

Program Assessment Plan Summary 2014-2015



WAYNE STATE
Department of Communication
Sciences and Disorders

2014/2015 Learning Outcomes and Results for the B.A. in CSD

Learning Outcome 3: The student will be able to describe and evaluate the effects of language and culture on normal and disordered communication skills

Assessment Method:

- Scores from writing assignment in the SLP 6460: Language and Phonological Disorders course "Cultural Competency Reflection Paper" were evaluated relative to this learning outcome. 25% of the Fall 2014 and Winter 2015 students papers (20 papers total) were reviewed through random sampling. Data was collected by the SLP 6460 course instructor Mrs. Aaron Hardy-Smith. Data was collected in Fall 2014 (9 papers) semester and Winter 2015 (11 papers) semester. A copy of each paper was made by the instructor upon submission by the student and filed until needed for evaluation. The papers were evaluated by the course instructor Aaron Hardy-Smith. Scores ranged from 0-16 points. The scores correlated to the following rubric: Skills were developed (given 15-16 points), present (given 14-13 points), emerging (given 12-11 points) or inadequate (given 10 or less points). The criterion for acceptable performance was that at least 80% of the students score in the developed range. Dr. Margaret Greenwald, departmental chair will review the results at the end of the Spring Summer 2015 semester.

Results:

The review of the data (CLD reflection papers) was completed on 25% of fall 2014 semester papers submitted as well as 25% of winter 2015 semesters submitted by students in the SLP 6460 course. This was equivalent to 9 papers reviewed for F14 and 11 papers reviewed for w15 for a total of 20 papers reviewed. Each student's scores reviewed are listed in the data file attached. The average score of all student work sampled was a 15.6, which revealed that the skills that are being measured in the learning outcome are "developed". The criterion set of at least 80% of students demonstrating skills in the "developed" range on this paper was met by the students randomly selected.

Learning Outcome 7: The student will demonstrate general academic skills (including computer, research and study skills) appropriate for introductory clinical experience and graduate coursework

Assessment Method:

- The rubric formulated assessed the research paper that is completed in the writing intensive course SLP 5360, which is the capstone for our program. The rubric assesses writing quality, clinical application, and research abilities. The data was gathered by the instructors who shared the course. The evaluation scale is 1-4 (4 being highest). The criteria for acceptable performance would be a score of 4 (85-100%) for 80% of those papers evaluated
- The research papers were assessed in terms of skill level. The four levels are (In descending order):
 - 4: developed
 - 3: present

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2: emerging

1: inadequate

Results:

The results from the research papers indicated that 100% of the student's research papers were at the developed level (Written work demonstrated a mastery level of skills 85-95% of the time) for the Fall 2014 semester. For Winter 2015, 80% of the student's research papers were at the developed level and 20% of the research papers were at the present level (Written work demonstrated a mastery level of skills 70-85% of the time). The students met the criteria for this assessment. An area of weakness was in application of APA Style to the paper.

2014/2015 Learning Outcomes and Results for the M.A. in SLP

Learning Outcome 1: Demonstrate academic skills in the areas of Communication Sciences and Disorders appropriate for clinical experience.

Assessment Method:

- Results on the departmental exam given to 2nd year students in Winter semester.
- Once the exam is scored, the Director of Graduate Studies reviews the results to determine the number of students who pass, conducts an item analysis of the exam, and faculty review the results to observe the students' performance in each of the content areas. Students must receive an 80% or above to pass the exam. The exam is administered in the Winter semester. Based on these results, the department can determine strengths and weaknesses of student performance in each of the content areas, and improve teaching practices accordingly.

Results:

The Department exam results for 2015 were excellent. The scores ranged from 87%-100% (Please see attached spreadsheet with scores). The target level was met by 100% of the students.

Learning Outcome 2: Possess foundation for diagnosis and treatment for basic human communication and swallowing processes

Assessment Method:

- Assessment measure that supports Learning Outcome 2: CALIPSO Clinical Performance Cumulative Forms from the graduating class of M.A. students.
- All M.A. Speech-Language Pathology students are rated on knowledge and skills each semester through a web based program called CALIPSO. Students must achieve a minimum rating of "3" (present) to meet national certification standards. This rating system is used by over 100 graduate level Speech Pathology Programs nationally. One hundred percent of our M.A. class graduating in 2014 exceeded the minimum rating of "3" on this measure for knowledge and skill in speech-language pathology.
- 1. Final Performance Rating data will be obtained from on online system (CALIPSO) for managing academic and clinical progress in the M.A. Speech-Language Pathology program.
- 2. The data will be collected on students enrolled in SLP 7360, Internship in Speech-Language Pathology during their final semester in the M.A. program.
- 3. The data will be retrieved from the Final Grade report in CALIPSO. Student names and letter grades will be removed so that only the final number rating will be reported.
- 4. Data will be gathered following completion of the M.A. program in May of each academic year.

