


Doisy College of Health Sciences Program-Level Assessment: Annual Report

Program: B.S in Communication Sciences and Disorders	Department: Communication Sciences and Disorders
Degree or Certificate Level: B.S.	College/School: Doisy College of Health Sciences
Date (Month/Year): 09/30/2020	Primary Assessment Contact: Saneta Thurmon
In what year/cycle was the data upon which this report is based collected? AY 2019-2020	
In what year/cycle was the program's assessment plan most recently reviewed/updated? AY 2018-2019	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Program Learning Outcome (PLO) #1

Demonstrate an understanding of the marginalized status of individuals with disabilities.

Program Learning Outcome (PLO) #3

Apply the principles of evidence-based research to understand typical speech and language development.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO #1

CSDI 1000 Introduction to Communication Sciences and Disorders

This course met in-person the fall semester and half in-person/half online the spring semester due to the COVID-19 pandemic.

Students completed a Learning Experience project that involved interviewing someone from a culture different than theirs. This is considered an "introductory" level activity overall.

CSDI 4200 Audiology: Basic Audiometry

This course met half in-person/half online during the spring semester due to the COVID-19 pandemic.

Questions on quizzes and exams corresponded to PLO #1. Additionally, students completed a hands-on, small group lab experience focusing on assessment of hearing loss.

CSDI 3200 Speech Science

This course met half in-person/half online during the spring semester due to the COVID-19 pandemic. A majority of the online sessions were conducted asynchronously. Questions on quizzes and exams corresponded to PLO #1. Additionally, students completed a lab assignment that measured and compared speech variables of normal speech and disordered speech.

CSDI 4300 Clinical Methods

This course met in person during the fall semester.

Students created a diagnostic plan and lesson plan for a case study assignment. Case studies were comprised of individuals with varying disabilities. See Rubric for both parts of the assignment.

PLO #3

CSDI 2400 Foundations of Language

This course met half in-person/half online during the spring semester due to the COVID-19 pandemic. Online sessions were conducted in an asynchronous format.

Students completed a paper summarizing an article they found that covered a topic of linguistics present in pop culture.

CSDI 3700 Speech and Language Development

This course met in person during the fall semester.

Students completed a speech and language transcription that analyzed the major components of language and compared this data to age-appropriate norms. See rubrics.

CSDI 4150 Survey of Speech and Language Disorders

This course met half in-person/half online during the spring semester due to the COVID-19 pandemic. Online sessions were conducted in an asynchronous format.

Questions on quizzes and exams corresponded to PLO #3. Additionally, students completed a group project that involved multiple sources and synthesizing information about a selected topic either in assessment or treatment, theory, or clinical practice.

CSDI 4400 Aural Rehabilitation

This course met in person during the fall semester.

Students completed a Treatment Plan for a Deaf and Hard of Hearing case study. Proper use of ICF Framework for Speech-Language Pathologists was required. See Rubric. Additionally, students completed a lesson plan for this case study and were required to provide research articles that supported their approach. These research articles combined with student's clinical expertise and considerations of each individual client's needs meets all three components of evidence-based practice as outlined by the American Speech-Language-Hearing Association.

CSDI 4300 Clinical Methods

This course met in person during the fall semester.

Students completed a case study class project and wrote a mini treatment plan. Case studies were comprised of individuals with varying disabilities and students were required to submit research articles that supported their approach. These research articles combined with student's clinical expertise and considerations of each individual client's needs meets all three components of evidence-based practice as outlined by the American Speech-Language-Hearing Association. See Rubric.

3. Assessment Methods: Evaluation Process

What process was used to *evaluate the student artifacts*, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

PLO #1

CSDI 1000 Introduction to Communication Sciences and Disorders

The instructor evaluates student skill levels on the project in terms of content (80% of the grade) and mechanics (20% of the grade). This instructor-designed standardized rubric has been in place since the current instructor began teaching the course. It has been shown to be a reliable data source for 6 years.

CSDI 4200 Audiology: Basic Audiometry

All corresponding exam and quiz questions were presented in a multiple choice or true/false format. The small group project was instructor-graded based on her observations of the hands-on practicum experience. Students were provided with a 10-point scale prior to the practicum and graded accordingly.

