

**Assurance of Student Learning
2018-2019**

College of Health and Human Services

Communication Sciences and Disorders

Speech-Language Pathology - 0466

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Instrument 1 Direct: Comprehensive examination given in student's final semester

Instrument 2

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Students will demonstrate skills in communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Instrument 1 Direct: Rating scales by faculty of students' competencies in key clinical areas

Instrument 2 Indirect: Goal and reflection statements in SLP 591 (Clinical Externship)

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Students will demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Instrument 1 Indirect: Checklist for student eligibility for national certification and state licensure

Instrument 2 Direct: Praxis Exam

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The graduate program in speech-language pathology (SLP) is **accredited** by the Council on Academic Accreditation in Audiology and Speech-Language Pathology with a goal of training students to become speech-language pathologists who will provide services to adults and children by assessing and treating disorders of speech, language, and swallowing. A Master's degree is the entry-level degree for the profession. Graduates are eligible for **national certification** from the American Speech-Language-Hearing Association (ASHA) and **licensure** in Kentucky (and most other states).

There are two cohorts of students: **campus students** (traditional program with the classes meeting in Bowling Green) and **distance learning students** from around the country and the world who take classes using synchronous weekly lectures. All students take a total of 60 hours including core academic classes, electives, and clinical practicum. The **clinical practicum** has two components. On campus, the students complete an internship where they develop the skills needed for the second component, the externship where they work with clients in **medical and educational settings** as required by ASHA. Students are engaged in research and service-learning activities. Prior to entering SLP 591 Externship, students have to demonstrate appropriate skills in SLP 590 (documented in CALIPSO). Upon successful completion of SLP 590, the Externship Coordinator reviews CALIPSO (online rating tool) to see which students are ready to proceed to which types of external placements in SLP 591.

The program uses several mechanisms to assess student performance on the 184 metrics or standards required by ASHA. On a formative basis, each faculty person notifies advisors at the end of each semester when knowledge competencies have been met so that information can be entered into CALIPSO. Advisors also document information on the Advisor Student Data Inquiry section of the student's electronic file.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.		
Measurement Instrument 1	Direct: Performance on a comprehensive examination in the student's last semester. The student's score on the examination determines their knowledge of evaluation and treatment of speech sound disorders, fluency, voice, language, hearing, swallowing, cognition, social aspects, and communication modalities.		
Criteria for Student Success	Students will score at least 70% on the comprehensive exam.		
Program Success Target for this Measurement	70% on the comprehensive exam.	Percent of Program Achieving Target	90%
Methods	Student take an online examination containing 125 multiple choice questions that cover the content in all core courses.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The graduate faculty reviewed the course sequence to ensure that foundation courses were being taught early in the 2-year program, and moved several classes from the evening to the morning. The change will continue to ensure that the knowledge base needed for specific clinical sites will have been covered in classes before students are assigned to those sites. This allowed students to have clinical experiences in the afternoon and courses in the mornings. They were not fatigued and unable to attend well during critical classes.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
A survey was sent to students about change in time. It was rated as a positive change. Grades and clinical performance will be assessed in May 2020 to compare them to students who graduated with only evening classes.			

Student Learning Outcome 2

Student Learning Outcome	Students will demonstrate skills in communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.		
Measurement Instrument 1	Direct: Analysis using Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO) to determine which clinical skills have been met in SLP 591. The skills assessed are based on the ASHA 2014 SLP Certification Standards		
Criteria for Student Success	<p>Performance Rating Scale</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>1 Not evident: Inadequacies were present that suggest that the student fails to understand and/or apply skills in relation to clinical applications. Performance was inadequate.</p> <p>2 Emerging: Needs specific direction and/or demonstration from the supervisor to perform effectively.</p> <p>3 Present: Needs general direction with occasional specific direction from the supervisor to perform effectively.</p> <p>4 Developed: Demonstrates independence with occasional collaboration with the supervisor. Makes changes when appropriate and is effective.</p> </div> <p>Students need to reach a level of 3 to determine that the competency has been met.</p>		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	100
Methods	Clinical faculty observe at least 25% of all service delivery provided by the student. Upon completion of the session, feedback is provided to the student relative to planning, implementation, assessment and goal setting for the next session. Throughout the placement, students' progression toward skill development is assessed using the rubric above.		
Measurement Instrument 2	Goal and reflection statements in SLP 591		
Criteria for Student Success	Analysis of the goal and reflection statements by the externship coordinator to determine student's ability to identify areas of clinical strengths and weaknesses.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	Students complete a goal statement and a reflection statement regarding their clinical experiences and skill acquisition upon beginning and ending each graduate clinical placement. Those statements, which are reviewed by the externship coordinator and/or the graduate program director, also serve as a type of summative assessment.		
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Each Fall semester, the results are analyzed to determine if changes need to be made in curriculum, course sequencing adjustment or any other aspect of the program. For example, in 2017 after the results it was determined that students were feeling too much pressure with clinic all day and classes 4 nights a week. A decision was made to move the first year classes to mornings starting in the fall of 2018. Follow-up analysis of both direct measurements found that students showed improved clinical outcomes and reflections of self-analyses.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The faculty will evaluate the direct outcome measures for students graduating in the next 3 years (2020, 2021, 2022) to assess changes in target outcomes.

Student Learning Outcome 3

Student Learning Outcome	Students will demonstrate knowledge of entry-level certification and licensure relevant to professional practice.		
Measurement Instrument 1	Checklist for student eligibility for national certification and state licensure		
Criteria for Student Success	Students will complete a checklist to identify requirements for eligibility for national certification and state licensure. Faculty will review the checklist to determine if something is considered to be incomplete, and remediation is needed.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	In the last semester of study, students enroll in SLP 579 Professional Issues. As a part of that class, ASHA certification and state license requirements are reviewed. Each student will complete a checklist to determine if he or she has met the criteria for both credentials.		
Measurement Instrument 2	Praxis Exam		
Criteria for Student Success	Students are required to take the Praxis exam prior to graduation. When they register, they have to list WKU as a recipient meaning that ETS notifies the program each month who did or did not pass.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	95%
Methods	Students register and complete the national examination in speech-language pathology.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
--	------------	----------------

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Accreditation standards require programs to maintain an 80% passage rate on the exam over a 3-year period. The WKU average is typically above 90%. During one reporting period, WKU dropped to an average of under 90% for one cohort. While that goal was still met, faculty attended training in writing Praxis-style test questions and were encouraged to use these more frequently in exams in their classes where appropriate, to adequately prepare students for the Praxis exam style.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

This will continue to be monitored. The current 3-year average is 95%.