Program Outcomes Assessment

BA/BS in Speech-Language Pathology

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General Information (Program Outcomes Assessment)
Standing Requirements

Mission Statement

Communication Disorders Mission Statement:
The program has an unfailing commitment to prepare professionals who are ethnically responsible and dedicated to the process of becoming lifelong learners in an ever changing ethnically and culturally diverse society. The primary mission of this multifaceted and integrated program is to develop professional speech-language pathologists who are technically and pedagogically competent, self-motivated, active participants in their respective professional organizations, and who will seek to enrich their professional growth throughout questioning, research, and self-evaluation through the full tenure of their careers.

Outcomes Library

BA/BS in Speech-Language Pathology

**Objective 1: The student will demonstrate foundational knowledge required for the evaluation and treatment of communication disorders**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Students will demonstrate knowledge of linguistics</td>
<td>No Mapping</td>
</tr>
<tr>
<td>1.2 Students will demonstrate knowledge biologic sciences</td>
<td>No Mapping</td>
</tr>
<tr>
<td>1.3 Students will demonstrate knowledge of Mathematics/Statistics</td>
<td>No Mapping</td>
</tr>
<tr>
<td>1.4 Students will demonstrate knowledge of physical sciences</td>
<td>No Mapping</td>
</tr>
<tr>
<td>1.5 Students will demonstrate knowledge of behavioral sciences</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

**Objective 2: Students will demonstrate knowledge of the normal aspects of speech production.**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Students will demonstrate knowledge of phonetics.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>2.2 Students will demonstrate knowledge of the anatomy and physiology of the speech mechanism.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>2.3 Students will demonstrate knowledge of the anatomy and function of the hearing mechanism.</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

**Objective 3: The student will describe the cognitive and linguistic processes underlying normal speech and language development.**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
</table>
3.1 Students will describe normal process of language acquisition.

3.2 Students will use appropriate linguistic terminology to describe components of language.

3.3 Students will complete a speech and/or language assessment.

Objectives:

**Objective 4: The student will identify, describe, and differentiate communication disorders.**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Students will describe the characteristics of articulation disorders.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>4.2 Students will describe the characteristics of language disorders.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>4.3 Students will describe the characteristics of fluency, voice, and neurogenic disorders.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>4.4 Students will describe the characteristics of hearing disorders.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>4.5 Students will accurately determine the correct communication disorder following an evaluation.</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

**Objective 5: The student will communicate effectively in both oral and written formats.**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Students will demonstrate professional oral communication skills.</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
<tr>
<td>5.2 Students will write an analysis of a clinical session.</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
<tr>
<td>5.3 Students will effectively communicate evaluation results and an intervention plan in writing.</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
<tr>
<td>5.4 Students will effectively communicate evaluation results and an intervention plan to clients and/or caregivers.</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
</tbody>
</table>

**Objective 6: The student will identify and describe appropriate assessments and interventions for persons with communication disorders.**

The student will identify and describe appropriate assessments and interventions for persons with communication disorders, including any modifications necessary due to developmental, physical, linguistic, and cultural considerations.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Students will identify and describe appropriate assessments for persons with communication disorders.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>6.2 Students will identify and describe appropriate interventions for persons with communication disorders.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>6.3 Students will identify and describe required modifications due to developmental, physical, linguistic, or cultural considerations.</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

**Objective 7: The student will apply legal and ethical practice guidelines for speech-language pathology clinical practice.**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Students will demonstrate knowledge of laws</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>
governing the practice of speech language pathology.

7.2 Students will apply appropriate legal and ethical practices.

Curriculum Map

Active Curriculum Maps

- BA/BS in Speech Language Pathology (See appendix)
  Alignment Set: BA/BS in Speech-Language Pathology Outcome Set
  Created: 04/30/2012 10:36:12 pm CDT
  Last Modified: 09/26/2012 3:58:13 pm CDT

- Curriculum Map New 2012 (more to come) (See appendix)
  Alignment Set: BA/BS in Speech-Language Pathology
  Created: 01/25/2013 11:10:21 am CDT
  Last Modified: 02/19/2014 1:22:32 pm CDT

Communication of Outcomes

The learner outcomes are included in our program handbook. Incoming students are presented with a copy of the outcomes when they participate in the Knowing Sycamores program. Syllabi will include which outcomes are addressed in the course. There is a link to the Learner Outcomes document from the Communication Disorders program website.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)
## 2010-2011 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

<table>
<thead>
<tr>
<th>BA/BS in Speech-Language Pathology Outcome Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Science knowledge</td>
</tr>
</tbody>
</table>

#### BA/BS in Speech-Language Pathology Outcome Set

<table>
<thead>
<tr>
<th>Basic Science knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge of anatomy and physiology</td>
</tr>
<tr>
<td>No measures specified</td>
</tr>
</tbody>
</table>

### Assessment Findings

#### Finding per Measure

<table>
<thead>
<tr>
<th>BA/BS in Speech-Language Pathology Outcome Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Science knowledge</td>
</tr>
</tbody>
</table>

#### Basic Science knowledge

| knowledge of anatomy and physiology           |
| No measures specified                         |

#### Overall Recommendations

No text specified

#### Overall Reflection

No text specified
## Assessment Plan

### Outcomes and Measures

<table>
<thead>
<tr>
<th>Objective 2: Students will demonstrate knowledge of the normal aspects of speech production.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 Students will demonstrate knowledge of phonetics.</strong></td>
</tr>
</tbody>
</table>
| **Measure:** Transcription portion of final exam  
Direct - Exam |
| Details/Description: Source of assessment: CD 211  
Target:  
Implementation Plan (timeline): Beginning Fall 2012 then every three years  
Responsible Individual(s): Course instructor: Fall 2012 = Luttrell |
| **2.2 Students will demonstrate knowledge of the anatomy and physiology of the speech mechanism.** |
| **Measure:** Comprehensive Final Exam score  
Direct - Exam |
| Details/Description: Source of assessment: CD 212  
Target:  
Implementation Plan (timeline): Beginning Fall 2012 then every three years  
Responsible Individual(s): Course instructor: Fall 2012 = Stimley |
| **2.3 Students will demonstrate knowledge of the anatomy and function of the hearing mechanism.** |
| **Measure:** Exam #3 score  
Direct - Exam |
| Details/Description: Source of assessment: CD 312  
Target:  
Implementation Plan (timeline): Beginning Fall 2012 then every three years  
Responsible Individual(s): Course instructor: Fall 2012 = Hunter Data collected by Hammen |