CSDI 3200 Speech Science

All corresponding exam and quiz questions were presented in a multiple choice or true/false format. Labs were instructor-graded.

CSDI 4300 Clinical Methods

Students were evaluated using the corresponding assessment rubrics for their diagnostic plan and lesson plan in relation to their assigned case study.

PLO #3

CSDI 2400 Foundations of Language

The course instructor evaluates student papers against the corresponding rubric.

CSDI 3700 Speech and Language Development

A qualitative analysis of each transcription and report was conducted for individual students via the corresponding rubric. The instructor went through each transcription and summary, respectively, and looked for information about the major components (semantics, syntax, morphology, pragmatics) of language as well as speech production. These concepts had to be explained cohesively and with clarity. Feedback was provided to students both individually and frequent patterns of error were discussed during class. The performance levels are then compared to the rubric indicating level of mastery.

CSDI 4150 Survey of Speech and Language Disorders

All corresponding exam and quiz questions were presented in a short answer format. The group project was graded based on a collaborative group paper and PowerPoint designed to engage class in discussion concerning the group's assigned topic.

CSDI 4400 Aural Rehabilitation

Students were evaluated using the corresponding assessment rubric for class project considering the ICF framework for Speech-Language Pathologist and Audiologist.

CSDI 4300 Clinical Methods

Students were evaluated using the corresponding assessment rubric for class project considering the best use of evidence-based practice for professionals.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific.

Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

PLO #1

CSDI 1000 Introduction to Communication Sciences and Disorders

96% of students during the fall semester received a 20/20 on the project and 100% of students during the spring semester received 20/20 at the introductory level.

CSDI 4200 Audiology: Basic Audiometry

An average of at least 85% of students scored 90% or better on lab assignments at the reinforcing level.

CSDI 3200 Speech Science

At least 80% of students scored 85% on the lab assignment at the reinforcing level.

CSDI 4300 Clinical Methods

96% of students achieved a ranking of “*mastery*” of case study projects.

PLO #3

CSDI 2400 Foundations of Language

In spring 2020, 100% of students achieved a ranking of “*introductory*” or higher on the corresponding assignment.

CSDI 3700 Speech and Language Development

In fall 2019, on average, 71% of students achieved a ranking of reinforce or higher on a rubric that measures skill level for a speech/language transcription report to show understanding of speech and language development; however, 90% on average achieved a ranking of reinforce or higher on a rubric that measure skill level for speech/ language transcription *and* analysis.

CSDI 4150 Survey of Speech and Language Disorders

90% of students achieved a ranking of reinforce or higher.

CSDI 4400 Aural Rehabilitation

92% of students achieved a ranking of “*mastery*”

CSDI 4300 Clinical Methods

96% of students achieved a ranking of “*mastery*”

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

With the exception of CSDI 100 (Introduction to Communication Sciences and Disorders), CSD classes are only offered once per academic year. As a result, for a majority of courses the department cannot compare how students did in-person versus online when the courses were shifted during the spring semester. However, the one course that did meet both semesters indicated student’s performance on assignments were not impacted by the shift to an all-online format.

Additionally, CSD courses are sequenced in nature. 1000 level courses are taken by freshman, 2000 by sophomores, 3000 by juniors, and 4000 by seniors. This allows the CSD program to measure student’s experience throughout the major throughout mean-making experiences. Artifact collection varies from instructor graded assignments, rubrics, hands-on clinical lab

experience, thus providing a wide scope of how CSD students grow from introductory to mastery level throughout the major. CSD program results from this past academic year show that we set appropriate targets in terms of the actual learning outcome as well as the performance level. Assessment is always a collaborative effort, involving all faculty, and the data shows high quality of learning is being maintained across all courses.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

- A.** When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

All faculty members reported their data for both PLOs in May 2020 via a Google Form. This information was then reviewed as a group in September 2020 during the faculty retreat.

- B.** How specifically have you decided to use findings to improve teaching and learning in your program? Please describe the actions you are taking as a result of the findings.

