

Annual Departmental Assessment Report

Department or Program: Communication Disorders and Sciences – MA/MS Program

Academic Year of Report: 2020-2021

Department Contact Person for Assessment: Samantha Shune, Program Director

Section 1: Learning Objectives Assessed for this Report

We assessed our goals related to the following areas in our assessment plan this year:

LO1

3.1.1B Professional Practice Competencies

The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified: Accountability, Integrity, Effective Communication Skills, Critical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, Collaborative Practice.

LO2

3.1.2B Foundations of Speech-Language Pathology Practice

The program must include content and opportunities to learn so that each student can demonstrate knowledge of the:

- Discipline of human communication sciences and disorders;
- Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- Ability to integrate information pertaining to normal and abnormal human development across the life span;
- Nature of communication and swallowing processes

LO3

3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences

The program must include content and opportunities to learn so that each student can demonstrate knowledge of

- Principles and methods of identification of communication and swallowing disorders and differences,
- Principles and methods of prevention of communication and swallowing disorders.

Section 2: Assessment Activities

To assess the above outcomes, the Program Director and Director of Clinical Education randomly selected the files of ¼ of the graduating class. The Calipso records of these students were reviewed by the Director of Clinical Education to ensure independence ratings of at least 3 on the 5-point scale across all clinical areas documented (LO1 and LO3). The Program Director reviewed all transcripts and confirmed with core course instructors that these students met all competencies based on the summative learning assessments in these courses (LO2 and LO3). Below is a summary of the assessments for each objective:

Learning Objective	Assessment Name
(LO1) 3.1.1B Professional Practice Competencies	<ol style="list-style-type: none">1. Practicum Experience Evaluation2. Externship Experience Evaluation <p>These evaluations are completed every term in Calipso by the supervising faculty and reviewed every term by the Director of Clinical Education. Beginning in the third term of the program, students are required to have a minimum</p>

	average competency score of 3 in each assigned practicum assignments and 2 or fewer critical concerns on their Individual Practicum Performance Evaluations.
(LO2) 3.1.2B Foundations of Speech-Language Pathology Practice	<ol style="list-style-type: none"> 1. Final Exam/Projects CDS 627: Fluency 2. Final Exam/Projects CDS 631: Speech-Language Pathology in Culturally Diverse Populations 3. Final Exam/Projects CDS 649: Swallowing 4. Final Exam/Projects CDS 651: School Age Language Disorders 5. Final Exam/Projects CDS 652: Speech Sound Disorders 6. Final Exam/Projects CDS 654: Management of Adult Language Disorders 7. Final Exam/Projects CDS 656: Voice Science Disorders 8. Final Exam/Projects CDS 657: Augmentative Procedures for Communication Disorders 9. Final Exam/Projects CDS 660: Motor Speech Disorders 10. Final Exam/Projects CDS 663: Management of Acquired Cognitive Disorders 11. Final Exam/Projects CDS 665: Language Disorders in Young Children <p>Students are required to obtain a B- in each of the above courses as well as pass course assignments that are linked to licensure/certification competencies as determined by each course instructor. The Program Director reviews transcripts each term and confirms with course instructors that students met course competencies.</p> <ol style="list-style-type: none"> 1. Graduating student exit interviews with Director of Clinical Education 2. Annual alumni survey
(LO3) 3.1.3B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences	<ol style="list-style-type: none"> 1. Practicum Experience Evaluation 2. Externship Experience Evaluation 3. Final Exam/Projects CDS 627: Fluency 4. Final Exam/Projects CDS 631: Speech-Language Pathology in Culturally Diverse Populations 5. Final Exam/Projects CDS 649: Swallowing 6. Final Exam/Projects CDS 651: School Age Language Disorders 7. Final Exam/Projects CDS 652: Speech Sound Disorders 8. Final Exam/Projects CDS 654: Management of Adult Language Disorders 9. Final Exam/Projects CDS 656: Voice Science Disorders 10. Final Exam/Projects CDS 657: Augmentative Procedures for Communication Disorders 11. Final Exam/Projects CDS 660: Motor Speech Disorders 12. Final Exam/Projects CDS 663: Management of Acquired Cognitive Disorders

