

Department of Speech & Hearing Sciences
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: College of Arts and Sciences
2. Department: Speech & Hearing Sciences
3. Date: March 8, 2016

B. Academic Program of Study*

B.A. Speech and Hearing Sciences

C. Contact Person(s) for the Assessment Plan

Barbara Rodriguez, Chair, brodrig@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

The Bachelor of Arts in Speech and Hearing Sciences is a pre-professional program designed to prepare students for advanced study in speech-language pathology or audiology. The student learning outcomes relate to standards set by the American Speech-Language-Hearing Association (ASHA) that are to be fully achieved at the graduate level.

By the completion of the program, undergraduate students are expected to:

- A. Demonstrate knowledge of theories and principles of communication development and disorders across the life span
- B. Demonstrate knowledge of the nature of speech, language, and hearing disorders
- C. Demonstrate understanding of basic clinical processes

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

D. Demonstrate adequate writing skills for clinical report writing

E. Develop a framework for understanding how cultural and linguistic diversity affect communication and the clinical process

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

A.1. Students will demonstrate mastery in describing the basic principles of speech and language development.

A.2. Students will demonstrate mastery in identifying anatomical and neurological structures associated with normal human communication.

A.3. Students will accurately discuss the anatomical and neurological physiology associated with normal human communications.

B.1. Students will accurately identify characteristics of common communication disorders.

C.1. Students will demonstrate proficiency in applying basic intervention principles to a clinical case.

C.2. Students will demonstrate proficiency writing long-term intervention goals and behavioral objectives for clinical reports.

D.1. Students will demonstrate effectiveness in written communication.

E.1. Students will demonstrate proficiency in determining a client's speech/language/hearing needs within the context of his/her culture.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes – Relationship to UNM Student Learning Goals

Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1. Students will demonstrate mastery in describing the principles of speech and language development.	X			

A.2. Students will demonstrate mastery in identifying anatomical and neurological structures associated with normal human communication.	X			
A.3. Students will accurately discuss the anatomical and neurological physiology associated with normal human communication.	X			
B.1. Students will accurately describe characteristics of common communication disorders.	X	X		
C.1. Students will demonstrate proficiency in applying basic intervention principles to a clinical case.	X	X		
C.2. Students will demonstrate proficiency writing long-term intervention goals and behavioral objectives for clinical reports.	X	X		
D.1. Students will demonstrate effectiveness in written communication.	X	X		

E.1. Students will demonstrate proficiency in determining a client's speech/language/hearing needs within the context of his/her culture.	X	X	X	
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2. How will learning outcomes be assessed?

SLO	Means of Assessment	Criteria for Success
A.1.	a. Reviews student exams in SHS 430 Language Development, SHS 428 Phonological Disorders. [DIRECT]	Based on a rubric, 75% score 'acceptable or better.' Separate rubrics will be used for SHS 430 and SHS 428.
A.2.	a. Review student exams in SHS 310 Anatomy & Physiology, SHS 321 Intro to Audiology, and SHS 450 Neural Basis of Communication. [DIRECT]	Based on a rubric, 75% score 'acceptable or better.' Separate rubrics will be used for SHS 310, SHS 321, and SHS 450.
A.3.	Review student exams and papers in SHS 310 Anatomy & Physiology, SHS 321 Intro to Audiology, and SHS 450 Neural Basis of Communication. [DIRECT]	Based on a rubric, 75% score 'acceptable or better.' Separate rubrics for SHS 310, SHS 321, and SHS 450 will be used.
B.1.	Review student exams in SHS 428 Phonological Disorders, SHS 431 Language Disorders. [DIRECT]	Based on a rubric, 75% score 'acceptable or better.' Separate rubrics for SHS 428 and SHS 431 will be used.
C.1.	Review capstone project (clinical treatment plan) in	75% score 'acceptable or better' on grading rubric for

	SHS 458 Preclinical Training. [DIRECT]	the clinical treatment plan.
	Survey of graduating seniors will include self-assessment of this knowledge. [INDIRECT]	75% of graduating seniors will rate themselves proficient.
C.2.	Review capstone project (clinical treatment plan) in SHS 458 Preclinical Training. [DIRECT]	75% score ‘acceptable or better’ on grading rubric for the SHS 458 clinical treatment plan.
	Survey of graduating seniors will include self-assessment of this knowledge. [INDIRECT]	75% of graduating seniors will rate themselves proficient.
D.1.	Review capstone project (clinical treatment plan) in SHS 458 Preclinical Training. [DIRECT]	75% score ‘acceptable or better’ on grading rubrics for the SHS 458 clinical treatment plan.
E.1.	Review student exams in SHS 459 Multicultural Considerations in Communication. [DIRECT]	75% score ‘acceptable or better’ on SHS 459 final exam grading rubric.
	Survey of graduating seniors will include self-assessment of this knowledge. [INDIRECT]	75% of graduating seniors will rate themselves proficient.