In a senior exit survey, students expressed they wanted more exposure to speech sound disorders at the undergraduate level. To address this, we have created a new elective in the CSD program (Speech Sound Disorders) that students can take to gain this additional experience prior to graduate school.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

- A.** What is at least one change your program has implemented in recent years as a result of assessment data? If this is the first time the PLO was measured and there are no prior data, state that.

CSDI 4300 Clinical Methods

The unprecedented challenges for students creating their first clinical assignment remotely resulted in many changes in how CSD curriculum is effectively delivered to students. Perhaps the most notable change of all occurred in the CSDI 4300 Clinical Methods class. The case study and test review project are crucial components of the curriculum for this class, and new approaches were taken to best maintain the integrity of this project whilst having students complete it remotely. The instructor of this course utilized the “Jigsaw Method” to complete this project.

First, students were placed into Expert Groups to study standardized tests that were relevant to a specific population (eg. School-Age Language Disorders). Each student within these expert groups completed an individual assignment for one standardized test. Students compared their tests within expert groups to see similarities for tests within their group’s population.

Next, students were placed into their Jigsaw Groups (further referred to as “case study groups”). Each case study group was assigned a case study that revolved around a client with a unique communication disorder. Students prepared a presentation within these groups to educate their classmates on their standardized tests, specific case study, and approaches being taken for their client. This provided CSD senior students with exposure to 25 unique standardized tests, thus giving them a firm foundation for their future clinical

practice.

B. How has this change/have these changes been assessed?

This project remains ongoing for the Fall 2020 semester, but thus far the Jigsaw method has proven to be of value to CSD students. Students have worked collaboratively and demonstrated adaptability both of which we consider to be an essential skill for this field of work.

C. What were the findings of the assessment?

This is an ongoing project, so findings are still to be determined.

D. How do you plan to (continue to) use this information moving forward?

Since this project is ongoing and results have yet to be acquired, it is difficult to determine its impact on future projects. Assuming the project continues to be successful throughout the remainder of this semester, the Jigsaw method will continue to be used as it best promotes student collaboration. Other projects for CSDI classes could tentatively use this method moving forward as well.

CURRENT RUBRICS IN PLACE

BS-CSD Program Assessment Rubrics¹

****IMPORTANT NOTES:** The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right). Students who are able to function at the “*reinforce*” level must also be able to perform at the “*introduce*” level. Likewise, in order for students to propose solutions (the “*master*” rating), they must be able to perform at both the “*introduce*” and “*reinforce*” levels.

BS-CSD			
Program Learning Outcome (PLO #1): Demonstrate an understanding of the marginalized status of individuals with disabilities.			
Unacceptable	Introduce**	Reinforce**	Master**
<ul style="list-style-type: none"> Does not demonstrate an understanding of the marginalized status of individuals with disabilities. 	<ul style="list-style-type: none"> Identify characteristics of individuals with disabilities. 	<ul style="list-style-type: none"> Explain about the marginalized status of individuals with disabilities. 	<ul style="list-style-type: none"> Apply knowledge of marginalized status of individuals with disabilities to a case study.

BS-CSD			
Program Learning Outcome (PLO #3): Apply the principles of evidence-based research to understand typical speech and language development.			
Unacceptable	Introduce**	Reinforce**	Master**
<ul style="list-style-type: none"> Does not apply the principles of evidence-based research to understand typical speech and language development. 	<ul style="list-style-type: none"> Identifies developmental sequences for speech and language development. 	<ul style="list-style-type: none"> Applies the principles of evidence-based research to understand typical speech and language development. 	<ul style="list-style-type: none"> Applies the principles of evidence-based research to understand typical speech and language development on a case study.

Name: _____

Diagnostic Evaluation Report - 25 points.

Clinical Methods CSD4300

Mrs. Thurmon, M.S. CCC-SLP/A

You are required to write a diagnostic report for your case study that you have been assigned to. You must present the material as you would for your future clients. Remember, a diagnostic evaluation report serves as a tool for organizing, integrating, and interpreting information regarding the client's hearing and communication skills.

