

## Program-Level Assessment: Annual Report

Program Name (no acronyms): Speech, Lang & Hearing Sci Department: sp, lang & hrg sci

Degree or Certificate Level: M.S. College/School: Doisy

Date (Month/Year): 9.29.2023 Assessment Contact:

In what year was the data upon which this report is based collected?

In what year was the program's assessment plan most recently reviewed/updated?

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements?

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

PLO #1: Students will describe foundational speech-language pathology content/ theory/ evidence.

**PLO #2: Students will apply cultural competence in academic/ clinical practice.**

PLO #3: Students will apply foundational knowledge to clinical situations.

**PLO #4: Students will analyze collected data to determine whether an approach is effective for a given client or clients.**

### 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO #2: SLHS 5770 Multilingual Communication Disorders (reinforced) artifacts for this course included a cultural reference project in which first year graduate students selected a particular cultural group and developed a cultural reference guide which included history and origins, language(s) – including semantics, syntax, phonology, morphology (if applicable); religion/spirituality; traditions and customs; music/dance and social norms/etiquette (pragmatic language) scored via an instructor-designed rubric and performance on two essay test questions on the final exam—both test questions require application of knowledge in terms of a problem/solution in which a multilingual client's language is assessed; SLHS 5012/5015 (Clinical practicum) (reinforced) – this outcome is measured via obtaining a score of 3 (developing) or higher out of 5 on an ASHA standards checklist via clinical observation by supervisor: specifically ASHA Clinical Standard V.B.3.: Interaction and Personal Qualities-Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others. SLHS 5800 Professional Issues (achieved) – students will complete two essay questions on the final exam requiring them to apply cultural competence to problems which, to answer the questions correctly, they will come up with a viable solution to each ethical dilemma centered on a multicultural issue; SLHS 5530 AAC – achieved: students will complete a case study in which will involve creating a communication aid, developing a therapy plan to teach the CLD client and their family how to use the aid, and finally selecting and justifying the decision for a speech generating device for the culturally and linguistically diverse client. An instructor-

developed rubric will be used to score proficiency on this project (94-100 is considered A level work in the graduate program).

PLO 4: SLHS 5012 – Clinical practicum introduced; The ASHA clinical standards addressed and documented with a rating of 2 to 3 to indicate emerging/progressing include: V.B.1.c., V.B.2.e. CSDI 5015 (Clinical practicum offsite) – reinforced; this outcome is measured by documented observation from the clinical supervisor as well as a checklist on eValue of the ASHA standards addressed by this learning outcome. The ASHA clinical standards addressed and documented with a rating of 4-5 to indicate mastery include: V.B.1.c., V.B.2.e.

SLHS 5630 Dysphagia (achieved)-Midterm and final exam questions correctly answered that involve case studies and essay questions centered on treatment decisions for a client with dysphagia.

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

PLO #2: SLHS 5770 Multilingual Communication Disorders - an instructor-designed rubric and performance on two essay test questions on the final exam-both test questions require application of knowledge in terms of a problem/solution in which a multilingual client's language is assessed; SLHS 5012/5015 (Clinical practicum) (reinforced) – this outcome is measured via obtaining a score of 3 (developing) or higher out of 5 on an ASHA standards checklist via direct clinical observation by the clinical supervisor: specifically ASHA Clinical Standard V.B.3. SLHS 5800 Professional Issues (achieved) – the professor uses an answer key for the two essay questions on the final exam; the answer key contains the required concepts that must be addressed in the answer to receive full credit; SLHS 5530 AAC – achieved: An instructor-developed rubric will be used to score proficiency on the project (94-100 is considered A level work in the graduate program).

PLO 4: SLHS 5012 – Clinical practicum introduced; The clinical supervisor will document observed clinical behaviors and transfer these data to eValue with a rating of 2 to 3 to indicate emerging/progressing include: V.B.1.c., V.B.2.e. SLHS 5015 (Clinical practicum offsite) – reinforced; this outcome is measured by documented observation from the clinical supervisor as well as a checklist on eValue of the ASHA standards addressed by this learning outcome.

SLHS 5630 Dysphagia (achieved)- The instructor has developed an answer key that will include the concepts that must be addressed in the Midterm and final exam questions that involve case studies and essay questions centered on treatment decisions for a client with dysphagia.

### 4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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 #2: all courses that addressed this had 93% (41/44) students who achieved the desired outcome. All didactic coursework was held on SLU campus in seat. As far as clinical standards are concerned, SLHS 5012 was addressed both on SLU's on campus clinic as well as an external site, City Garden. Clinical supervisors met weekly with graduate students to provide feedback and discuss opportunities for improvement. These meetings were held both onsite as well as via Zoom. 100% of students achieved the desired outcome as far as eValue ratings and meeting ASHA clinical standards in this area of practice.

PLO #4: the didactic course that addressed this was held onsite (SLU campus) and consisted of in-seat class meetings. 95% (42/44) of the students in this course answered the exam questions with more than half to full credit.

SLHS 5012 and 5015-Four out of 44 students required a clinic improvement plan because they did not meet the ASHA standards. The four students on a clinic improvement plan subsequently achieved ratings of 3 or 4 on the eValue rating system, thus showing they had met the ASHA clinical standard.

## 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

Because every instructor teaches differently, these data tell us that students are able to adapt to different teaching styles effectively. Two of the instructors spent additional time with students if they needed it to re-teach concepts and provide study sessions (Multilingual Communication and Dysphagia). Students derived benefit from the review and extra practice. Identified strengths are clear learning objectives on the part of the instructors, flexibility of instructors to adapt materials and teaching methods with students in mind, use of technology such as Simucase and AAC devices to enhance the learning experience.

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

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

Fall Faculty Retreat 2023; faculty discussion of the assessment outcome data

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

With the new assessment plan (2023), there will be more emphasis on teaching techniques and improvements in technology as the data showed that these were two effective factors in student success. We wish to leverage these positive aspects to more courses across the curriculum.

If no changes are being made, please explain why.

NA

## 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 previous assessment data?

We have changed the course sequence as well as changed a required course to an elective.

B. How has the change/have these changes identified in 7A been assessed?

We have not been through an entire year to see if students are impacted by the change of the required course to an elective course.

C. What were the findings of the assessment?

We will be able to fully assess this in 2024.

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

Collected data will inform us as to how best to organize the curriculum from a two-year Master's curriculum to a five year Master's program. Essentially, students will complete their Bachelor's degree in three years and begin their Master's program in what would historically be their senior year.

**IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.**