


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

Program: Speech, Language & Hearing Sciences (SLHS)	Department: Speech, Language & Hearing Sciences (formerly Communication Sciences & Disorders)
Degree or Certificate Level: B.S.	College/School: Doisy College of Health Sciences
Date (Month/Year): 08/30/2021	Primary Assessment Contact: Saneta Thurmon
In what year/cycle was the data upon which this report is based collected? AY 2020-2021	
In what year/cycle was the program’s assessment plan most recently reviewed/updated? AY 2019-2020	

1. Student Learning Outcomes

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

Program Learning Outcome (PLO) #2

Identify how students’ actions can impact their professional decisions with ethical consequences.

Program Learning Outcome (PLO) #4

Apply the principles of evidence-based practice to identify acceptable treatment methodologies.

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 #2 Identify how students’ actions can impact their professional decisions with ethical

consequences.

CSDI 1000 Introduction to CSD

This course met on-line in the fall semester and online the spring semester due to the COVID-19 pandemic. This course includes CSD majors, CSD minors and “any SLU major” students.

Students completed a Learning Experience project with a follow up examination that <85% of students get ethically related questions incorrect, the instructor goes back and re-teaches the content. This is considered an “introductory” level activity.

CSDI 4150 Survey of Speech and Language Disorders

This course met online during the spring semester due to the COVID-19 pandemic. This course includes CSD majors and minors.

Questions on corresponding exam and quizzes was used to measure this at an overall “reinforce” level. This was the first time this assignment was given due to a shift from project-based learning to online learning.

CSDI 4300 Clinical Methods

This course met online during the fall semester due to the COVID-19 pandemic. All of the online sessions were conducted synchronously to accommodate project based small group learning. This course is for CSD majors only.

Students worked in small groups on a patient case study with an ethical dilemma considering American Speech-Language Hearing Association code of ethics for Speech-Language Pathologist and Audiologist. Students achieved a ranking of “mastery” level on this project which were all faculty graded.

PLO #4 Apply the principles of evidence-based practice to identify acceptable treatment methodologies.

CSDI 2000 Phonetics

This course met on-line during the fall semester due to the COVID-19 pandemic. Online sessions were conducted in a synchronous format. This course includes CSD majors and minors.

Students completed a paper evidenced with both citation form speech and disordered speech transcription assignments related to both articulation and phonological disorders; exam with sound, syllable, and word analyses related to the International Phonetic Alphabet for English. This was considered an “introductory” level activity and

faculty graded and examined students.

CSDI 4150 Survey of Speech and Language Disorders

This course met half online during the spring semester due to the COVID-19 pandemic. Online sessions were conducted in an synchronous format. This course includes CSD majors and minors.

Student artifacts are test #2 and test #3 plus a fact sheet that covers a specific speech-language disability or difference. The tests covered different speech-language disorders and their treatment. The instructor uses a key to measure if T/F, MC and short answer questions have been answered correctly. Item analysis is always conducted to note any patterns of errors. The faculty member meets with students 1:1 if they want to in order to review their project before they turn it in for final grading. This is voluntary on the students' part. Students also perform at "reinforce" level according to the rubric because they are provided an in depth study guide to complete plus I offer 1:1 or 2:1 study sessions prior to every exam. These are voluntary on the students' part.

CSDI 4200 Audiology

This course met on-line during the spring semester due to the Covid-19 pandemic. This course includes CSD majors and minors.

Students were evaluated using corresponding assessment rubric for their Deaf and Hard of Hearing case study. Students were assigned or choose a pathology that causes damage to the auditory system, and used current evidence to discuss mechanisms of damage to the auditory system as well as manifestation of auditory symptoms, treatment recommendations, and treatment outcomes. Faculty evaluated this project considering the best use of evidence based practice for professionals when working with the Deaf and Hard of Hearing population. Students achieved a ranking of "mastery" on the corresponding case study class project.

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 #2

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 4150 Survey of Speech and Language Disorders

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 a provided rubric. Students were provided with a 10-point scale rubric prior to the project and graded accordingly.

CSDI 4300 Clinical Methods

Students were evaluated using the corresponding assessment rubrics for their ethical case study in relation to their assigned case study. In addition, students used the professional code of ethics for the American Speech-Language Hearing Association to determine the appropriate plan of action.

