

**Assurance of Student Learning
2019-2020**

College of Health and Human Services

Communication Sciences and Disorders

Speech-Language Pathology - 0466

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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/cultural correlates.

Instrument 1 Direct: Comprehensive examination given in the 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 knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates.

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

Instrument 2

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 Direct: Praxis Exam

Instrument 2

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**. 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.

Goals for SLO-1, SLO-2, and SLO-3 were met in 2019-2020. In the 2019-20 year, a course historically taught in the 2nd year, SLP 513, was moved to the 1st year to prepare students for content in the summer clinical placements. External supervisors have indicated that they think the sequence change is good for practicum. It will be evaluated in 2021 when students are enrolled in SLP 591 by graduate faculty and the externship coordinator. In the Fall 2019, the system to assess skill level in the clinical setting was revised to a 4-point scale as noted in SLO-2 to provide the program with a clearer way to determine student progress in their clinical experiences. Use of the simple 4-point scale will be evaluated in May 2021 by the faculty and externship coordinator.

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/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 his or her 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	80% will score at least 70% on the comprehensive exam	Percent of Program Achieving Target	95%
Methods	51 students took the examination containing 125 multiple choice questions that cover all of the content in the core classes.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions 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, beginning in fall of 2018. The change continues to be monitored and 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 change 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. In the 2019-20 year, a course historically taught in the 2 nd year, SLP 513, was moved to the 1 st year to prepare students for content in the summer clinical placements.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

Students were surveyed and they responded well to the time of the classes being changed. Analysis of grades showed no difference suggesting that the change did not hurt student knowledge acquisition. This will be monitored over a two-year period to ensure that a positive pattern is present.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

Re-assessment of this outcome will occur in Fall 2021 from data collected from the department's comprehensive examination of student knowledge in the major areas of content areas. The graduate program director will be responsible for collecting, compiling, and reporting the data to the graduate faculty. External supervisors have indicated that they think the sequence change is good for practicum. It will be evaluated in 2021 when students are enrolled in SLP 591 by graduate faculty and the externship coordinator.

Student Learning Outcome 2

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/cultural correlates.		
Measurement Instrument 1	Direct: Analysis using <i>Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO)</i> to determine which clinical skills have been met in SLP 591. The skills assessed are based on the ASHA 2020 SLP Certification Standards		
Criteria for Student Success	<p>Performance Rating Scale</p> <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> <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 graduate students enrolled in SLP 591. 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. (N=75)		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			

Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>In the Fall 2019, students and external supervisors expressed concern about the tiered level of skill rating. Faculty, the externship coordinator and students discussed the ratings. The externship coordinator contacted the CALIPSO administrators who recommended that the tiered system be eliminated. After researching the literature and consulting with other programs, the above referenced 4-point scale was implemented. The CALIPSO software is used by SLP graduate programs across the country but can be customized for each program. In the 2018-2019, we used CALIPSO's original tiered system which was based on a 3-point scale. In the Fall 2019, we revised that system to a 4-point scale as noted in SLO-2 to provide the program with a clearer way to determine student progress in their clinical experiences.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>Use of the simple 4-point scale will be evaluated in May 2021 by the faculty and externship coordinator.</p>			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
<p>In May 2021 the results of using the adapted 4-point scale will be assessed using data collected during 2019-2020 and data collected during 2020-2021 to determine validity and reliability to the results. The graduate program coordinator will collect the data and present the results to the graduate faculty in Fall 2021. This SLO will be annually evaluated so the next cycle will be in May 2021.</p>			

Student Learning Outcome 3

Student Learning Outcome	Students will demonstrate knowledge of entry-level certification and licensures relevant to professional practice.		
Measurement Instrument 1	Praxis exam		
Criteria for Student Success	Students are required to take the Praxis exam prior to graduation. The criteria for success is that students successfully pass the exam.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	95%
Methods	In their final semester before graduation, graduate students register for and complete the national examination in speech-language pathology. 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. (N=72) The Praxis test for speech-language pathology has content areas in foundations and professional practice; screening, assessment, evaluation and diagnosis; and planning, implementation, and evaluation of treatment.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
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 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%. As the average is still at the acceptable level, we will continue to use the teaching strategies (academic and clinical) that have helped us maintain the targeted level. Faculty in the core academic classes continue to do specific training for content that may appear on the exam.			
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%.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
In summer 2021, a new 3-year average will be calculated.			