### Objective 5: The student will communicate effectively in both oral and written formats.

| **5.1 Students will demonstrate professional oral communication skills.** |
| **Measure:** Test presentation project grade |
| Details/Description: Source of assessment: CD 311  
Target:  
Implementation Plan (timeline): Beginning Fall 2012 then every three years  
Responsible Individual(s): Course instructor: Fall 2012 = Solesky |
### Program Outcomes Assessment

**BA/BS in Speech-Language Pathology**

#### Objective 2: Students will demonstrate knowledge of the normal aspects of speech production.

<table>
<thead>
<tr>
<th>Finding per Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 Students will demonstrate knowledge of phonetics.</strong></td>
</tr>
</tbody>
</table>

**Measure:** Transcription portion of final exam

**Details/Description:** Source of assessment: CD 211

**Target:**

**Implementation Plan (timeline):** Beginning Fall 2012 then every three years

**Responsible Individual(s):** Course instructor: Fall 2012 = Luttrell

#### Summary of Findings:

36 Communication Disorders students completed this assessment. The data provided indicates outcome 2.1 was not achieved. It was found that 69% of the class (25 out of 36 students) earned a score of 75% or better on the final exam phonetic transcription. The results were close to being achieved; however the results indicate a possible need for more...
instruction dedicated to transcription exercises. The results indicate that the target would have been met if at least one more student had transcribed two more words correctly. Another contributing factor to not meeting the target criteria may be that the final transcription task was cumulative and included all phonetic symbols learned over the course of the semester. The course is structured so that the students are introduced to a certain group of phonetic symbols based on their production components (place, manner, voicing or vowels). As the course progresses the transcription exercises and tests/quizzes cover only a specific set of phonetic symbols, then the final exam is cumulative to include knowledge of all phonetic symbols and how they are transcribed.

**Results**: Target Achievement: Not Met

**Recommendations** : The instructor plans to cover the all the phonetics symbols earlier in the course so there is more time for transcription practice utilizing all phonetic symbols. Additionally, it would be a good idea to plan for more transcription lab exercises for the class.

**Reflections/Notes** :

These Findings are associated with the following Actions:

**Cover all the phonetics symbols earlier in the course**

(Alignment Plan; 2012-2013 Assessment Cycle)

---

**Measure**: Comprehensive Final Exam score

**Direct - Exam**

**Details/Description**: Source of assessment: CD 212

**Target**: Comprehensive Final Exam score

**Implementation Plan (timeline)**: Beginning Fall 2012 then every three years

**Responsible Individual(s)**: Course instructor: Fall 2012 = Stimley

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**Findings** for Comprehensive Final Exam score

**Summary of Findings**: Summary of Findings: Thirty-six communication disorders majors completed this assessment. The data provided indicates that the outcome was not achieved. Only 66% of the class (24 out of 36 students) earned 70% or higher on the final comprehensive exam.

Whereas 36% of the class (13 out of 36 students earned grades of A, and whereas 10 of the 12 students who did not earn 70% or higher on the final comprehension exam also did not do well enough in the course to pass the course, a re-evaluation of the target student percentage is warranted.

Of the 12 students who did not achieve 70% of the exam, 10 did not pass the course with a grade of C or higher. In this sense, the final comprehensive exam (which represented only 14% of the students semester grade) mirrors the difficulty that most these students had with the material covered in this class over the entire course of the semester.

Anicdotal information indicates that a number of the students who did not pass this final exam and this class had difficulty with at least on other sophomore level class in the major and had decided to change majors as the end of the semester approached making earning a higher grade on the final comprehensive exam less of a priority than for those students who had decided to stay in the major. Many of these students indicated that they were simply “shooting for a passing grade (D- or higher) so they could count the three credits associated with the class towards graduation” and were devoting there study efforts to bringing other classes that also needed to have grades brought up or solidified.

Based on all requirements for CD 212, 69% of the students passed the class with a grade of C (73%) or higher. Of the 12 students who did not pass the final comprehensive exam, only two had a semester average score higher than 70%. The final semester grade distribution revealed that there where were 13 A’s, 4 B’s, 8 C’s, and 11 grades of C- or less.

**Results**: Target Achievement: Not Met

**Recommendations** : Based on the conclusion that students who did not pass the final exam did not have the interest, ability, and/or drive to master the material necessary to do well enough on the final comprehensive exam to get a score of 70%, the target in subsequent years should be changed to “A score of 70 or better will be achieved by at least 66% of the students.”
### Reflections/Notes

#### 2.3 Students will demonstrate knowledge of the anatomy and function of the hearing mechanism.

**Measure:** Exam #3 score  
Direct - Exam  

**Details/Description:** Source of assessment: CD 312  
**Target:**  
**Implementation Plan (timeline):** Beginning Fall 2012 then every three years  
**Responsible Individual(s):** Course instructor: Fall 2012 = Hunter  
Data collected by Hammen  

**Findings** for Exam #3 score  

*No Findings Added*

### Objective 5: The student will communicate effectively in both oral and written formats.

#### 5.1 Students will demonstrate professional oral communication skills.

**Measure:** Test presentation project grade  

**Details/Description:** Source of assessment: CD 311  
**Target:**  
**Implementation Plan (timeline):** Beginning Fall 2012 then every three years  
**Responsible Individual(s):** Course instructor: Fall 2012 = Solesky  

**Findings** for Test presentation project grade  

**Summary of Findings:** The class average was 17.6 of 20 points or a grade of 88% indicating the target was achieved  

Breakdown of results:  
- 12 students lost a point for not honoring the time restrictions for the presentation (either too short or too long)  
- 31 students lost one or more points for preparedness (needing to have rehearsed more), confidence, and eye contact (either relying heavily on just reading their material or looking only at their partner or test material)  
- 13 students lost points for not including appropriate or adequate content  
- 7 students lost points for inadequate demonstration of test items  

**Results:** Target Achievement: Met  
**Recommendations:** Although the target was met the instructor plans to use the information above to provide more detailed instructions for the oral presentation portion of the assignment. The rubric was provided to the students prior to the assignment, but the instructor will spend a few more minutes in class explaining the requirements.

**Reflections/Notes:**

#### 5.2 Students will write an analysis of a clinical session.

**Measure:** Average Observation Report grades  
Direct - Other  

**Details/Description:** Source of assessment: CD 226  
**Target:**
5.3 Students will effectively communicate evaluation results and an intervention plan in writing.