	13. Final Exam/Projects CDS 665: Language Disorders in Young Children <hr/> 1. Graduating student exit interviews with Director of Clinical Education 2. Annual alumni survey
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The records of 9 2nd year master's students were selected and reviewed. All 9 students had achieved a rating "3" or higher across the professional and clinical competency areas reviewed (LO1 and LO3). All 9 students had successfully passed the classes outlined in the table above that cover the foundational knowledge for speech-language pathology practice (LO2). Solicited instructor feedback confirmed that all 9 students met the course competencies associated with the foundational knowledge for speech-language pathology practice (LO2) and principles and methods of identification and prevention of communication and swallowing disorders (LO3).

In addition to the above direct feedback, exit interviews will be conducted with each graduating student and an alumni feedback survey will be sent out in June 2021. These interviews and surveys will also target LO2 and LO3 in gathering feedback regarding the program's coverage of these topics and the student/alumni confidence in these topic areas.

Section 3: Actions Taken Based on Assessment Analysis

The results of this assessment have been discussed between the Program Director and Director of Clinical Education. These results will be reviewed with the entire faculty during the last CDS Faculty meeting of the academic year as part of our review of our strategic plan, in which modifications or needed action items are identified and discussed. As this discussion will not take place prior to the generation of this report, actions from previous years are listed here:

Streamlining curriculum – Identified potential redundancies across the curriculum and/or gaps in the curriculum based on exit interviews and alumni surveys. Course content changed as a result.

Goal writing coverage – Discussed core competencies that cut across all areas of clinical practice related to goal writing. Identified opportunities to integrate these competencies across academic classes and clinical experiences.

Section 4: Other Efforts to Improve the Student Educational Experience

We are engaged in multiple efforts currently to improve the student educational experience, currently centered around anti-racism actions. These include developing a consistent, wholistic mentorship program; engaging in curricular revision; developing and implementing an internal bias reporting system (for the purpose of improving program climate for students); and increasing opportunities for financial support, particularly for BIPOC students.

Section 5: Plans for Next Year

In the next academic year, we will be assessing the following learning outcomes via the methods described above for this year's objectives:

LO4

3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences

The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with

- Articulation;
- Fluency;

- Voice and resonance, including respiration and phonation;
- Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- Hearing, including the impact on speech and language;
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
- Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
- Social aspects of communication (e.g., behavioral and social skills affecting communication); and
- Augmentative and alternative communication needs.

LO5

3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms

The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in

- Intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment.
- intervention for disorders and differences of
 - articulation;
 - fluency;
 - voice and resonance, including respiration and phonation;
 - receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
 - hearing, including the impact on speech and language;
 - swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
 - cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
 - social aspects of communication (e.g., behavioral and social skills affecting communication);
 - augmentative and alternative communication needs.

LO6

3.1.6B General Knowledge and Skills Applicable to Professional Practice

The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with the aforementioned communication and swallowing disorders across the lifespan and by demonstration of

- Ethical conduct;
- Integration and application of knowledge of the interdependence of speech, language, and hearing;
- Engagement in contemporary professional issues and advocacy;
- Professes of clinical education and supervision;
- Professionalism and professional behavior in keeping with the expectations for a speech-language pathologist;
- Interaction skills and personal qualities, including counseling and collaboration;
- Self-evaluation of effectiveness of practice.

We also anticipate continuing to engage in our anti-racism actions, with a targeted focus on creating an inclusive climate for students within the program and across the greater campus community. Based on this years' analysis (pending our final data collection later this term), we will make curricular modifications as needed. There should be no budgetary implications of these proposed actions as these are activities we regularly engage in. However, we will continue to seek funding opportunities to grow our mentorship programs and opportunities for financial support to improve the student educational experience.