcomes are included in academic courses and clinical practicum syllabi. The program uses various formative and summative assessments to ensure mastery of learning outcomes, including, test performances, papers, class presentations, class projects (e.g., Single-subject research design case study, Evidenced-based paper and poster presentation) and clinical practicum. Students have a choice to either take a comprehensive exam or write a thesis. The comprehensive examination is taken in the fall or spring semester of the second graduate year.

Students also are provided regular feedback regarding their progress in achieving the expected knowledge and skills in all academic and clinical components of the program, including off-site experiences. Feedback mechanisms for certification in speech-language pathology are used to evaluate student performance (e.g., Knowledge and Skills Acquisition Summary Form, [KASA: long form], Knowledge and Skills Acquisition Clinical tool, [KASA: short form]). The Knowledge and Skills Acquisition clinical tool (KASA) is administered formatively (at midterm) and summatively (at finals time) each semester.

Students are required to submit an ePortfolio to demonstrate mastery and integration of professional competencies. CD faculty use a rubric to provide quantitative and qualitative feedback to students. As a formative tool, students are required to respond to evaluative comments, revise and resubmit their ePortfolios.

Guidelines for remediation are documented, made available to students, and implemented consistently. Students who are struggling either academically or clinically are reviewed each semester by the core faculty through a system known as the Learning Outcome Verification (LOV) reports. This system is used to identify students with low grades and describe the area(s) of difficulty. Core faculty works in collaboration with non-tenure track faculty to develop strategies to better support struggling students. The faculty advisor meets with the specific student to determine appropriate next steps/goals and to specify the type of support necessary to achieve learning outcomes.

### **5.2 The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure.**

The site visitors were able to observe evidence to support verification of this standard.

Inspection of student records indicated that the program has a mechanism for maintaining accurate and complete student records throughout each student's graduate program. Each student's file contained a roadmap that identified the requirements for their program of study, skills and knowledge, and clinical hours.

All records are maintained in a locked file cabinet by the CD program administrative office coordinator. Students have access to their student records upon request. Records are available to program graduates in accordance with institutional policies for retention of student information. Students are given permission to view their files while in direct view of the CD program administrative office coordinator and/or faculty

advisor. This was verified in interviews with the program chair, the administrative office coordinator, clinic director, and students.

A roadmap for each incoming graduate student is developed and used to track the student throughout their program. This roadmap is updated by the faculty advisor in collaboration with the student. The Knowledge and Skills Acquisition Summary Form [KASA: long form] is used to monitor the student's progress towards meeting the 2014 ASHA certification standards in speech-language pathology, as well as California State Licensure and California credential, as students move through their individualized roadmaps. These forms are maintained for each student in their respective student files and accessed whenever the student meets with a faculty advisor.

Each clinical training milestone is evaluated by the clinical educator assigned to the student, using the Knowledge and Skills Acquisition Clinical tool [KASA: short form]. This tool is administered formatively (at midterm) and summatively (at final exam time) each semester.

In the semester before graduation, the student submits a formal document known as the Advancement to Candidacy (ATC) form to the Division of Graduate Studies at SFSU. This form documents that the courses the student has taken, and will complete, match up to the course requirements as described by the program in the University Bulletin.

### **5.3 The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.**

The site visitors were able to observe evidence to support verification of this standard.

A review of records, faculty meeting minutes and interviews with faculty, administration, off site supervisors, and students, indicate that the university and the program evaluate the quality, currency, and effectiveness of its graduate programs. Regularly scheduled faculty meetings are used to evaluate program effectiveness and discuss improvement.

The CD program uses several data points to assess program effectiveness. These included program completion rates, comprehensive examinations, course evaluations, Praxis examination pass rates, and employment rates. The ePortfolio also provides qualitative and quantitative information about the impact of the program on individual students. This information is used for continual improvement of the program.

The site visit team verified that the student achievement data reported by the program met the CAA's established thresholds for students completing the program within the program's published time frame, test-takers from the program passing the Praxis examination, and program graduates being employed in the profession within one year of graduation.

The following two examples demonstrate the program's use of assessment results to improve program effectiveness.