- **Measure:** Phase I report grade, Content Standards 5.6 ratings

- **Details/Description:** Grade and ratings

- **Target:** 75% grade will be achieved by at least 70% of the students on the Phase I report and 75% of students will be rated as "Meets" standard 5.6

- **Implementation Plan (timeline):** Beginning Spring 2013 then every three years

- **Responsible Individual(s):** Clinical supervisors and Course instructor: Spring 2013 = Solesky

- **Findings for Phase I report grade, Content Standards 5.6 ratings**

  **Summary of Findings:** 100% of students were rated as ‘Meets’ on Standard 5.6

  95% of the students received a grade of C or higher on the Phase I report.

  **Results:** Target Achievement: Exceeded

  **Recommendations:** The ‘Meets’ rating within the three point rating scale (Does Not Meet, Meets, or Exceeds) that is in use across the BCOE may not have been sensitive enough to differentiate between students. A four point scale will be used in the future so this may reveal some differences during the next assessment cycle.

  5 of the phase I grades were B-, 8 were C+, 6 were B, and 1 each for A-, C, and D. Although 21 of the 22 students met the standard, 61% (13/21) appeared to struggle with interpreting test results and developing appropriate intervention goals. In the future more examples of reports and goals will be provided.

  **Reflections/Notes:**

  **Substantiating Evidence:**
  - CD 399 Spring 2013 (Excel Workbook (Open XML)) (See appendix)
  - Minutes 10-14-13 CD Area Meeting (Word Document (Open XML)) (See appendix)
  - Minutes 9-9-13 CD Area Meeting (Word Document (Open XML)) (See appendix)
  - Phase I Grades Spring 2013 (Excel Workbook (Open XML)) (See appendix)

5.4 Students will effectively communicate evaluation results and an intervention plan to clients and/or caregivers.

- **Measure:** Content Standards 6.1 ratings

- **Details/Description:** The Content Standards are used as a measure of performance for many clinical skills. Each standard has associated behavioral indicators. Students are rated as Exceeds, Meets, or Does not Meet for each standard.

- **Target:** 75% of students will be rated as “Meets” standard 6.1

- **Implementation Plan (timeline):** Beginning Spring 2013 then every three years

- **Responsible Individual(s):** Clinical supervisors and Course instructor: Spring 2013 = Solesky

- **Findings for Content Standards 6.1 ratings**
Summary of Findings: 100% of students were rated as ‘Meets’ on Standard Results: Target Achievement: Exceeded

Recommendations: The ‘Meets’ rating within the three point rating scale (Does Not Meet, Meets, or Exceeds) that is in use across the BCOE may not have been sensitive enough to differentiate between students. A four point scale will be used in the future so this may reveal some differences during the next assessment cycle.

Reflections/Notes:

Substantiating Evidence:
CD 399 Spring 2013 (Excel Workbook (Open XML)) (See appendix)

Overall Recommendations
No text specified

Overall Reflection
No text specified

Action Plan

Actions

BA/BS in Speech-Language Pathology

Objective 2: Students will demonstrate knowledge of the normal aspects of speech production.

2.1 Students will demonstrate knowledge of phonetics.

Action: Cover all the phonetics symbols earlier in the course

This Action is associated with the following Findings

Findings for Transcription portion of final exam
(Assessment Plan and Assessment Findings; 2012-2013 Assessment Cycle)

Summary of Findings: 36 Communication Disorders students completed this assessment. The data provided indicates outcome 2.1 was not achieved. It was found that 69% of the class (25 out of 36 students) earned a score of 75% or better on the final exam phonetic transcription. The results were close to being achieved; however the results indicate a possible need for more instruction dedicated to transcription exercises.

The results indicate that the target would have been met if at least one more student had transcribed two more words correctly. Another contributing factor to not meeting the target criteria may be that the final transcription task was cumulative and included all phonetic symbols learned over the course of the semester. The course is structured so that the students are introduced to a certain group of phonetic symbols based on their production components (place, manner, voicing or vowels). As the course progresses the transcription exercises and tests/quizzes cover only a specific set of phonetic symbols, then the final exam is cumulative to include knowledge of all phonetic symbols and how they are transcribed.

Action Details: The instructor plans to cover all the phonetics symbols earlier in the course so there is more time for transcription practice utilizing all phonetic symbols. Additionally, it would be a good idea to plan for more transcription lab exercises for the class.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:
2.2 Students will demonstrate knowledge of the anatomy and physiology of the speech mechanism.

**Action:** The target in subsequent years should be changed

*This Action is associated with the following Findings*
No supporting Findings have been linked to this Action.

*Action Details:* Based on the conclusion that students who did not pass the final exam did not have the interest, ability, and/or drive to master the material necessary to do well enough on the final comprehensive exam to get a score of 70%, the target in subsequent years should be changed to “A score of 70 or better will be achieved by at least 66% of the students.”

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

---

**Objective 5:** The student will communicate effectively in both oral and written formats.

5.1 Students will demonstrate professional oral communication skills.

**Action:** Spend more time explaining requirements

*This Action is associated with the following Findings*
No supporting Findings have been linked to this Action.

*Action Details:* Although the target was met the instructor plans to use the information above to provide more detailed instructions for the oral presentation portion of the assignment. The rubric was provided to the students prior to the assignment, but the instructor will spend a few more minutes in class explaining the requirements.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

---

**Status Report**

**Action Statuses**

**BA/BS in Speech-Language Pathology**

**Objective 2:** Students will demonstrate knowledge of the normal aspects of speech production.
2.1 Students will demonstrate knowledge of phonetics.

**Action:** Cover all the phonetics symbols earlier in the course

**Action Details:** The instructor plans to cover all the phonetics symbols earlier in the course so there is more time for transcription practice utilizing all phonetic symbols. Additionally, it would be a good idea to plan for more transcription lab exercises for the class.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for Cover all the phonetics symbols earlier in the course

- **Current Status:** Completed
- **Resource Allocation(s) Status:**
- **Next Steps/Additional Information:**

2.2 Students will demonstrate knowledge of the anatomy and physiology of the speech mechanism.

**Action:** The target in subsequent years should be changed

**Action Details:** Based on the conclusion that students who did not pass the final exam did not have the interest, ability, and/or drive to master the material necessary to do well enough on the final comprehensive exam to get a score of 70%, the target in subsequent years should be changed to “A score of 70 or better will be achieved by at least 66% of the students.”