Our primary direct assessment of the SLOs will be through a review of students’ performance on course examinations and assignments. Faculty members will develop assessment rubrics for each SLO and a graduate student supervised by the SHS Department Chair will perform the assessment on every student enrolled in the specific courses.

All graduating seniors will complete a survey to include self-assessment of the Student Learning Outcomes, contact information, and immediate and long-term plans and goals. The contact information will allow us to track placements in speech-language pathology, audiology, and other discipline graduate programs. The survey will be administered via Survey Monkey and a course requirement for SHS 459 Multicultural Considerations, which is completed by seniors in the final semester of their undergraduate program.

3. Timeline for Assessment

Over the next three years, the Department of Speech and Hearing Sciences will follow the timeline for assessment specified below:

Year	Semester	Assessment Activities	SHS Faculty Discussion
One	Fall	Submit assessment plan to A&S for approval	n/a
	Spring	Develop undergraduate student exit survey	n/a
		Perform assessment of C.1, C.2, D.1 (SHS 458)	Following Fall semester
		Write rubrics for A.1 (SHS 428, 430)	n/a
Two	Fall	Write rubrics for A.2 (SHS 310, 321, 450) and E.1 (SHS 459)	n/a
		Perform assessment for A.1, A3, and B.1. (SHS 428, SHS 430)	Spring
	Spring	Administer undergraduate student exit survey (C1, C2, E.1) and perform assessment of A.2 (SHS 310), A.3 (SHS 310) and B.1. (SHS 431)	Fall
		Perform assessment of E.1. (SHS 459)	Fall
Three	Fall	Perform assessment of A.2 (SHS 321, 450)	Spring
	Spring	Administer undergraduate exit survey	Fall

The assessment coordinator/department chair, in conjunction with the assessment committee, will have the primary responsibility of collaborating with the relevant faculty members to create the assessment rubrics, gathering student work, analyzing the data, and interpreting the data for presentation to the SHS faculty. The assessment coordinator/department chair will prepare an annual assessment report, which will include a summary of the previous year's assessment activities, results, and recommendations.

The department will provide a graduate assistant to the assessment coordinator/department chair to assist with the assessment activities. The department's assessment committee will also provide assistance to the assessment coordinator.

The SHS faculty will be presented with the assessment results for each of the SLOs, as specified above. Curricular and program improvements will be discussed using the assessment data and current CAA/ASHA accreditation standards to inform the program's decision-making process.

**Sample grading rubric (SHS 458 capstone project)
DIRECT assessment**

**SHS 458 Capstone Project: Treatment/Session Plan and Phonetic Transcription/Analysis
Grading Rubric**

Component	Proficient <i>(All components addressed accurately and completely)</i>	Nearing Proficient <i>(Minor error with required components)</i>	Limited <i>(Major or multiple errors with required components)</i>
Long-term Goal and Rationale	<p>Goal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fits given client’s communication needs <input type="checkbox"/> Includes communication domain and relevant functional outcome <input type="checkbox"/> Is not worded in measurable terms <p>Rationale:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly explains reason goal was chosen for given client 	<p>Goal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Somewhat fits given client’s communication needs <input type="checkbox"/> Communication domain and/or functional outcome are slightly flawed <input type="checkbox"/> Is not worded in measurable terms <p>Rationale:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is somewhat vague in explaining reason goal was chosen for given client 	<p>Goal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not fit given client’s communication needs <input type="checkbox"/> Communication domain and/or functional outcome are missing or lack relevance <input type="checkbox"/> Is worded as an objective in measurable terms <p>Rationale:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fails to adequately explain reason goal was chosen for given client
	4-5 points	2-3 points	0-1 point