- During program meetings faculty were made aware that students wanting a medical site placement were not being considered due to time conflicts between required courses on campus and medical internship schedules. Faculty restructured program roadmaps and the course sequence allowing graduate students to be eligible to pursue medical internships.
- During clinical site visits the school internship coordinator and off-site supervisors discussed the need for interns who could serve children who spoke languages other than English. As a result of these

discussions, faculty revised the on-line clinic request form to include a space for students to indicate if they spoke languages other than English and if they wanted to be considered for a school internship sites that would require use of this language with school-age children.

**5.4 The program regularly evaluates all faculty members and faculty uses the results for continuous improvement.**

The site visitors were able to observe evidence to support verification of this standard.

Based on interviews with faculty, administrators and students there is regular evaluation of program faculty by the chair of the Department of Special Education and Communicative Disorders. The Review, Promotion, and Tenure committee conduct the evaluations of full-time and adjunct faculty on an annual basis.

Students have opportunity to evaluate faculty in all academic courses and clinical settings on a regular and ongoing basis. This was verified through interviews with faculty, administrators, and students. All CD faculty, regardless of rank, must undergo confidential student evaluations of teaching effectiveness for every credit-bearing course. Students use an on-line evaluation process known as Student Evaluations of Teaching Effectiveness (SETE). Faculty can access reports for the courses they have taught.

Faculty and the department chair are confidentially apprised of the results of all pertinent teaching effectiveness evaluations electronically at the end of each semester for each course. These results are maintained in the Work Personnel Action File of all faculty.

In order to evaluate faculty members in teaching, research and service the Department of Special Education and Communicative Disorders has designated criteria that is used to regularly evaluate all faculty members for tenure and promotion and post-tenure review.

**6.0 PROGRAM RESOURCES**

**6.1 The institution provides adequate financial support to the program so that the program can achieve its stated mission and goals.**

The site visitors were able to observe evidence to support verification of this standard.

Based on a review of the program budget, as well as interviews with the program director and administrators, budgetary allocations are adequate to achieve the program's mission and goals for personnel, space, equipment, materials and supplies.

**6.2 The program has adequate physical facilities (classrooms, offices, clinical space, research laboratories) that are accessible, appropriate, safe, and sufficient to achieve the program's mission and goals.**

The site visitors were able to observe evidence to support verification of this standard.

Based on a tour of program and campus facilities, the physical facilities are accessible, appropriate, safe and sufficient.

**6.3 The program’s equipment and educational/clinical materials are appropriate and sufficient to achieve the program’s mission and goals.**

The site visitors were able to observe evidence to support verification of this standard.

Instructional materials and equipment are appropriate, safe, sufficient, in good working order, and calibrated as verified by a tour of the clinical and academic spaces, interviews with academic and clinical faculty, interviews with current students and clerical staff, and review of inventory lists and calibration records.

**6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program’s mission and goals.**

The site visitors were able to observe evidence to support verification of this standard.

Based on on-site observations, including a tour of the college and university, online review of library holdings and services, multi-media and digital resources, and interviews with faculty and students, the program has access to appropriate and sufficient resources for faculty and students that includes library resources, interlibrary loan services, access to Internet, computer and laboratory facilities, clerical and technical staff, facilities maintenance services, and student support services including academic as well as mental and physical health supports.

Adequacy of support is evaluated and resources are addressed in the program’s strategic plan as verified through interviews with the program director and the program’s participatory strategic plan final report.

***II. Verification of Public Comment/Public Meeting Announcement***

A copy of the announcement of the public meeting is included in the Appendices. This notice was posted on the program website, and advertised in the institution’s newspaper and handed to clients and parents serviced by the clinic. Public meeting notice was posted around the building or facilities that housed the program. The site visitors observed the notice was positioned in a vertical holder on the reception counter in the department lobby.

***Appendices***

1. Accreditation Standards Inventory
2. Site Visit Agenda
3. Public Meeting Announcement

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The Site Visit Team would like to acknowledge and thank the administration, program director, faculty, and students for their time, attention, and participation in the site visit process. The site visit is an integral part of the accreditation process, and serves to assist the CAA in meeting its mission – “to promote excellence in graduate education in the discipline of communication sciences and disorders for the professions of audiology and speech-language pathology through a peer review process of establishing and promulgating accreditation standards that encourage continuous quality improvement.”