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for The target in subsequent years should be changed

- **Current Status:** Completed
- **Resource Allocation(s) Status:**
- **Next Steps/Additional Information:**

Objective 5: The student will communicate effectively in both oral and written formats.

5.1 Students will demonstrate

**Action:** Spend more time explaining requirements
### Action Details:

Although the target was met the instructor plans to use the information above to provide more detailed instructions for the oral presentation portion of the assignment. The rubric was provided to the students prior to the assignment, but the instructor will spend a few more minutes in class explaining the requirements.

### Implementation Plan (timeline):

#### Key/Responsible Personnel:

#### Measures:

#### Resource Allocations:

#### Priority:

<table>
<thead>
<tr>
<th>Status for</th>
<th>Spend more time explaining requirements</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Status:</th>
<th>Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resource Allocation(s) Status:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Next Steps/Additional Information:</th>
</tr>
</thead>
</table>

### Status Summary

No text specified

### Summary of Next Steps

No text specified
### Assessment Plan

#### Outcomes and Measures

<table>
<thead>
<tr>
<th>BA/BS in Speech-Language Pathology</th>
</tr>
</thead>
</table>

**Objective 1: The student will demonstrate foundational knowledge required for the evaluation and treatment of communication disorders**

| 1.1 Students will demonstrate knowledge of linguistics | **Measure:** MLU quiz grade  
Direct - Exam |
|--------------------------------------------------------|--------------------------------------------------|
| **Details/Description:** Students were given ten sentences to calculate Mean Length of Utterance and Total Morphemes on the Final exam in CD 213 and to also state the age range for a child who exhibited this specific MLU.  
The calculation portion of this activity involved the following equation:  
Total Number of Morphemes / Total Number of Utterances = MLU  
The age interpretation portion of this activity involved taking the calculated value and finding its associated age range on a printed chart.  
**Target:** A score of 75% or better will be achieved by at least 70% of the students  
**Implementation Plan (timeline):** Beginning Fall 2012 then every three years  
**Responsible Individual(s):** Course instructor: Fall 2013 = Clifford |

| 1.3 Students will demonstrate knowledge of Mathematics/Statistics | **Measure:** Exam #1 grade  
Direct - Exam |
|---------------------------------------------------------------|--------------------------------------------------|
| **Details/Description:** Grade on statistics questions on Exam I in CD 311 Diagnostics  
Three questions on the first exam in CD 311 were directed to statistical knowledge.  
Q 1: Knowledge of the percentage of individuals that fall within 1, 2, 3, and 4 standard deviations for the mean – 73% (19/26) of students answered this question correctly  
Q 2: Students had to write how they would explain to a parent what it meant if their child scored in the 10th percentile – 77% (20/26) explained this question thoroughly.  
Q 3: Students were directed to plot the standard deviations on a blank bell curve diagram – 80% (21/26) of students completed this question correctly.  
**Target:** A score of 75% or better will be achieved by at least 70% of the students  
**Implementation Plan (timeline):** Beginning Fall 2012 then every three years  
**Responsible Individual(s):** Course instructor: Fall 2013 = Solesky |

**Objective 4: The student will identify, describe, and differentiate communication disorders.**

| 4.3 Students will describe the characteristics of fluency, voice, and neurogenic disorders. | **Measure:** exams  
Direct - Exam |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong> Performance on specific exams covering the fluency disorders, voice disorders, and neurogenic communication disorders will be used assess student skills related to</td>
<td><strong>...</strong></td>
</tr>
</tbody>
</table>
identifying, describing, and differentiating these communication disorders.  
**Target:** A score of 70% will be achieved by at least 70% of the students.  
**Implementation Plan (timeline):** Spring 2014, Spring 2017, Spring 2020  
**Responsible Individual(s):** M. Stimley or course instructor

### Assessment Findings

#### Finding per Measure

<table>
<thead>
<tr>
<th>BA/BS in Speech-Language Pathology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> The student will demonstrate foundational knowledge required for the evaluation and treatment of communication disorders</td>
</tr>
</tbody>
</table>

1.1 Students will demonstrate knowledge of linguistics  

- **Measure:** MLU quiz grade  
- **Details/Description:** Students were given ten sentences to calculate Mean Length of Utterance and Total Morphemes on the Final exam in CD 213 and to also state the age range for a child who exhibited this specific MLU.  
  
The calculation portion of this activity involved the following equation:  
  
  \[
  \text{Total Number of Morphemes} / \text{Total Number of Utterances} = \text{MLU} 
  \]

  The age interpretation portion of this activity involved taking the calculated value and finding its associated age range on a printed chart.  
  
  **Target:** A score of 75% or better will be achieved by at least 70% of the students  
  **Implementation Plan (timeline):** Beginning Fall 2012 then every three years  
  **Responsible Individual(s):** Course instructor: Fall 2013= Clifford

#### Findings for MLU quiz grade

- **Summary of Findings:** The target percentage correct was achieved by 85% of the students  
- **Results:** Target Achievement: Exceeded  
- **Recommendations:** The target was met this semester. Continued focus practice during class time and the inclusion of a similar activity on the midterm exam should be continued. In the future, additional homework assignments associated with MLU calculation and age range determination should be used in order to assist knowledge acquisition.  
- **Reflections/Notes :**  
- **Substantiating Evidence:**  
  - [MLU Calculation and Age Interpretation Assessment Activity (Word Document (Open XML))](#)  
  (See appendix)

1.3 Students will demonstrate knowledge of Mathematics/Statistics  

- **Measure:** Exam #1 grade  
- **Details/Description:** Grade on statistics questions on Exam I in CD 311 Diagnostics  

  Three questions on the first exam in CD 311 were directed to statistical knowledge.  
  **Q 1:** Knowledge of the percentage of individuals that fall within 1, 2, 3, and 4 standard deviations for the mean – 73% (19/26) of students answered this question correctly
Objective 4: The student will identify, describe, and differentiate communication disorders.

4.3 Students will describe the characteristics of fluency, voice, and neurogenic disorders.

Measure: exams
Direct - Exam

Details/Description: Performance on specific exams covering the fluency disorders, voice disorders, and neurogenic communication disorders will be used assess student skills related to identifying, describing, and differentiating these communication disorders.

Target: A score of 70% will be achieved by at least 70% of the students.


Responsible Individual(s): M. Stimley or course instructor

Findings for exams

Summary of Findings: Twenty-three disorders majors completed this three-component assessment. The data (see attached "Substantiating Data Sheet") indicates that the outcome for each of the covered disorders was achieved. Data reveals that 91%, 96%, and 70% met or exceeded the test score criteria level needed on the fluency, voice, and neurogenic disorders exams, respectively.