PLO #4

CSDI 2000 Phonetics

Students were evaluated corresponding test questions on vowel and consonant sound productions and transcription using the International Phonetic Alphabet for English of sounds in words and sentences from both citation form speech and disordered speech; students were also evaluated on the speech mechanism as well as understanding of phonological disorders.

CSDI 4150 Survey of Speech and Language Disorders

These concepts had to be explained cohesively and with clarity before artifacts were gathered. Feedback was provided to students individually from the instructor and frequent patterns of error were discussed during class. Students were evaluated with test #2 and test #3 plus a fact sheet that covers a specific speech-language disability or difference. The tests cover different speech-language disorders and their treatment. A key is used to measure if T/F, MC and short answer questions have been answered correctly. Item analysis is always conducted to note any patterns of errors.

The performance levels are then compared to the rubric indicating level of reinforce.

CSDI 4200 Audiology

Students were evaluated using the corresponding assessment rubric at the level for mastery of a patient case study considering the ICF framework for Speech-Language Pathologist and Audiologist.

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)?

NOTE:

The program target identified in the assessment plan, which is the minimum percentage of students able to achieve each PLO at the designated ranking, was established at the College standard rate of 85% or better by the former Dean of the Doisy College of Health Sciences.

PLO #2 (all courses taught online, only 1 section of this course is taught annually with the exception of CSDI 100 which is taught fall and spring term)

CSDI 1000 Introduction to Communication Sciences and Disorders

100% 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 4150 Survey of Speech Language Disorders

90% of students achieved a ranking of “reinforce” using the corresponding assessment rubric.

CSDI 4300 Clinical Methods

100% of students achieved a ranking of “*mastery*” using corresponding ethical dilemmas for professionals.

PLO #4 (all classes taught on-line, only 1 section of this course is taught annually)

CSDI 2000 Phonetics

Students achieved mastery of 85% or higher on exam with corresponding questions related to transcribing citation form and disordered speech as well as clear, expanded identification of all vowels and consonants in the English language

CSDI 4150 Survey of Speech and Language Disorders

95% of students achieved a ranking of reinforce level using the corresponding assessment rubric attached at the bottom of this document

CSDI 4200 Audiology

90% of students achieved a ranking of “*mastery*” on the corresponding case study class project using the attached rubric.

5. Findings: Interpretations & Conclusions

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

CSD courses are sequenced in nature and therefore the process used to *evaluate the student artifacts* are organized by the sequential courses. 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 2021 via a Google Form. This information was then reviewed as a group in August 2021 during the faculty retreat. It continues to be important to analyze the skill and knowledge level of students so that learning targets/outcomes can more appropriately align to present student skillsets. Some adjustments to project based learning was discussed for students completing the minor in CSD to be provided with a lab partner who is a CSD major for collaborative work and promotion of IPE. In addition, due to the Covid-19 pandemic, many course lab assignments were adjusted to using clinical videos or simulated patients. Faculty discussed the use of simulated patients and the benefits of these tools to use in the future to teach important concepts to students in a timely manner.

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.

CSD major students expressed they wanted more experiences in learning the process of hearing screening procedures at the undergraduate level. To address this, we have created a hearing screening module that will be completed in CSDI 4400 that students can take to gain this additional experience prior to graduate school. Next year the hearing screening module will be offered in CSDI 4200 as this is the more appropriate course for this learning but the student cohort who requested this experience have already completed that course.

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 of the professional ethical dilemma are crucial components of the curriculum for this class, and new approaches were taken to best maintain the integrity of this project while still having students complete it remotely. The instructor of this course utilized the Code of Ethics from the American Speech Language Hearing Association to complete this project. In addition, patient videos and simulated patients were used to teach this concept to students.

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

Students worked collaboratively and demonstrated adaptability both of which we consider to be an essential skill for this field of work. This provided CSD senior students with exposure to 25 unique case studies in their profession, thus giving them a firm foundation for their future clinical practice.

C. What were the findings of the assessment?

Students reported satisfaction with this format in a reflection paper and the instructor plans to use this resource again this year.

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

Other class projects for CSDI classes will use the American Speech Language Hearing Association Code of Ethics 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.

