Program-Level Assessment: Annual Report

Program Name (no acronyms): Speech, Lang & Hearing Sci

developed rubric will be used to score proficiency on this project (94-100 is considered A level work in the graduate program).

PLO4: SLHS5012 Ginical practicum introduced; The ASHA dinical standards addressed and documented with a rating of 2 to 3 to indicate emerging/progressing include: V.B.1.c., V.B.2.e. CSDI 5015 (Ginical practicum offsite) reinforced; this outcome is measured by documented observation from the clinical supervisor as well as a checklist on eValue of the ASHA standards addressed by this learning outcome. The ASHA dinical standards addressed and documented with a rating of 4-5 to indicate mastery include: V.B.1.c., V.B.2.e.

SLHS 5630 Dysphagia (achieved)-Midterm and final exam questions correctly answered that involve case studies and essay questions centered on treatment decisions for a client with dysphagia.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report document (please do not just refer to the assessment plan).

PLO#2: SLHS5770 Multilingual Communication Disorders - an instructor-designed rubric and performance on two essay test questions on the final exam-both test questions require application of knowledge in terms of a

this outcome is measured via obtaining a score of 3 (developing) or higher out of 5 on an ASHA standards checklist via direct clinical observation by the clinical supervisor: specifically ASHA Clinical Standard V.B.3. SLHS5800 Professional Issues (achieved) the professor uses an answer key for the two essay questions on the final exam; the answer key contains the required concepts that must be addressed in the answer to receive full credit; SLHS5530 AAC achieved: An instructor-developed rubric will be used to score proficiency on the project (94-100 is considered A level work in the graduate program).

PLO4: SLHS5012 Ginical practicum introduced; The dinical supervisor will document observed dinical behaviors and transfer these data to eValue with a rating of 2 to 3 to indicate emerging/progressing include: V.B.1.c., V.B.2.e. SLHS 5015 (Ginical practicum offsite) reinforced; this outcome is measured by documented observation from the dinical supervisor as well as a checklist on eValue of the ASHA standards addressed by this learning outcome. SLHS5630 Dysphagia (achieved)- The instructor has developed an answer key that will include the concepts that must be addressed in the Midterm and final exam questions that involve case studies and essay questions centered on treatment decisions for a client with dysphagia.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

PLO #2: all courses that addressed this had 93% (41/44) students who achieved the desired outcome. All didactic coursework was held on SLU campus in seat. As far as clinical standards are concerned, SLHS5012 was addressed

students to provide feedback and discuss opportunities for improvement. These meetings were held both onsite as well as via Zoom. 100% of students achieved the desired outcome as far as eValue ratings and meeting ASHA clinical standards in this area of practice.

PLO#4: the didactic course that addressed this was held onsite (SLU campus) and consisted of in-seat class meetings. 95% (42/44) of the students in this course answered the exam questions with more than half to full credit. SLHS5012 and 5015-Four out of 44 students required a clinic improvement plan because they did not meet the ASHA standards. The four students on a clinic improvement plan subsequently achieved ratings of 3 or 4 on the eValue rating system, thus showing they had met the ASHA clinical standard.