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- 5. The data will be evaluated by the Clinical Program Director for Speech-Language Pathology and the Assessment Coordinator for CSD.
- 6. The evaluation scale is a number rating between 1 and 5. (1= taught, 2= emerging, 3=present, 4=developed, 5=exceptional)
- 7. The criterion for acceptable performance will be that 80% of the graduating M.A. class will obtain final performance ratings of a "4" or above.
- 8. The results will be reviewed by the graduate faculty in Speech-Language Pathology during the final faculty meeting (May) of the academic year.

Results:

The final outcome of the fifth semester students indicated that 94% of the students met the criterion of a 4 or better out of 5.

2014/2015 Learning Outcomes and Results for the AuD

Learning Outcome 1: Demonstrate general academic skills (including computer, research, and study skills) appropriate for clinical experience.

Assessment Method:

- The data will be collected from the written exam which is administered by audiology faculty at the end of the student's program. The exam scores of all students in the graduating class will be collected and evaluated by the audiology faculty members. The criteria for acceptable performance is 75% pass rate for all students taking the exam. This will be reviewed annually by audiology faculty. (Departmental exam)

Results:

The mean for 2015 was 81.3% with a 4.4% SD. All of the students who took the exam met the criteria of 75% pass rate.

Learning Outcome 2: Describe and evaluate the effects of language and culture on normal and hearing impaired individuals.

Assessment Method:

- Assignment on CLD populations completed in Aud 7430.

Students will formulate charts to assist them in building rapport with and administering standardized testing to persons from Culturally and Linguistically Diverse backgrounds. These charts will include possible social norms for specific cultural groups.

1. The students will submit their grids to the instructor.
2. The activity will be done Spring Summer Semester.
3. The instructor will evaluate the material submitted by the student.
4. A pass/fail criterion will be used to score the activity.
5. Students' responses must be consistent with the instructor's data 75% or more for a "pass" score.
6. The results will be reviewed by the instructor.

Results: – All students (9/9) received a "pass" criterion level of performance.

2014/2015 Learning Outcomes and Results for PhD in SLP

Learning Outcome I.: The student will demonstrate knowledge of the research content area sufficient to conduct independent research and teach at the university level.

Assessment Method:

Assessment 1: Qualifying Exam

- Part 1: Small research project and paper

This portion of the exam is intended to test the student's in-depth knowledge of a subject area, and his or her ability to plan and conduct a small research project and communicate the results to a professional audience. The student must demonstrate both the initiative and the ability to see a research project through from design to write-up, with some guidance.

Criteria for the exam grade will include but not necessarily be limited to clarity and overall quality of each presentation, understanding of the topic area, knowledge of research in the area and ability to synthesize knowledge from a variety of areas.

Grading: High Pass, Pass or Fail

- Part 2: Teaching portfolio- This portion of the exam is intended to test the student's breadth of knowledge and preparedness for teaching.

Criteria for the exam grade will include, but not necessarily be limited to suitability of the course content and course materials for the intended audience, coherence of the materials, appropriateness of the proposed teaching methods, and overall quality of presentation.

Grading: High Pass, Pass or Fail

- Part 3: Written exam

This portion of the exam is intended to test the student's breadth of knowledge and ability to communicate in written format.

Criteria for the exam grade will include, but not necessarily be limited to accuracy of content, coverage of important points, ability to analyze and synthesize results of existing research, clarity of organization, and clarity and grammaticality of writing.

Grading: High Pass, Pass or Fail

Results:

During the 2014-15 academic year, students evaluated earned a passing grade on the teaching notebook.

LO 2: The student will demonstrate research skills sufficient for conducting independent research.

Assessment Method:

- Assessment 1: Qualifying Exam Part 1: Small research project and paper

This portion of the exam is intended to test the student's in-depth knowledge of a subject area, and his or her ability to plan and conduct a small research project and communicate the results to a professional audience. The student must demonstrate both the initiative and the ability to see a research project through from design to write-up, with some guidance.

Criteria for the exam grade will include but not necessarily be limited to clarity and overall quality of each presentation, understanding of the topic area, knowledge of research in the area and ability to synthesize knowledge from a variety of areas.

Grading: High Pass, Pass or Fail

- Assessment 2: Dissertation

Grading: Pass or Fail

Results:

During the 2014-15 academic year, both students successfully defended their dissertations.