Although 70% of the students met the criteria on the neurogenic communication disorders exam, next year, the instructor plans to reorder the presentation of the disorders so that more time is allowed to cover neurogenic communication disorders and so that this disorder is not covered during the last and very busy month of the semester. Beginning Spring 2015 disorders will be addressed in the following order: Fluency disorders, Neurogenic Communication Disorders, and Voice Disorders.
Results: Target Achievement: Met

Recommendations:

Reflections/Notes: Based on the relative poor performance by 30% of the students on the neurogenic communication disorders measure, the instructor will shift the order in which the various disorders are covered in class to provide for additional time to cover this topic and to cover this topic at a less busy time of the semester. No changes are needed in the areas of fluency and voice, other than re-ordering to accommodate moving the neurogenic communication disorders portion of the class to an earlier point in the semester.

Substantiating Evidence:

Spring 2014 CD 323 Substantiating Data.xls (Microsoft Excel) (See appendix)

These Findings are associated with the following Actions:

Course revisions - CD 323
(Action Plan; 2013-2014 Assessment Cycle)

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

BA/BS in Speech-Language Pathology

Objective 4: The student will identify, describe, and differentiate communication disorders.

4.3 Students will describe the characteristics of fluency, voice, and neurogenic disorders.

Action: Course revisions - CD 323

This Action is associated with the following Findings

Findings for exams
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

Summary of Findings: Twenty-three disorders majors completed this three-component assessment. The data (see attached "Substantiating Data Sheet") indicates that the outcome for each of the covered disorders was achieved. Data reveals that 91%, 96%, and 70% met or exceeded the test score criteria level needed on the fluency, voice, and neurogenic disorders exams, respectively.

Although 70% of the students met the criteria on the neurogenic communication disorders exam, next year, the instructor plans to reorder the presentation of the disorders so that more time is allowed to cover neurogenic communication disorders and so that this disorder is not covered during the last and very busy month of the semester. Beginning Spring 2015 disorders will be addressed in the following order: Fluency disorders, Neurogenic Communication Disorders, and Voice Disorders.

Action Details: Based on the relative poor performance by 30% of the students on the neurogenic communication disorders measure, the instructor will shift the order in which the various disorders are covered in class to provide for additional time to cover this topic and to cover this topic at a less busy time of the semester. No changes are needed in the areas of fluency and voice, other than re-ordering to accommodate moving the neurogenic communication disorders portion of the class to an earlier point in the semester. Beginning Spring 2015 disorders will be addressed in the following order: Fluency disorders, Neurogenic Communication Disorders, and Voice Disorders.
**Status Report**

**Objective 4: The student will identify, describe, and differentiate communication disorders.**

4.3 Students will describe the characteristics of fluency, voice, and neurogenic disorders.

**Action:** Course revisions - CD 323

**Action Details:** Based on the relative poor performance by 30% of the students on the neurogenic communication disorders measure, the instructor will shift the order in which the various disorders are covered in class to provide for additional time to cover this topic and to cover this topic at a less busy time of the semester. No changes are needed in the areas of fluency and voice, other than re-ordering to accommodate moving the neurogenic communication disorders portion of the class to an earlier point in the semester. Beginning Spring 2015 disorders will be addressed in the following order: Fluency disorders, Neurogenic Communication Disorders, and Voice Disorders.

**Implementation Plan (timeline):** Spring 2015

**Key/Responsible Personnel:** M. Stimley or course instructor

**Measures:** Course revision in place.

**Resource Allocations:** None

**Priority:** High

---

**Status Summary**

No text specified

**Summary of Next Steps**

No text specified
2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in Speech-Language Pathology

Objective 1: The student will demonstrate foundational knowledge required for the evaluation and treatment of communication disorders

1.2 Students will demonstrate knowledge biologic sciences

- **Measure:** Biologic Terminology Exam
  - Direct - Exam
  - Details/Description: CD 212
  - Target:
  - Implementation Plan (timeline): Beginning Spring 2015 then every three years
  - Responsible Individual(s): Course instructor

1.5 Students will demonstrate knowledge of behavioral sciences

- **Measure:** Content Standards
  - Details/Description: CD 400
  - Target:
  - Implementation Plan (timeline): Beginning Spring 2015 then every three years
  - Responsible Individual(s): Clinical supervisors and Course instructor

Objective 3: The student will describe the cognitive and linguistic processes underlying normal speech and language development.

3.3 Students will complete a speech and/or language assessment.

- **Measure:** Phase I report grade
  - Direct - Other
  - Details/Description: CD 400
  - Target:
  - Implementation Plan (timeline): Beginning Spring 2015 then every three years
  - Responsible Individual(s): Clinical supervisors and Course instructor

Objective 5: The student will communicate effectively in both oral and written formats.

5.3 Students will effectively communicate evaluation results and an intervention plan in writing.

- **Measure:** Content Standards 5.6 ratings
  - Details/Description: CD 400
  - Target:
  - Implementation Plan (timeline): Beginning Spring 2015 then every three years
Objective 6: The student will identify and describe appropriate assessments and interventions for persons with communication disorders.

The student will identify and describe appropriate assessments and interventions for persons with communication disorders, including any modifications necessary due to developmental, physical, linguistic, and cultural considerations.

6.1 Students will identify and describe appropriate assessments for persons with communication disorders.

Measure: Content Standards 4.4, 4.7 ratings

Details/Description: CD 400

Target:
Implementation Plan (timeline): Beginning Spring 2015 then every three years
Responsible Individual(s): Clinical supervisors and Course instructor

Objective 7: The student will apply legal and ethical practice guidelines for speech-language pathology clinical practice.

7.1 Students will demonstrate knowledge of laws governing the practice of speech language pathology.

Measure: Code of Ethics quiz

Details/Description: CD 398

Target:
Implementation Plan (timeline): Beginning Fall 2014 then every three years
Responsible Individual(s): Course instructor
### 7.2 Students will apply appropriate legal and ethical practices.

