

Program-Level Assessment: Annual Report

Program: SLHS M.S. (formerly CSD M.A.)

Department: SLHS (formerly CSD)

Degree or Certificate Level: Master's

College/School: Doisy College of Health Sciences

Date (Month/Year): May 2021

Primary Assessment Contact: Mitzi Brammer

In what year was the data upon which this report is based collected? Acad year 20-21

In what year was the program's assessment plan most recently reviewed/updated? 2019

1. Student Learning Outcomes

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

1. Apply clinical reasoning to effectively address the communication needs across the lifespan. (2020)
2. Fulfill academic/clinical responsibilities in a professional manner. (2020)

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? 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.

1. A midterm exam and final exam are given in CSDI 4500 to measure the following ASHA competencies: Major CNS & PNS structures and Functions, Functions of cranial nerves in speech, balance, hearing, & swallowing, Information derived from major neuron-imaging techniques, Signal transmission in CNS & PNS, and Auditory pathways & processes in the CNS (taken by any graduate student who did not have this course in their undergrad program – ASHA requirement); CSDI 5012 (campus clinic) - eValue avg. rating of 2 out of 3 on all ASHA standards; CSDI 5510 (Soc Comm)-two exams and comprehensive course project; CSDI 5530 (AAC) – quizzes, tests, Case Study project; CSDI 5550 (Early Childhood Language) – two comprehensive exams; Ethnographic interview; Play Assessment; CSDI 5560 (School-age Language) – weekly quizzes; language sample analysis using SALT® Software; PICO project; CSDI 5600 analyze case studies of clients with Fluency Disorders (Stuttering or Cluttering) as part of their examinations. These case studies cover clients from pre-school through adulthood; CSDI 5630- Quizzes, literature review; CSDI 5700 – Voice Disorders - quizzes and exams of applying voice physiology principles along with clinical reasoning to meet the voice needs of adults with voice disorders; CSDI 5701 Cleft Palate and Craniofacial Disorders - Students will complete an examination in which they demonstrate the ability to choose techniques which will allow them to distinguish articulation disorder from resonance disorder. They will be able to choose appropriate therapy techniques for articulation disorder and appropriate referral techniques for resonance disorder; CSDI 5720 (Neurogenics) and CSDI 5820 (Cogn Comm Dis)- midterm exam and final exam performance
2. CSDI 5012, CSDI 5015, CSDI 5030 and CSDI 5910 - Clinical Practicum evaluation by clinical preceptors; CSDI 5050, 5550, 5630, 5510, and 5770-attendance policy (professional behavior); CSDI 5630 – Dysphagia – observation of a modified barium swallow (MBSS) with instructor or at another practicum site. Students are responsible for setting this up with the Professor or other SLP; CSDI 5700 – lab assignment; course project

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.

Rubrics, eValue rankings

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)?

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.

Data show that students did as well, if not better on assignments, tests, etc. The rigor of coursework did not change because of the teaching modality. Students had the same course expectations because they must meet ASHA Knowledge and Clinical Practice Standards in order to eventually obtain their Certificate of Clinical Competence.

5. Findings: Interpretations & Conclusions

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

Because instructors and professors teach in different ways in the department, the data tell us that students respond to a variety of teaching methods (incorporating lecture, use of audiovisuals, group activities, discussion, reflection, analysis, synthesis, etc.).

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?

Faculty meeting discussion Sept 2020

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.

We determined that the previous plan was focused heavily on clinical skills. While this is not necessarily bad, there needs to be more emphasis on the academic side of the program. A new assessment plan for 2021-2023 is being written with graduate SLHS faculty input.

If no changes are being made, please explain why.

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?

Included faculty discussions about relevance of class participation grades and how much weight this should carry in a course.

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

Review of graduate syllabi; end of course evaluations; student surveys; exit interviews

C. What were the findings of the assessment?

Student engagement is being encouraged and fostered through instructional techniques and materials and class participation is being monitored, but not graded.

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

We plan to shift our focus so that our new assessment plan is more balanced regarding knowledge (academic) skills and clinical skills.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.