Here are some helpful hints:

- Be objective. Use the data that you collected to correctly interpret the data for correct recommendations for your case study.
- Write the report using professional language, with explanations that parents of clients would understand.

	2	4	6	8	10
Content of Material (i.e. background, observations, findings)	Incomplete content of material was presented.	Poorly written content and many contents were missing	Fairly Written Some errors of content were missing	Presentation of content were mostly appropriate and well	Presentation of content were appropriate and excellently written
	2	4	6	8	10
Correct Interpretations and Recommendations for Case Study:	Did not interpret data correctly. Incomplete recommendation for client	Did not interpret data well. Recommendations were not suffice for client	Some major interpretation issues. Some recommendations were appropriate	Well written interpretation of material. Mostly appropriate recommendations for client	Excellent Interpretation of material. Appropriate recommendations for client
	1	2	3	4	5
Format/Grammar:	Did not adhere to rubric	Major Formatting Issues 16+ errors	Many Formatting Issues 11-15 Errors	Correct Format and most headings correct 6-10 errors	Correct Format and Headings Less than 5 errors
Notes:				Total:	

**Diagnostic Report
CSD 4300, Clinical Methods
Due 10/16**

You are required to write a diagnostic report for your case study that you have been assigned to. You must present the material as you would for your future clients. Remember, a diagnostic evaluation

report serves as a tool for organizing, integrating, and interpreting information regarding the client's hearing and communication skills.

Here are some helpful hints:

- Be objective. Use the data that you collected to correctly interpret the data for correct recommendations.
- Make the information presented "easy to read" for parents and professionals!

Name of Client:

DOB of Client/Age:

Date of Evaluation:

Diagnosis:

Background

Medical and Family History

Any other diagnosis?

What concern prompted the evaluation?

Mention who referred them to you.

Screenings

Include Hearing, Speech, Voice, Fluency and Language Screening Results

Tests and Assessments

Sub-heading for each test/assessment

Explain what the purpose of each test is briefly

What were all the scores? Explain the mean and if "below" or "within"
(standard score, raw score, percentile ranks or Standard Deviation)

What were the findings? Explain what these results mean!

Clinical Impressions (observations)

Other important information needed?

Behavioral concerns

Play skills, social language

Summary

What is your diagnosis? A sentence explaining overall how client did on all tests.

What was the interpretation of results?

How did you come to your diagnosis?

Recommendations

Refer to other professionals?

Recommend any other DX?

How long will TX sessions be and how often?

What should therapy sessions focus on?

*****NOTE: THIS IS JUST A SUGGESTION OF WHAT TO PUT IN. YOU HAVE "CREATIVE FREEDOM" ALL CLIENTS ARE DIFFERENT AND HAVE MORE INFORMATION IMPORTANT TO THEIR INDIVIDUAL CASE.

- Don't forget everyone should turn in their **OWN** report, which is **DUE October 16th**!

Name: _____

Lesson Plan Rubric - 15 points.
Clinical Methods CSD4300

	3	4	5
Content of information (long term goal, short term objectives, number of minutes)	Incomplete content of material was presented. Long term goal was not selected from treatment plan, objectives did not match short-term goals from treatment plan and were not appropriate for a single week of therapy.	Presentation of content was mostly appropriate and written well. Long term goal selected from treatment plan, short-term objectives mostly based off short-term goals and were somewhat appropriate for a single week of therapy.	Presentation of content was appropriate and excellently written. Long term goal selected from treatment plan, short-term objectives directly based off short-term goals and appropriate for a single week of therapy.
Choice of therapy activity for each objective	2 Poor choices for therapy activities for each objective	3 Mostly appropriate choices for therapy activities for each objective	4 Excellent and appropriate choice for therapy activities for each objective
Explanation of therapy activity for each objective	2 Poor explanation of therapy activity- minimal detail for describing client/clinician role. Grammar/spelling/formatting with 10+ errors	4 Explanation of therapy activity for each objective was written fairly well, mostly describing what the client and clinician will do and the materials needed for the activity. Grammar/spelling/formatting with 5-8 errors	6 Excellent explanation of therapy activity for each objective, thoroughly describing what the client and clinician will do and the materials needed for the activity Correct grammar/spelling/formatting with less than 5 errors
Total:			

