

Annual Progress Report on Assessment of Student Learning Accredited Programs (Undergraduate)

Academic year: 2007-08

Department/Program: Communication Sciences & Disorders in the School of FSHS

Degree program(s): B.S. and M.S. in Communication Sciences & Disorders (CSD)

Person(s) preparing report: Robert Garcia

Date submitted: March 4, 2009

Summary of the 2007-2008 Annual Progress Report on Assessment of Student Learning

The CSD program has conducted student assessment in the areas of knowledge and skills acquisition as required by accreditation and certification standards for a number of years. By meeting the certification standards, our students must demonstrate knowledge, critical thinking skills, communication skills, an understanding of diversity, and ethical behavior as it relates to individual communication and swallowing disorders across the life span, which also meets the university SLO's. To ensure that all areas of student assessment are conducted, reviewed, and represented in the curriculum, the CSD faculty participated in the yearly retreat and discussed assessment issues throughout the year at weekly faculty meetings. Therefore, in the 2007-2008 academic year the CSD program continued to meet the needs of our students based on the assessment requirements established by the accrediting body, certification standards, and university SLO's

Link to department web site where degree program student learning outcomes are posted at <http://www.humec.ksu.edu/fshs/csd-ugrad.php>

Alignment Matrix for each degree program is attached - YES

1. Describe how the degree program SLOs that are assessed for accreditation are inclusive of the university undergraduate SLOs (knowledge, communication, critical thinking, diversity, academic and professional integrity):

Please refer to the matrix.

2. What assessment measures were used?

Communication Sciences and Disorders program is a unit within the School of Family Studies and Human Services with the mission of training Speech-Language Pathologist (SLP). All certified SLPs must earn a M.S. degree and pass a national boards test. As an accredited training program, we are required to meet assessment criteria and outcome goals for undergraduate and graduate

training. An overview of the standards are located at http://www.asha.org/about/membership-certification/handbooks/slp/slp_standards.htm. The specific guidelines are in the “Knowledge and Skills Acquisition (KASA) Summary Form for Certification in Speech-Language Pathology.” The KASA summarizes each student’s acquisition of knowledge and skills listed in the Standards for Certification of Clinical Competence (<http://www.asha.org/NR/rdonlyres/3B9B6A8F-4AA7-4203-8447-BCFD754D64F9/0/KASASummaryFormSLP.pdf>). All professional courses at the undergraduate level provide the foundation for graduate training. Therefore, when the program evaluates student outcomes, the undergraduate and graduate curricula must be viewed as a whole and not two mutually exclusive entities. The certification standards addressed at the undergraduate level are Standard III-A, Standard III-B, Standard III-C, and Standard III-D.

Standard III-A: The student must demonstrate knowledge of the principles of 1) Biological sciences 2) Physical sciences 3) Mathematics 4) Social/Behavioral sciences.

Standard III-B: The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C: The student must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in 1) Articulation 2) Fluency 3) Voice and resonance, including respiration and phonation 4) Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities 5) Hearing, including the impact on speech and language 6) Swallowing (oral, pharyngeal, esophageal, and related functions) 7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning 8) Social aspects of communication 9) Communication modalities.

Standard III-D: The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders (Articulation, Fluency, Voice and Resonance, Receptive and Expressive Language, Hearing, Swallowing, Cognitive aspects of communication, Social aspects of communication).

Additional information on the certification standards for speech-language pathology is located at <http://www.asha.org/about/membership-certification/handbooks/slp/slpstandards.htm>.

By meeting the certification standards, our students must demonstrate knowledge, critical thinking skills, communication skills, an understanding of diversity, and ethical behavior as it relates to individual communication and swallowing disorders across the life span, which also meets the university SLO’s. In order to meet the accreditation standards, the program continually assesses student outcomes for undergraduate and graduate training. This is accomplished throughout the year at faculty meetings (held weekly) and at the yearly CSD Program Retreat. Discussions focus on critical content of individual courses to insure each course fits within the overall program goals, and that program goals meet student training needs for accreditation standards and certification standards.

The CSD program is required to provide the accreditation body an annual report verifying that all 190 certification standards are being met at the undergraduate and graduate level. In addition, every eight years all CSD programs must reapply for accreditation, which includes a two day site visit. The annual reports and reapplication reports are available for the KSU Assessment Committee to review.

3. What was learned from the assessment results?

The CSD program has been conducting student assessments for a number of years, and as a result, has established a process for assessing student training needs and responding at the individual faculty level and program level. The following two items were identified by faculty as lacking with regards to student training.

a) The instructor for the clinical research class learned that the National Boards Test, under Research Methods, requires knowledge and critical thinking skills in the area of test and measurement.

b) At the program level, the faculty determined that knowledge and critical thinking skills in the area of Autism required increased instruction time within the curriculum. This is based on the increasing clinical population with Autism served by speech-language pathologists.

4. What actions were taken in response to the assessment results?

a) The instructor for clinical research will provide students with information in the area of test and measurement. Students will be assessed within the course (exam, worksheet) to insure knowledge and critical thinking skills have been acquired on this topic area.

b) In the short-term the faculty will provide a workshop for students to gain knowledge and critical thinking skills in the area of Autism. In the long-term, the topic of Autism will be covered in the undergraduate course FSHS 442, Developmental Psycholinguistics. The CSD program is in the process of hiring a Ph.D. that will be responsible for covering this material. The hope of the program is to have the new faculty member in place for the Fall semester 2009.

5. What were the outcomes of those actions?

a) The addition of the material in the clinical research course is currently being added. Outcomes will be determined at the completion of this semester.

b) The workshop on Autism will be conducted later this semester. The addition of the Autism material to the undergraduate course will not occur until the Ph.D. position has been filled.

1) **Alignment Matrix** – For each stated student learning outcome, where does the student have the opportunity to learn the outcome and where is student achievement of the outcome is assessed?

SLO/Required Courses/experiences	FSHS 347 Introduction to Phonetics	FSHS 360 Anatomy of the Speech Mechanism	FSHS 361 Hearing Science	FSHS 442 Developmental Psycholinguistics	FSHS 443 Language Assessment/ Intervention	FSHS 446 Disorder of Articulation/ Phonology	FSHS 567 Basic Audiology	FSHS 549 Clinical Procedures	FSHS 560 Clinical Research
190 Certification standards (KASA) are achieved at the completion of a student's undergraduate and graduate training									
University Slo's									
Knowledge	X A	X A	X A	X A	X A	X A	X A	X A	X A
Critical Thinking		X A	X A	X A	X A	X A	X A	X A	X A
Communication								X A	X A
Diversity	X A			X A	X A	X A	X A	X A	
Integrity					X A		X A	X A	X A

Place an “X” for courses or experiences in which students have the opportunity to learn the outcome.

Place an “A” for courses or experiences in which student performance is used for program level assessment of the outcome.

Alignment Matrix – Purpose is to show, for each stated student learning outcome, where the student has an opportunity to learn the outcome and where student achievement of the outcome is assessed.