<i>Two Measurable Behavioral Objectives</i>	<input type="checkbox"/> Two objectives are given <input type="checkbox"/> Each objective explicitly relates to given client's communication needs <input type="checkbox"/> Each objective is aligned with the stated long-term goal <input type="checkbox"/> Each objective includes a "do" statement, at least one condition, and a criterion	<input type="checkbox"/> Two objectives are given <input type="checkbox"/> One or both objectives only somewhat relate to given client's communication needs <input type="checkbox"/> One or both objectives are only somewhat aligned with the stated long-term goal <input type="checkbox"/> In one or both objectives, no more than one of the three required elements – "do" statement, condition, and criterion – is missing or needs further specification	<input type="checkbox"/> One or both objectives do not relate to given client's communication needs <input type="checkbox"/> One or both objectives do not align with given client's communication needs <input type="checkbox"/> In one or both objectives, two or more of the three required elements – "do" statement, condition, and criterion – are missing or need further specification
	7-8 points	3-6 points	0-2 point
<i>Baseline Data</i>	<input type="checkbox"/> Data for both objectives are clearly stated and reflective of given client's performance	<input type="checkbox"/> Data for one or both objectives are somewhat vague and/or slightly skewed in describing given client's performance	<input type="checkbox"/> Data for one or both objectives are significantly inaccurate in describing given client's performance
	2 points	1 point	0 points
<i>Next Expected Developmentally Appropriate Milestones</i>	<input type="checkbox"/> Next expected milestones given for each objective are logically aligned with known developmental progressions	<input type="checkbox"/> Next expected milestones given for one or both objectives are somewhat aligned with known developmental progressions	<input type="checkbox"/> Next expected milestones given for one or both objectives are not aligned with known developmental progressions
	3 points	1-2 points	0 points
<i>Activity/Client Task</i>	<input type="checkbox"/> For each objective, activity or client task clearly supports the identified target behavior	<input type="checkbox"/> For one or both objectives, activities or client tasks are somewhat aligned with the identified target behaviors	<input type="checkbox"/> For one or both objectives, activities or client tasks are not aligned with the identified target behaviors
	4-5 points	2-3 points	0-1 point

<i>Clinical Facilitation Techniques/Strategies</i>	<input type="checkbox"/> For each objective, clinician techniques/strategies are clearly designed to elicit the identified target behavior and are aligned with the activity/client task	<input type="checkbox"/> For one or both objectives, clinician techniques/ strategies vaguely relate to elicitation of the identified target behavior and/or are somewhat aligned with the activity/client task	<input type="checkbox"/> For one or both objectives, clinician techniques/strategies fail to relate to elicitation of the identified target behavior and/or do not align with the activity/client task
	4-5 points	2-3 points	0-1 point
<i>Feedback/Reinforcement</i>	<input type="checkbox"/> For each objective, methods of feedback and reinforcement are clearly client-appropriate and aligned with the identified target behavior	<input type="checkbox"/> For one or both objectives, methods of feedback and reinforcement are only somewhat client-appropriate and/or somewhat aligned with the identified target behavior	<input type="checkbox"/> For one or both objectives, methods of feedback and reinforcement are not client-appropriate and/or fail to align with the identified target behavior
	4-5 points	2-3 points	0-1 point

<i>Task Hierarchy Modifications -- Easier</i>	<input type="checkbox"/> Accurately provides an easier step on the task hierarchy by changing one component per objective – stimulus type, task mode, or response level <input type="checkbox"/> For each objective, correctly identifies the component changed	<input type="checkbox"/> For one or both objectives, provides an easier step on the task hierarchy that is somewhat vague <input type="checkbox"/> Incorrectly identifies one of the components changed	<input type="checkbox"/> For one or both objectives, fails to provide an easier step on the task hierarchy by changing one component – stimulus type, task mode, or response level <input type="checkbox"/> Incorrectly identifies both of the components changed
	4-5 points	2-3 points	0-1 point
<i>Task Hierarchy Modifications -- Harder</i>	<input type="checkbox"/> Accurately provides a harder step on the task hierarchy by changing one component per objective – stimulus type, task mode, or response level <input type="checkbox"/> For each objective, correctly	<input type="checkbox"/> For one or both objectives, provides a harder step on the task hierarchy that is somewhat vague <input type="checkbox"/> Incorrectly identifies one of the components changed	<input type="checkbox"/> For one or both objectives, fails to provide a harder step on the task hierarchy by changing one component – stimulus type, task mode, or response level <input type="checkbox"/> Incorrectly identifies both of the

	identifies the component changed		components changed
	4-5 points	2-3 points	0-1 point
<i>Phonetic Transcription</i>	<input type="checkbox"/> No more than two IPA transcription errors for sample given	<input type="checkbox"/> Three - five IPA transcription errors for sample given	<input type="checkbox"/> More than five IPA transcription errors for sample given
	4-5 points	2-3 points	0-1 point
<i>Statement of Phonological Development</i>	<input type="checkbox"/> Accurately assesses developmental appropriateness of given client's phonological errors	<input type="checkbox"/> Assessment of developmental appropriateness of given client's phonological errors is vague or somewhat misjudged	<input type="checkbox"/> Inaccurately assesses developmental appropriateness of given client's phonological errors
	2 points	1 point	0 points