CSDI 2400
Linguistics In The News Scoring Rubric: 40 possible points

	Developing	Accomplished	Exemplary	Score
Article summary (20 points)	Summary is missing some relevant information. Writing is wordy and/or lacking in detail. Summary makes several incorrect statements and/or provides few details.	Summarizes most of the relevant information about the article. Writing is mostly concise and accurate with some details.	Summarizes all the relevant information about the article. Writing is concise and accurate with details.	
Reflection (10 points)	Reflection does not indicate the writer's reaction. Provides superficial, minimal, or unclear connection between the project and writer's learning. Lacks critical thinking.	Reflection relates to the project, and includes the writer's reaction. Provides adequate and reasonably clear connection between the project and writer's learning. Some critical thinking is shown.	Reflection relates to the project, and includes the writer's reaction. Provides thorough and very clear connection between the project and writer's learning. Critical thinking is evident.	
Writing Style and Organization (5 points)	Uses conversational writing style. Lacks logical organization and coherence. Serious errors.	Approaches college-level writing style. Coherent and logical organization, with some misplaced points. May stray from the topic. Transitions used inconsistently.	Uses college-level writing style. Coherent and logical organization with transitions consistently used. Unity of ideas within paragraphs.	
Writing Mechanics (5 points)	Many spelling, grammatical, and/or punctuation errors.	Some errors in spelling, grammatical, and/or punctuation.	No spelling, grammatical, or punctuation errors.	

CSDI 3700
Language Sample Summary Scoring Rubric: 50 possible points

	Developing	Accomplished	Exemplary	Score
Summary Content (25 points)	Summary is missing one or more of the major components (semantics, syntax, morphology, pragmatics). Important details are lacking. Summary makes several incorrect statements and/or does not support claims with illustrations from the transcript. Child is not compared to age expectations. 0-9 points	Summary includes most of the relevant semantics, syntactic, morphological, and pragmatic information. Most relevant details are included. Summary usually makes statements that are accurate and supported with illustrations from the transcript. Child is mostly appropriately compared to age expectations. 10-17 points	Summary includes all relevant semantic, syntactic, morphological, and pragmatic information. All relevant details are included. Writing is concise and accurate with examples consistently provided to support statements. Child is appropriately compared to age expectations. 18-25 points	
Summary Organization and Style (10 points)	Writing is wordy or confusing. Organization is lacking. Information is consistently placed under incorrect headings (e.g., semantics under syntax heading) 0-5 points	Writing is mostly clear. Organization is mostly clear and logical. Most information is included under the appropriate heading. 6-8 points	Writing has clarity. Organization is clear and logical. Information is included under the appropriate heading. 9-10 points	
Reflection (12 points)	Provides superficial, minimal, or unclear connection between the project and writer's learning. 0-5 points	Provides adequate and reasonably clear connection between the project and writer's learning. 6-9 points	Provides thorough and very clear connection between the project and writer's learning. 10-12 points	
Writing Mechanics (3 points)	Writing does not follow Standard American English rules and includes many grammatical errors or typos. Document is not double spaced. 0-1 points	Is written in Standard American English with a few grammatical errors or typos. Document is double spaced. 2 points	Is written in Standard American English with no obvious grammatical errors or typos. Document is double spaced. 3 points	

CSDI 3700
Speech and Language Sample Transcription
Scoring Rubric: 25 possible points