**Measure:** Content standard 6.4 rating

**Details/Description:** CD 400

**Target:**

**Implementation Plan (timeline):** Beginning Spring 2015 then every three years

**Responsible Individual(s):** Clinical supervisors and Course instructor

---

### Assessment Findings

#### Finding per Measure

**BA/BS in Speech-Language Pathology**

**Objective 1:** The student will demonstrate foundational knowledge required for the evaluation and treatment of communication disorders

**1.2 Students will demonstrate knowledge biologic sciences**

**Measure:** Biologic Terminology Exam

**Details/Description:** CD 212

**Target:**

**Implementation Plan (timeline):** Beginning Spring 2015 then every three years

**Responsible Individual(s):** Course instructor

**Findings for Biologic Terminology Exam**

No Findings Added

---

**1.5 Students will demonstrate knowledge of behavioral sciences**

**Measure:** Content Standards

**Details/Description:** CD 400

**Target:**

**Implementation Plan (timeline):** Beginning Spring 2015 then every three years

**Responsible Individual(s):** Clinical supervisors and Course instructor

**Findings for Content Standards**

No Findings Added

---

**Objective 3:** The student will describe the cognitive and linguistic processes underlying normal speech and language development.

**3.3 Students will complete a speech and/or language assessment.**

**Measure:** Phase I report grade

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**
Objective 5: The student will communicate effectively in both oral and written formats.

5.3 Students will effectively communicate evaluation results and an intervention plan in writing.

- **Measure:** Content Standards 5.6 ratings
  - **Details/Description:** CD 400
  - **Target:**
  - **Implementation Plan (timeline):** Beginning Spring 2015 then every three years
  - **Responsible Individual(s):** Clinical supervisors and Course instructor
  - **Findings for Phase I report grade**
    - No Findings Added

- **Measure:** Phase I report grade
  - **Details/Description:** CD 400
  - **Target:**
  - **Implementation Plan (timeline):** Beginning Spring 2015 then every three years
  - **Responsible Individual(s):** Clinical supervisors and Course instructor
  - **Findings for Phase I report grade**
    - No Findings Added

- **Measure:** Content Standards 5.5 ratings
  - **Details/Description:** CD 400
  - **Target:**
  - **Implementation Plan (timeline):** Beginning Spring 2015 then every three years
  - **Responsible Individual(s):** Clinical supervisors and Course instructor
  - **Findings for Phase I report grade**
    - No Findings Added

Objective 6: The student will identify and describe appropriate assessments and interventions for persons with communication disorders.
The student will identify and describe appropriate assessments and interventions for persons with communication disorders, including any modifications necessary due to developmental, physical, linguistic, and cultural considerations.

**Objective 7:** The student will apply legal and ethical practice guidelines for speech-language pathology clinical practice.

**7.1 Students will demonstrate knowledge of laws governing the practice of speech language pathology.**

**Measure:** Code of Ethics quiz

Details/Description: CD 398

**Target:**

Implementation Plan (timeline): Beginning Fall 2014 then every three years

Responsible Individual(s): Course instructor

**Findings** for Code of Ethics quiz

No Findings Added

**7.2 Students will apply appropriate legal and ethical practices.**

**Measure:** Content standard 6.4 rating

Details/Description: CD 400

**Target:**

Implementation Plan (timeline): Beginning Spring 2015 then every three years

Responsible Individual(s): Clinical supervisors and Course instructor
Program Outcomes Assessment
BA/BS in Speech-Language Pathology

Findings for Content standard 6.4 rating

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Status Report
## Assessment Plan

### Outcomes and Measures

### BA/BS in Speech-Language Pathology

#### Objective 1: The student will demonstrate foundational knowledge required for the evaluation and treatment of communication disorders

<table>
<thead>
<tr>
<th>1.4 Students will demonstrate knowledge of physical sciences</th>
<th><strong>Measure:</strong> Exam #1 grade Direct - Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong> CD 224</td>
<td><strong>Target:</strong></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Beginning Spring 2013 then every three years</td>
<td><strong>Responsible Individual(s):</strong> Course instructor</td>
</tr>
</tbody>
</table>

#### Objective 2: Students will demonstrate knowledge of the normal aspects of speech production.

1. **2.1 Students will demonstrate knowledge of phonetics.**
   - **Measure:** Transcription portion of final exam Direct - Exam
   - **Details/Description:** CD 211
   - **Target:**
   - **Implementation Plan (timeline):** Beginning Fall 2012 then every three years
   - **Responsible Individual(s):** Course instructor

2. **2.2 Students will demonstrate knowledge of the anatomy and physiology of the speech mechanism.**
   - **Measure:** Comprehensive Final Exam score Direct - Exam
   - **Details/Description:** CD 212
   - **Target:**
   - **Implementation Plan (timeline):** Beginning Fall 2012 then every three years
   - **Responsible Individual(s):** Course instructor

3. **2.3 Students will demonstrate knowledge of the anatomy and function of the hearing mechanism.**
   - **Measure:** Exam #3 score Direct - Exam
   - **Details/Description:** CD 312
   - **Target:**
   - **Implementation Plan (timeline):** Beginning Fall 2012 then every three years
   - **Responsible Individual(s):** Course instructor
### Objective 3: The student will describe the cognitive and linguistic processes underlying normal speech and language development.

<table>
<thead>
<tr>
<th>3.1 Students will describe normal process of language acquisition.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> Exam #1 grade</td>
</tr>
<tr>
<td>Direct - Exam</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> CD 213</td>
</tr>
<tr>
<td><strong>Target:</strong></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Beginning Fall 2012 then every three years</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Course instructor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.2 Students will use appropriate linguistic terminology to describe components of language.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> Comprehensive Final Exam grade</td>
</tr>
<tr>
<td>Direct - Exam</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> CD 213</td>
</tr>
<tr>
<td><strong>Target:</strong></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Beginning Fall 2012 then every three years</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Course instructor</td>
</tr>
</tbody>
</table>

| Measure: Course grade |
| Direct - Other |
| Details/Description: CD 213 |
| **Target:** |
| **Implementation Plan (timeline):** Beginning Fall 2012 then every three years |
| **Responsible Individual(s):** Course instructor |

### Objective 4: The student will identify, describe, and differentiate communication disorders.

<table>
<thead>
<tr>
<th>4.1 Students will describe the characteristics of articulation disorders.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> Exam #1&amp;2 score averaged</td>
</tr>
<tr>
<td>Direct - Exam</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> CD 225</td>
</tr>
<tr>
<td><strong>Target:</strong></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Beginning Spring 2013 then every three years</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Course instructor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.2 Students will describe the characteristics of language disorders.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> Exam #2 score</td>
</tr>
<tr>
<td>Direct - Exam</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> CD 226</td>
</tr>
<tr>
<td><strong>Target:</strong></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Beginning Spring 2013 then every three years</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Course instructor</td>
</tr>
</tbody>
</table>
### Objective 5: The student will communicate effectively in both oral and written formats.

