I. Background Information

1. College or Division reporting: College of Health Sciences

   Department/Program/Degree:
   Speech Language Pathology Master's

2. Name of the program assessment leader filing this report:
   Edward W. Korabic

3a. Did faculty/staff change any program learning outcomes since the last report (Sept. 2009)?
   - [x] No
   - [ ] Yes

3b. If yes, list the current program learning outcomes:

4. Are the program learning outcomes listed on the program’s web pages?
   - [ ] No
   - [x] Yes

5. Do students in the program routinely receive copies of the learning outcomes?
   - [ ] No
   - [x] Yes

6. Do program faculty/staff regularly receive copies of the learning outcomes?
   - [ ] No
   - [x] Yes

7. Academic programs only: Provide the number of students graduating (receiving a degree) from this program in AY 2009-2010.
   22

II. Reporting on Learning Outcomes Assessed in AY 2009-2010

8a. Please enter the text of the first program learning outcome assessed this year (in 2009-2010).
   Critically evaluate research in communication sciences and disorders

8b. List and describe all of the measures used to assess this learning outcome.
   Measure #1 - Performance in SPPA 6750: Clinical Research Methodology
   Measure #2 - Performance on research paper in SPPA 6750
8c. Provide the total number of students assessed on each measure for this learning outcome.

22

8d. Data Table for Learning Outcome 1:

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Below Expectation</th>
<th>Met Expectation</th>
<th>Exceeded Expectation</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure #1</td>
<td>1</td>
<td>13</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Measure #2</td>
<td>0</td>
<td>16</td>
<td>6</td>
<td>22</td>
</tr>
</tbody>
</table>

9a. Please enter the text of the second program learning outcome assessed this year.

Evaluation of Clinical Skills: Learning Outcomes #2 - #6

#2 - Understanding the multiplicity of causes of communication/swallowing disorders
#3 - Understand how to prevent communication/swallowing disorders
#4 - Identify and evaluate children and adults with communication/swallowing disorders
#5 - Establish specific objectives for the management of communication disorders
#6 - Implement an effective treatment plan to remediate a communication/swallowing disorder that meets management objectives

9b. List and describe all of the measures you used to assess this learning outcome.

Measure #1 - Evaluation from Internal Clinical Practicum Supervisors - Treatment of Communication Disorders
  Measure #1a - Knowledge
  Measure #1b - Skills
  Measure #1c - Professionalism / Personal Qualities

Measure #2 - Evaluation from Internal Clinical Practicum Supervisors - Evaluation of Communication Disorders
  Measure #2a - Knowledge
  Measure #2b - Skills
  Measure #2c - Professionalism / Personal Qualities

Measure #3 - Evaluation from External Clinical Practicum Supervisors - School Setting
  Measure #3a - Knowledge
  Measure #3b - Skills
  Measure #3c - Professionalism / Personal Qualities

Measure #4 - Evaluation from External Clinical Practicum Supervisors - Medical Setting
  Measure #4a - Knowledge
  Measure #4b - Skills
  Measure #4c - Professionalism / Personal Qualities

Measure #5 - Performance on Praxis Specialty Examination in Speech-Language Pathology
  Measure #5a - Basic Human Communication processes
  Measure #5b - Phonology and Language
  Measure #5c - Speech Disorders
  Measure #5d - Neurogenic Disorders
  Measure #5e - Audiology/Hearing
  Measure #5f - Clinical Management
  Measure #5g - Professional Issues/Psychometrics/Research

Measure #6 - Anonymous Supervisor/Employer Questionnaire
9c. Provide the total number of students assessed on each measure for this learning outcome.
Measure #1 - 29 students; 73 evaluations
Measure #2 - 23 students; 62 evaluations
Measure #3 - 20 students; 21 evaluations
Measure #4 - 15 students; 15 evaluations
Measure #5 - 22 students; 22 evaluations
Measure #6 - 3 students; 3 evaluations

9d. Data Table for Learning Outcome 2:

<table>
<thead>
<tr>
<th>Measure #</th>
<th>Below Expectation</th>
<th>Met Expectation</th>
<th>Exceeded Expectation</th>
<th>Number of Students/Evals</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1a</td>
<td>3</td>
<td>48</td>
<td>22</td>
<td>29/73</td>
</tr>
<tr>
<td>#1b</td>
<td>1</td>
<td>36</td>
<td>36</td>
<td>29/73</td>
</tr>
<tr>
<td>#1c</td>
<td>1</td>
<td>25</td>
<td>47</td>
<td>29/73</td>
</tr>
<tr>
<td>#2a</td>
<td>0</td>
<td>22</td>
<td>40</td>
<td>23/62</td>
</tr>
<tr>
<td>#2b</td>
<td>0</td>
<td>22</td>
<td>40</td>
<td>23/62</td>
</tr>
<tr>
<td>#2c</td>
<td>0</td>
<td>14</td>
<td>48</td>
<td>23/62</td>
</tr>
<tr>
<td>#3a</td>
<td>0</td>
<td>3</td>
<td>18</td>
<td>20/21</td>
</tr>
<tr>
<td>#3b</td>
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<td>5</td>
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<td>20/21</td>
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<tr>
<td>#3c</td>
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<td>20/21</td>
</tr>
<tr>
<td>#4a</td>
<td>0</td>
<td>8</td>
<td>7</td>
<td>15/15</td>
</tr>
<tr>
<td>#4b</td>
<td>0</td>
<td>8</td>
<td>7</td>
<td>15/15</td>
</tr>
<tr>
<td>#4c</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>15/15</td>
</tr>
<tr>
<td>#5a</td>
<td>0</td>
<td>14</td>
<td>8</td>
<td>22/22</td>
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<tr>
<td>#5b</td>
<td>0</td>
<td>11</td>
<td>11</td>
<td>22/22</td>
</tr>
<tr>
<td>#5c</td>
<td>1</td>
<td>13</td>
<td>8</td>
<td>22/22</td>
</tr>
<tr>
<td>#5d</td>
<td>3</td>
<td>13</td>
<td>6</td>
<td>22/22</td>
</tr>
<tr>
<td>#5e</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>22/22</td>
</tr>
<tr>
<td>#5f</td>
<td>1</td>
<td>15</td>
<td>6</td>
<td>22/22</td>
</tr>
<tr>
<td>#5g</td>
<td>0</td>
<td>18</td>
<td>4</td>
<td>22/22</td>
</tr>
<tr>
<td>#6</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3/3</td>
</tr>
</tbody>
</table>