	Developing	Accomplished	Exemplary	Score
Language Transcript				
Amount	Contains significantly less than 50 utterances. 0	Contains almost 50 utterances. 1	Contains 50 utterances. 2	
Utterance segmentation	Utterances are not segmented correctly and have many errors. 0	Utterances are mostly segmented correctly, with a few minor errors. 1 pt	Utterances are segmented correctly. 2	
Bound morphemes	Bound inflectional morphemes are not marked correctly or have many errors. Many root words are incorrectly indicated (e.g. runn/ing). Many bound derivational morphemes are marked (e.g. un/happy). 1	Most of the bound inflectional morphemes are marked with the correct code, with a few minor errors. Most of the root words are correctly indicated. Some bound derivational morphemes may be marked (note that derivational morphemes should <i>not</i> be marked). 4	Bound inflectional morphemes are marked with the correct code. The root word is correctly indicated (e.g. run/ing). Bound derivational morphemes are <i>not</i> marked. 5	
Error List (separate document)	Errors are missing or incorrectly labeled. 1	Some errors are missing or incorrectly labeled. 4	Errors are correctly identified and labeled. 5	
Format	Utterance or comment lines are incorrectly marked. 0	Most utterances or comment lines are appropriately marked with a C, E, or =. 1	Each utterance or comment line is appropriately marked with a C, E, or =. 1	
Speech Transcript				
Amount	Includes less than 10 words, repeated words, many vowels or filler words. 1	Contains 10 words, some are repeated or are vowels. 4	Includes 10 different words that are not vowels (e.g., "I"). 5	
Phonetic transcription	Few of the phonemes are correctly represented. 1	Most of the phonemes are correctly represented. 4	The phonemes of each word are correctly represented. 5	

CSD 4400 Lesson Plan Project Rubric

Name:

Case Study (5 points)	0 points Incomplete Minimal effort made	2 points Poorly Written Missing 5+ components Thoughts unorganized or incomplete	3 points Fair Written Missing 3-4 components	4 Points Well Written Missing 1-2 components	5 points Well written and includes: age, gender, severity of HL, type of amplification, unilateral or bilateral, and personal factors. Considered the ICF Framework for case, stress is on health and functioning , rather than on disability
Resources (12 points)	0 points No resources used	3 points No explanation of resources and does not relate to client.	6 points All resources were websites, little depth to project and sources do not relate to client.	8 points Four resources with explanations, but explanations are vague or incomplete	12 points Four resources with an explanation of how each resource would be used (1 pt for each resource, 2 pts for each explanation)
Functional Outcome Goal (points)	0 points No attempt made Goal is not auditory related		1 point Goal is confusing , or not functional outside of therapy		2 points Goal is well written, auditory related, and functional outside of therapy. Considered the ICF Framework for your client.
Short Term Goals (8 points)	0 points No attempt made	2 points Goals are poorly written and don't consider client's personal factors.	4 points Goals are poorly written or not measurable.		8 points 4 goal each worth 2 points. Goals are related to client's auditory skills and interests and measurable.
Rationale (8 points)	0 points No attempt made	2 points No clear rationale vaguely written for goals.	4 points Rationale is poorly written or does not explain why specific goal were chosen	6 points Some explanation for a few of the goals but not specific to particular goals.	8 points Rationale for each of the 4 goals each worth 2 points. Rationale explains Why they chose the goal. Specific, Logical, and well written
Procedure (8 points)	0 points No attempt made Or activity does not address the goal	2 points No clear rationale or explanation of roles	4 points Procedure is poorly written or is missing an explanation of either the clinician's or client's role	6 points Well written and explains roles but does not include any remediation strategies.	8 points Procedure for an activity for each of the 4 goals each worth 2 points. Procedure is well written and explains the clinician's and client's roles
Materials (4 points)	0 points No attempt made		2 points Materials listed but not age appropriate to client or not related to their interests.		4 points Needed materials listed for each of the 4 goals
Homework (3 points)	0 points No attempt made		1 point Homework activity is not related to goals	2 points Homework activity is vague, sufficient detail not given	3 Points Homework activity is related to goals and described in sufficient detail
Notes:				Total (out of 50):	

Scoring Guideline for MINI Treatment Plan

Student _____/10

Treatment Plan	Complete 2		Marginal Effort 1	Absent 0
1.Relevant Functional Outcome Goal (Long term goal) Using evidence based practice				
Comments:				
2. Documentation of baseline performance (This can include test scores or baseline data on 1 st therapy session)				
Comments:				
Short Term Goal	Complete 3	Incomplete Lacking key detail 2	Marginal Effort 1	Absent 0
4. Short term Treatment goal 1				
Comments:				
5. Short term Treatment goal 2				
Comments:				