#### 5.1 Students will demonstrate professional oral communication skills.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Test presentation project grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Student Artifact</td>
<td></td>
</tr>
</tbody>
</table>

Details/Description: CD 311  
Target:  
Implementation Plan (timeline): Beginning Fall 2012 then every three years  
Responsible Individual(s): Course instructor

#### 5.2 Students will write an analysis of a clinical session.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Average Observation Report grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Student Artifact</td>
<td></td>
</tr>
</tbody>
</table>

Details/Description: CD 225, 226  
Target:  
Implementation Plan (timeline): Beginning Spring 2013 then every three years  
Responsible Individual(s): Course instructors

### Objective 6: The student will identify and describe appropriate assessments and interventions for persons with communication disorders.

The student will identify and describe appropriate assessments and interventions for persons with communication disorders, including any modifications necessary due to developmental, physical, linguistic, and cultural considerations.

#### 6.2 Students will identify and describe appropriate interventions for persons with communication disorders.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Content Standards 4.6, 5.1</th>
</tr>
</thead>
</table>

Details/Description: CD 400  
Target:  
Implementation Plan (timeline): Beginning Fall 2015 then every three years  
Responsible Individual(s): Clinical supervisors and Course instructor
6.3 Students will identify and describe required modifications due to developmental, physical, linguistic, or cultural considerations.

**Measure:** Phase I report grade
**Direct - Student Artifact**

**Details/Description:** CD 400
**Target:**
**Implementation Plan (timeline):** Beginning Fall 2015 then every three years
**Responsible Individual(s):** Clinical supervisors and Course instructor

**Measure:** Content Standards 4.5, 5.5 ratings

**Details/Description:** CD 400
**Target:**
**Implementation Plan (timeline):** Beginning Fall 2015 then every three years
**Responsible Individual(s):** Clinical supervisors and Course instructor

**Measure:** Phase II report grade
**Direct - Student Artifact**

**Details/Description:** CD 400
**Target:**
**Implementation Plan (timeline):** Beginning Fall 2015 then every three years
**Responsible Individual(s):** Clinical supervisors and Course instructor

**Assessment Findings**

**Finding per Measure**

**BA/BS in Speech-Language Pathology**

**Objective 1:** The student will demonstrate foundational knowledge required for the evaluation and treatment of communication disorders

**1.4 Students will demonstrate knowledge of physical sciences**

**Measure:** Exam #1 grade
**Direct - Exam**

**Details/Description:** CD 224
**Target:**
**Implementation Plan (timeline):** Beginning Spring 2013 then every three years
**Responsible Individual(s):** Course instructor

**Findings** for Exam #1 grade

No Findings Added

**Objective 2:** Students will demonstrate knowledge of the normal aspects of speech production.
2.1 Students will demonstrate knowledge of phonetics.

- **Measure:** Transcription portion of final exam
  - Direct - Exam

  - **Details/Description:** CD 211
  - **Target:**
  - **Implementation Plan (timeline):** Beginning Fall 2012 then every three years
  - **Responsible Individual(s):** Course instructor

  - **Findings** for Transcription portion of final exam
    - No Findings Added

2.2 Students will demonstrate knowledge of the anatomy and physiology of the speech mechanism.

- **Measure:** Comprehensive Final Exam score
  - Direct - Exam

  - **Details/Description:** CD 212
  - **Target:**
  - **Implementation Plan (timeline):** Beginning Fall 2012 then every three years
  - **Responsible Individual(s):** Course instructor

  - **Findings** for Comprehensive Final Exam score
    - No Findings Added

2.3 Students will demonstrate knowledge of the anatomy and function of the hearing mechanism.

- **Measure:** Exam #3 score
  - Direct - Exam

  - **Details/Description:** CD 312
  - **Target:**
  - **Implementation Plan (timeline):** Beginning Fall 2012 then every three years
  - **Responsible Individual(s):** Course instructor

  - **Findings** for Exam #3 score
    - No Findings Added

Objective 3: The student will describe the cognitive and linguistic processes underlying normal speech and language development.

3.1 Students will describe normal process of language acquisition.

- **Measure:** Exam #1 grade
  - Direct - Exam

  - **Details/Description:** CD 213
  - **Target:**
  - **Implementation Plan (timeline):** Beginning Fall 2012 then every three years
  - **Responsible Individual(s):** Course instructor
### 3.2 Students will use appropriate linguistic terminology to describe components of language.

**Measure:** Comprehensive Final Exam grade  
**Direct:** Exam  
**Details/Description:** CD 213  
**Target:**  
**Implementation Plan (timeline):** Beginning Fall 2012 then every three years  
**Responsible Individual(s):** Course instructor

#### Findings for Comprehensive Final Exam grade

*No Findings Added*

---

### Objective 4: The student will identify, describe, and differentiate communication disorders.

#### 4.1 Students will describe the characteristics of articulation disorders.

**Measure:** Exam #1&2 score averaged  
**Direct:** Exam  
**Details/Description:** CD 225  
**Target:**  
**Implementation Plan (timeline):** Beginning Spring 2013 then every three years  
**Responsible Individual(s):** Course instructor

#### Findings for Exam #1&2 score averaged

*No Findings Added*

---

#### 4.2 Students will describe the characteristics of language disorders.

**Measure:** Exam #2 score  
**Direct:** Exam  
**Details/Description:** CD 226  
**Target:**
4.3 Students will describe the characteristics of fluency, voice, and neurogenic disorders.

**Measure:** Disorder Specific Exam scores

**Details/Description:** CD 323

**Target:**

**Implementation Plan (timeline):** Beginning Spring 2013 then every three years

**Responsible Individual(s):** Course instructor

**Findings** for Disorder Specific Exam scores

*No Findings Added*

4.4 Students will describe the characteristics of hearing disorders.

**Measure:** Cumulative Final Exam

**Details/Description:** CD 312

**Target:**

**Implementation Plan (timeline):** Beginning Fall 2012 then every three years

**Responsible Individual(s):** Course instructor

**Findings** for Cumulative Final Exam

*No Findings Added*

Objective 5: The student will communicate effectively in both oral and written formats.

5.1 Students will demonstrate professional oral communication skills.

**Measure:** Test presentation project grade

**Details/Description:** CD 311

**Target:**

**Implementation Plan (timeline):** Beginning Fall 2012 then every three years

**Responsible Individual(s):** Course instructor

**Findings** for Test presentation project grade

*No Findings Added*
5.2 Students will write an analysis of a clinical session.

