

Assurance of Student Learning Report 2020-2021

College of Health and Human Services

Communication Sciences and Disorders

Speech-language pathology – 0466

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Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates

Instrument 1 Direct: Comprehensive examination given in the student's final semester

Instrument 2

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Students will demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates.

Instrument 1 Direct: Rating scales by faculty of students' competencies in key clinical areas

Instrument 2

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Students will demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state and national regulations and policies relevant to professional practice.

Instrument 1 Direct: Praxis exam

Instrument 2

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The graduate program in speech-language pathology (SLP) is **accredited** by the Council on Academic Accreditation in Audiology and Speech-Language Pathology with a goal of training students to become speech-language pathologists who will provide services to adults and children by assessing and treating disorders of speech, language, and swallowing. A Master's degree is the entry-level degree for the profession. Graduates are eligible for **national certification** from the American Speech-Language-Hearing Association (ASHA) and **licensure** in Kentucky (and most other states).

There are two cohorts of students: **campus/residential students** (traditional program with the classes meeting in Bowling Green) and **distance learning students** from around the country and the world who take classes using synchronous weekly lectures. All students take a total of 60 hours including core

academic classes, electives, and clinical practicum. The **clinical practicum** has two components. On campus, the students complete an internship where they develop the skills needed for the second component, the externship where they work with clients in **medical and educational settings**. Students are engaged in research and service-learning activities. Prior to entering SLP 591 Externship, students have to demonstrate appropriate skills in SLP 590 (documented in a web-based tracking system called CALIPSO). Upon successful completion of SLP 590, the Externship Coordinator reviews CALIPSO (online rating tool) to see which students are ready to proceed to which types of externships in SLP 591.

The program uses several mechanisms to assess student performance on the 184 metrics or standards required by ASHA. On a formative basis, each faculty person notifies advisors at the end of each semester when knowledge competencies have been met so that information can be entered into CALIPSO. Advisors can also document information on the Advisor Student Data Inquiry section of the student's electronic file.

Goals for SLO-1, SLO-2, and SLO-3 were met in 2020-21. We are especially proud of our Praxis exam scores. The CAA expects to see a 3-year passage rate of at least 80%. Specifically for SLO-3, the passage rate for campus based students was 91.55% and for distance students it was 94.55%. For SLO-2, all graduating students were rated at 3.0 or above in all clinical areas. For SLO-1, all students who took the comprehensive exam passed and were able to graduate. Three students needed additional coaching to pass but successfully did so.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates.		
Measurement Instrument 1	Direct: Performance on a comprehensive examination in the student's last semester. The student's score on the examination determines his or her knowledge of evaluation and treatment of speech sound disorders, fluency, voice, language, hearing, swallowing, cognition, social aspects, and communication modalities.		
Criteria for Student Success	Students will score at least 70% on the comprehensive exam.		
Program Success Target for this Measurement	80% of the students taking the exam will score at least 70% on the comprehensive exam	Percent of Program Achieving Target	100%
Methods	50 students took the examination containing 125 multiple choice questions that cover all of the content in the core classes.		
Measurement Instrument 2	Do you have other measures of assessment for SLO 1? If so, please add that here along with all the information below. If not, you may delete this section and move on to "... whether the program met the goal Student Learning Outcome 1."		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3	Do you have other measures of assessment for SLO 1? If so, please add that here along with all the information below. If not, you may delete this section and move on to "... whether the program met the goal Student Learning Outcome 1."		
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met
<input type="checkbox"/> Not Met		
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) In the 2019-20 year, a course historically taught in the 2 nd year, SLP 513, was moved to the 1 st year to prepare students for content in the summer clinical placements. In May 2021, graduating students were surveyed in an attempt to determine if the change was beneficial. Respondents indicated success with the SLP 513 class. Course sequence will continue to be monitored.		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) Course sequence will continue to be monitored		
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) Course sequence will continue to be monitored and included in the graduating student exit survey completed at the end of each Spring semester.		

Student Learning Outcome 2	
Student Learning Outcome	Students will demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic/cultural correlates.
Measurement Instrument 1	Direct: Analysis using <i>Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO)</i> to determine which clinical skills have been met in SLP 590 and SLP 591. The skills assessed are based on the ASHA 2020 SLP Certification Standards
Criteria for Student Success	Performance Rating Scale <ol style="list-style-type: none"> 1 Not evident: Inadequacies were present that suggest that the student fails to understand and/or apply skills in relation to clinical applications. Performance was inadequate. 2 Emerging: Needs specific direction and/or demonstration from the supervisor to perform effectively. 3 Present: Needs general direction with occasional specific direction from the supervisor to perform effectively. 4 Developed: Demonstrates independence with occasional collaboration with the supervisor. Makes changes when appropriate and is effective. <p>Students need to reach a level of 3 to demonstrate that competency has been met.</p>

Program Success Target for this Measurement	80%	Percent of Program Achieving Target	100%
Methods	Clinical faculty observe at least 25% of all service delivery provided by the graduate students enrolled in SLP 590 or SLP 591. Upon completion of the session, feedback is provided to the student relative to planning, implementation, assessment and goal setting for the next session. Throughout the placement, students' progression toward skill development is assessed using the rubric above. (N=75)		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
A student's program of study reflects 8 semester hours to earn the clinical competencies cited in SLO-2. For distance students that was 6 hours of SLP 591, 1 hour of SLP 590 and 1 hour of SLP 588 Clinical Methods. For campus students, it was typically 6 hours of SLP 591 and 2 hours of SLP 590. For the 2020-21 academic year, the campus schedule was the same as distance. To determine if that was effective, a committee was established and students were surveyed. After meeting for several months, the committee decided to return the campus plan to 6 hours of SLP 591 and 2 hours of SLP590. To try to eliminate redundancy with the undergraduate clinical experience (CD 495), a continuum of skills was developed and will be measured over the next two years.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
During the 2021-22 year, the new continuum will be shared with the faculty to ensure understanding and participation.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
This sequence will be evaluated in May 2022 and May 2023. Students and supervisors will be surveyed to determine if additional changes are needed.			

Student Learning Outcome 3	
Student Learning Outcome	Students will demonstrate knowledge of entry-level certification and licensures relevant to professional practice.

Measurement Instrument 1	Praxis exam		
Criteria for Student Success	Students are required to take the Praxis exam prior to graduation. The criteria for success is that students successfully pass the exam.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	92.55%
Methods	In their final semester before graduation, graduate students register for and complete the national examination in speech- language pathology. When they register, they have to list WKU as a recipient meaning that ETS notifies the program each month who did or did not pass. (N=72) The Praxis test for speech-language pathology has content areas in foundations and professional practice; screening, assessment, evaluation and diagnosis; and planning, implementation, and evaluation of treatment.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="" type="checkbox"/> Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			<input type="checkbox"/> Not Met
Accreditation standards require programs to maintain an 80% passage rate on the exam over a 3-year period. The WKU average is typically above 90%; this year it is 92.55. As the average is still at the acceptable level, we will continue to use the teaching strategies (academic and clinical) that have helped us maintain the targeted level. Faculty in the core academic classes continue to do specific training on the content that may appear on the exam.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Though we exceed the CAA target and the program target, the average is lower than the previous year. In addition, the pass rate for campus students is lower than the pass rate for distance students. This will be assessed in 2022 to determine if we need to address anything in particular with the campus based students.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			

In summer 2022, a new 3-year average will be calculated. Attention will be paid to any trends with the campus students.