10a. Please enter the text of the third program learning outcome assessed this year.
Evaluation of Clinical Skills

#4 - Identify and evaluate children and adults with communication/swallowing disorders
#5 - Establish specific objectives for the management of communication disorders
#6 - Implement an effective treatment plan to remediate a communication/swallowing disorder that meets management objectives

10b. List and describe all of the measures you used to assess this learning outcome.
Measure #1 - Performance in a capstone clinical methods and procedures course.

10c. Provide the total number of students assessed on each measure for this learning outcome.
25

10d. Data Table for Learning Outcome 3:

<table>
<thead>
<tr>
<th>Measure #</th>
<th>Below Expectation</th>
<th>Met Expectation</th>
<th>Exceeded Expectation</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>0</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
</tbody>
</table>
14. If each one of the program’s learning outcomes were not assessed in AY2009-2010, is the program following a written assessment rotation plan?

☐ No
☐ Yes

III. Use of the Assessment Data

15. Did department or program faculty/staff receive a report of these AY2009-2010 assessment results?

☐ No
☒ Yes

16. Did department or program faculty/staff meet face-to-face to discuss and analyze the AY2009-2010 assessment results?

☐ No
☒ Yes

17. Please describe the conclusions that program faculty/staff reached about student learning based on their analyses of the assessment results for AY2009-2010.

Learning Outcome #1, Measures #1 and #2: The majority of students are meeting or exceeding expectations. Students consistently demonstrate the ability to critically evaluate research. We are not surprised by these results, given that research is discussed in other graduate courses, and students are exhibiting growing sophistication in utilizing technology to access information. Faculty research has also increased within the department giving students more opportunity to participate in research activities.

Learning Outcome #2 – #6 – Treatment: We are pleased with the result that the majority of students (96-98%) met or exceeded the expectation for clinical performance in the areas of Knowledge, Skills and Professionalism/Personal Qualities. Three students did fall below expectations; however, we attribute this finding to several factors: Admitting students from less rigorous undergraduate programs, admitting students through HCOP, and admitting non-traditional students.

Learning Outcome #2 – #6 – Evaluation: 100% of students met or exceeded expectations. These results are expected given our ethical responsibility to our clients to provide excellent diagnostics services. Student clinicians performing evaluations are closely supervised with continuous support from clinical supervisors, thus ensuring success for all students on this learning outcome.

18. Describe the actions to improve student learning that the program will undertake as a result of the learning assessment data. Be sure to include a time-table to implement the change and identify who is responsible to implement the action. If no actions were adopted, provide the rationale for this decision in the first box (Improvement Action #1).

Improvement Action #1

Based on student performance, the department believes that we are effectively helping the students meet the student learning outcomes and remediate perceived difficulties.
19. Please list and describe the status of the actions taken by the program faculty to improve learning during AY2009-2010 that were proposed and reported in the academic year 2008-2009 annual program assessment report and/or earlier reports.

<table>
<thead>
<tr>
<th>Program action to improve student learning</th>
<th>Status of action: Developing, Implementing, Implemented, Assessing</th>
<th>Targeted student learning outcome</th>
<th>Year when improvement will be seen in the assessment data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not Applicable.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. Brief Program Assessment Report Statements

20a. In 2 to 3 sentences provide an example of the program’s most interesting or important assessment finding that demonstrates the program’s success associated with a program learning outcome.

External clinical practicum supervisors and employers continue to be very pleased with the ability of our students to perform in outside clinical settings. It appears that our students have the necessary academic and clinical foundation to adequately prepare them for clinical practicum in both public school and medical settings. In addition, we are pleased with student results on the Praxis exam. Not only have 100% of students passed the exam, the average scores continue to increase from year to year, demonstrating students improved mastery of knowledge and skills.

20b. In 2 to 3 sentences describe an assessment result that indicates an opportunity for improvement and identify the specific actions the program will take to improve student learning.

Department faculty will continue to refine their formative and summative assessments to discover potential areas of student need that are not currently identified. As a department we embrace the diversity of students; however, we also need to ensure that the appropriate resources are in place to facilitate their success in the program (e.g., HCOP, tutoring).

21. The Department Chair has read and approved the Brief Program Assessment Report Statements in Items 20a and 20b.

☐ No
☒ Yes