Ethics Project Rubric - 20 points

Clinical Methods CSD4300

Name: _____

	2 points	3 points	4 points	5 points	Score/Notes:
Code of Ethics portion	Missing most ($\geq 75\%$) or mostly incorrect selection of sections; poor explanations for each section.	Missing many (50%) relevant sections; fair explanations for each section.	Included most relevant sections; thorough explanation for sections provided.	Provided all relevant sections pertaining to assigned scenario; thorough explanations for choosing each section.	
Avoidance of Violation Paragraph	Most ($\geq 75\%$) steps/decisions were irrelevant or missing.	Many (50%) steps/decisions were irrelevant or missing.	Mostly complete overview of steps/decisions – a couple missing/irrelevant steps.	Complete and relevant overview of steps/decisions to take.	
Documentation #1	Most ($\geq 75\%$) pieces of pertinent information (“...”) are missing or mostly irrelevant information is provided; documentation explanation is incomplete and/or inappropriate.	Many (50%) pieces of pertinent information (“...”) are missing or irrelevant information is provided; documentation explanation not optimal.	Mostly complete and relevant summary of pertinent information (“...”); documentation explanation present but not optimal.	Complete and relevant summary of all pertinent information (initial behavior/attitude of client, discussion of issue with client and their reaction, plan for future); thorough documentation explanation.	

Documentation #2	Most ($\geq 75\%$) pieces of pertinent information (“...”) are missing or mostly irrelevant information is provided; documentation explanation is incomplete and/or inappropriate.	Many (50%) pieces of pertinent information (“...”) are missing or irrelevant information is provided; documentation explanation not optimal.	Mostly complete and relevant summary of pertinent information (“...”); documentation explanation present but not optimal.	Complete and relevant summary of all pertinent information (initial behavior/attitude of client, discussion of issue with client and their reaction, plan for future); thorough documentation explanation.	
Total:					

Case Study Rubric

CSDI 4200

	Absent 0-20%	Low Emerging 20-70%	High Emerging 70-90-%	Exemplary 90-100%
Literature Review (30%) Depth of content/research evidence and support.	Provides inaccurate or inappropriate information related to the pathology. Evidence cited is poor quality. NO journals cited, text and web citations only	Provides minimal or inaccurate information related to the pathology. Most evidence is not current or of poor quality. 1-2 relevant Journal articles cited and discussed.	Provides enough information to accurately describe the pathology and mechanism of action. Consistently provides appropriate, current, and moderate to high levels of evidence. 3-4 relevant journal articles cited and discussed.	Provides more than adequate information and goes above and beyond expectations. Offers more or new information about the pathology and mechanism of action. Consistently provides appropriate, current, and high quality evidence. 5 or more relevant journal articles cited and discussed
Literature Review (20%) Organization/ style/clarity	Lit review is haphazardly organized and illogical. Reader cannot follow line of reasoning. Student fails to provide examples or pertinent definitions or explanations.	Lit review is unclear, does not follow a logical progression, and has many confusing points. Reader can follow only with significant effort. Insufficient examples, definitions, or explanations.	Lit Review is reasonably clear and follows a logical progression with 1-2 minimally confusing points. Reader can follow with minimal effort	Lit Review is very clear and follows a logical progression. Reader can follow without effort.
Patient File (50%)	Provides inaccurate, inappropriate, or fails to include patient results	Provides minimal or mostly inaccurate patient results	Consistently provides adequate, accurate patient results, with few inaccuracies.	Consistently provides adequate, accurate patient results, with very minimal to no inaccuracies.

CSDI 1000

Short Paper Rubric

Student Name _____

CATEGORY			
Content	Paper includes information directly related to the topic without extraneous information or repetition of concepts. 15 points	Paper includes some information directly related to the topic, but there is extraneous information that is unrelated. 8 points	Paper does not fully address the topic; does not follow the guidelines for the paper. 0 points
Textual Evidence	Writer utilizes at least 3 sources to support the information presented in the paper. 10 points	Writer utilizes 2 sources to support the information presented in the paper. 5 points	Writer utilizes only one source to support the information presented in the paper. 0 points
Writing/Mechanics	0-1 mechanical/APA citation errors evident 5 points	2-4 mechanical/APA citation errors evident 2 points	5 + mechanical/APA citation errors 0 points

Total Points _____ / **30**

Scoring Guideline for CSDI 2000

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 1st 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:				