<table>
<thead>
<tr>
<th>Measure: Average Observation Report grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description: CD 225, 226</td>
</tr>
<tr>
<td>Target:</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Beginning Spring 2013 then every three years</td>
</tr>
<tr>
<td>Responsible Individual(s): Course instructors</td>
</tr>
</tbody>
</table>

Findings for Average Observation Report grades

No Findings Added

Objective 6: The student will identify and describe appropriate assessments and interventions for persons with communication disorders.
The student will identify and describe appropriate assessments and interventions for persons with communication disorders, including any modifications necessary due to developmental, physical, linguistic, and cultural considerations.

6.2 Students will identify and describe appropriate interventions for persons with communication disorders.

<table>
<thead>
<tr>
<th>Measure: Content Standards 4.6, 5.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description: CD 400</td>
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<tr>
<td>Target:</td>
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<td>Implementation Plan (timeline): Beginning Fall 2015 then every three years</td>
</tr>
<tr>
<td>Responsible Individual(s): Clinical supervisors and Course instructor</td>
</tr>
</tbody>
</table>

Findings for Content Standards 4.6, 5.1

No Findings Added

<table>
<thead>
<tr>
<th>Measure: Phase I report grade</th>
</tr>
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<tbody>
<tr>
<td>Details/Description: CD 400</td>
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<td>Target:</td>
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<tr>
<td>Implementation Plan (timeline): Beginning Fall 2015 then every three years</td>
</tr>
<tr>
<td>Responsible Individual(s): Clinical supervisors and Course instructor</td>
</tr>
</tbody>
</table>

Findings for Phase I report grade

No Findings Added

6.3 Students will identify and describe required modifications due to developmental, physical, linguistic, or cultural considerations.

<table>
<thead>
<tr>
<th>Measure: Content Standards 4.5, 5.5 ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description: CD 400</td>
</tr>
<tr>
<td>Target:</td>
</tr>
<tr>
<td>Implementation Plan (timeline): Beginning Fall 2015 then every three years</td>
</tr>
<tr>
<td>Responsible Individual(s): Clinical supervisors and Course instructor</td>
</tr>
</tbody>
</table>
Program Outcomes Assessment
BA/BS in Speech-Language Pathology

Findings for Content Standards 4.5, 5.5 ratings

No Findings Added

Measure: Phase II report grade
Direct - Student Artifact

Details/Description: CD 400

Target:
Implementation Plan (timeline): Beginning Fall 2015 then every three years
Responsible Individual(s): Clinical supervisors and Course instructor

Findings for Phase II report grade

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Status Report
## Assessment Plan

### Outcomes and Measures

### BA/BS in Speech-Language Pathology

#### Objective 1: The student will demonstrate foundational knowledge required for the evaluation and treatment of communication disorders

| 1.1 Students will demonstrate knowledge of linguistics | **Measure:** MLU quiz grade  
Direct - Exam |
| --- | --- |
| Details/Description: CD 213  
Target:  
Implementation Plan (timeline): Beginning Fall 2013 then every three years  
Responsible Individual(s): Course instructor |

| 1.3 Students will demonstrate knowledge of Mathematics/Statistics | **Measure:** Exam #1 grade  
Direct - Exam |
| --- | --- |
| Details/Description: CD 311  
Target:  
Implementation Plan (timeline): Beginning Fall 2013 then every three years  
Responsible Individual(s): Course instructor |

#### Objective 4: The student will identify, describe, and differentiate communication disorders.

| 4.5 Students will accurately determine the correct communication disorder following an evaluation. | **Measure:** Phase I Clinical report grade  
Direct - Student Artifact |
| --- | --- |
| Details/Description: CD 400  
Target:  
Implementation Plan (timeline): Beginning Spring 2014 then every three years  
Responsible Individual(s): Clinical supervisors and Course instructor |

### Assessment Findings

#### Finding per Measure

### BA/BS in Speech-Language Pathology

**Objective 1: The student will demonstrate foundational knowledge required for the evaluation and treatment of communication disorders**
### 1.1 Students will demonstrate knowledge of linguistics

**Measure:** MLU quiz grade  
**Direct - Exam**

**Details/Description:** CD 213  
**Target:**  
**Implementation Plan (timeline):** Beginning Fall 2013 then every three years  
**Responsible Individual(s):** Course instructor

**Findings** for MLU quiz grade

No Findings Added

### 1.3 Students will demonstrate knowledge of Mathematics/Statistics

**Measure:** Exam #1 grade  
**Direct - Exam**

**Details/Description:** CD 311  
**Target:**  
**Implementation Plan (timeline):** Beginning Fall 2013 then every three years  
**Responsible Individual(s):** Course instructor

**Findings** for Exam #1 grade

No Findings Added

### Objective 4: The student will identify, describe, and differentiate communication disorders.

**4.5 Students will accurately determine the correct communication disorder following an evaluation.**

**Measure:** Phase I Clinical report grade  
**Direct - Student Artifact**

**Details/Description:** CD 400  
**Target:**  
**Implementation Plan (timeline):** Beginning Spring 2014 then every three years  
**Responsible Individual(s):** Clinical supervisors and Course instructor

**Findings** for Phase I Clinical report grade

No Findings Added

### Overall Recommendations

No text specified

### Overall Reflection

No text specified
2017-2018 Assessment Cycle

Assessment Plan

Assessment Findings
2018-2019 Assessment Cycle

Assessment Plan

Assessment Findings
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings
Appendix

A. BA/BS in Speech Language Pathology (Curriculum Map)
B. Curriculum Map New 2012 (more to come) (Curriculum Map)
C. CD 399 Spring 2013 (Excel Workbook (Open XML))
D. CD 399 Spring 2013 (Excel Workbook (Open XML))
E. Minutes 10-14-13 CD Area Meeting (Word Document (Open XML))
F. Minutes 9-9-13 CD Area Meeting (Word Document (Open XML))
G. Phase I Grades Spring 2013 (Excel Workbook (Open XML))
H. Meeting Minutes 2-11-14 (Word Document (Open XML))
I. MLU Calculation and Age Interpretation Assessment Activity (Word Document (Open XML))
J. Phase 1 Grades Spring 2013 (Excel Workbook (Open XML))
K. Spring 2014 CD 323 Substantiating Data.xls (Microsoft Excel)
L. Statistics Questions on Exam 1 in CD 311 (Word Document (Open XML))