

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 and Hearing Sciences
3. Date: March 8, 2016

B. Academic Program of Study*

Master of Science in speech-language pathology

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

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

The American Speech-Language-Hearing Association's, Council on Academic Accreditation in speech-language pathology and audiology, accredits the University of New Mexico's graduate program in speech-language pathology (SLP). To meet professional certification and licensure requirements, SLP graduate students' progress in acquiring the academic and clinical knowledge and skills standards is carefully monitored each semester.

By the completion of the graduate SLP program, graduate students are expected to:

- A. Demonstrate knowledge and skills to effectively diagnose an individual with a communication and/or swallowing disorder.
- B. Exhibit knowledge and skills to effectively formulate an intervention plan for an individual with a communication and/or swallowing disorder.
- C. Develop knowledge and skills to effectively incorporate the principles of evidence-based practice (EBP) in clinical service delivery.

* 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.).

Adapted from Kansas State University Office of Assessment

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

- A.1. Students will be able to select and administer appropriate assessment tools, and interpret findings to diagnose speech, language, and swallowing disorders in patients/clients across the life span.
- B.1. Students will be able to write intervention goals and objectives for a patient/client with a communication and/or swallowing disorder.
- B.2. Students will be able to formulate appropriate intervention plans for patients/clients with communication and/or swallowing disorders.
- C.1. Students will be able to select research-based intervention approaches for implementation with patients/clients diagnosed with communication and/or swallowing disorders.
- C.2. Students will be able to accurately document intervention progress for a patient/client with a communication and/or swallowing disorder.
- C.3. Students will be able to incorporate clients’ (and their families’) preferences into an intervention plan.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes – Relationship to UNM student learning goals

SLP graduate students’ progress in achieving the student learning outcomes will be assessed for full-time students by cohort at the end of each academic year (Spring semester). A summary of the number of outcomes successfully completed and the number of outcomes requiring remediation will be used to identify strengths and weakness in the graduate curriculum.

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1 Students will be able to select and administer appropriate assessment tools, and interpret findings to diagnose speech, language, and swallowing disorders in patients/clients across the life span.	X	X		

Adapted from Kansas State University Office of Assessment

B.1 Students will be able to write intervention goals and objectives for a patient/client with a communication and/or swallowing disorder.	X	X	X	
B.2 Students will be able to formulate appropriate intervention plans for patients/clients with communication and/or swallowing disorders.	X	X	X	
C.1 Students will be able to select research-based intervention approaches for implementation with patients/clients diagnosed with communication and/or swallowing disorders.	X	X		
C.2 Students will be able to accurately document intervention progress for a patient/client with a communication and/or swallowing disorder.	X	X		
C.3. Students will be able to incorporate clients' (and their families') preferences into an intervention plan.	X	X	X	

2. How will learning outcomes be assessed?

SLO	Means of Assessment		Criteria for Success	
A.1.	a. Review students' performance on assessment on the CAA knowledge and skills standards across the 9 clinical areas. Each graduate level course includes a series of direct measures, which correspond to the course-specific knowledge and skill standards. [DIRECT]	b. Survey of graduating master's students, which includes self-assessment of knowledge and skills in the diagnosis across the 9 clinical areas. [INDIRECT]	a. 75% meet ASHA/CAA standards without remediation	b. 75% of graduating students will rate themselves as proficient.

Adapted from Kansas State University Office of Assessment

B.1.	a. Review students' performance on intervention CAA knowledge and skills standards across the 9 clinical areas. Each graduate level course includes a series of direct measures, which correspond to the course-specific knowledge and skill standards. [DIRECT]	b. Review students' performance responding to questions about clinical case studies presented in the comprehensive exam. [DIRECT]	a. 75% meet ASHA/CAA standards without remediation	b. Based on a rubric, 75% will receive a passing score on the relevant comprehensive exam questions.
B.2	a. Review students' performance on CAA skills standards across the 9 clinical areas. Each graduate level course includes a series of direct measures, which correspond to the course-specific knowledge and skill standards. [DIRECT]	b. Review students' performance responding to questions about clinical case studies presented in the comprehensive exam. [DIRECT]	a. 75% meet ASHA/CAA standards without remediation	b. Based on a rubric, 75% will receive a passing score on the relevant comprehensive exam questions.
C.1	a. Review students' performance on CAA knowledge and skills standards related to EBP. Each graduate level course includes a series of direct measures, which correspond to the course-specific knowledge and skill standards. [DIRECT]	b. Review students' performance responding to questions about clinical case studies presented in the comprehensive exam. [DIRECT]	a. 75% meet ASHA/CAA standards without remediation	b. Based on a rubric, 75% will receive a passing score on the relevant comprehensive exam questions.
C.2	a. Review students' performance on CAA knowledge and skills standards across the 9 clinical areas. Each graduate level course includes a series of direct measures, which correspond to the course-specific knowledge and skill standards.	b. Survey of graduating master's students, which includes self-assessment of knowledge and skills in the diagnosis across the 9 clinical areas. [INDIRECT]	a. 75% meet ASHA/CAA standards without remediation	b. 75% of graduating students will rate themselves as proficient.

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	[DIRECT]			
C.3	a. Review students' performance on CAA knowledge and skills standards across the 9 clinical areas. Each graduate level course includes a series of direct measures, which correspond to the course-specific knowledge and skill standards. [DIRECT]	b. Survey of graduating master's students, which includes self-assessment of knowledge and skills in the diagnosis across the 9 clinical areas. [INDIRECT]	a. 75% meet ASHA/CAA standards without remediation	b. 75% of graduating students will rate themselves as proficient.

Our primary direct assessments of the SLOs will be through review of students' performance on the CAA knowledge and skills (KASA) standards and performance on comprehensive examination questions. As an ASHA-CAA accredited graduate program, we are required to continuously document and track students' progress in the acquisition of knowledge and skills across the 9 clinical areas within the speech-language pathology scope of practice. Students' performance is measured (directly) in each graduate-level SHS academic course (11 courses) and each of the 5 clinical practicum rotations. Therefore, each graduate student's performance is assessed through the administration of a minimum of 16 direct assessments. We use a web-based application to track students' progress and require faculty provide student assessment information each semester, including instances when students require remediation opportunities to meet a knowledge and/or skill standard.

Faculty members develop assessment rubrics for each administration of the comprehensive examination. A sample question and rubric for a recent comprehensive exam is included. All graduating students are required to complete a survey, which includes self-assessment of the Student Learning Outcomes, contact information, and immediate employment plans. The exit survey is administered each semester to graduating students and delivered via Survey Monkey. The exit survey is a requirement for ASHA/CAA accreditation.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

Year	Semester	Assessment Activities	SHS Faculty Discussion
One	Fall	Submit assessment plan to A&S for approval	n/a
	Spring	Administer graduate student exit survey to assess A.1, C.2, C.3	Fall
		Perform assessment of A.1, B.2, C.1, C.2, C.3 (CAA KASA)	
		Administer comprehensive	

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		exam for the assessment of B.1, B.2, C.1	
Two	Fall	Perform assessment of A.1, B.2, C.1, C.2, C.3 (CAA KASA)	Spring
		Administer graduate student exit survey to assess A.1, C.2, C.3	
	Spring	Perform assessment of A.1, B.2, C.1, C.2, C.3 (CAA KASA)	Fall
		Administer graduate student exit survey to assess A.1, C.2, C.3	
		Administer comprehensive exam for the assessment of B.1, B.2, C.1	
	Three	Fall	Perform assessment of A.1, B.2, C.1, C.2, C.3 (CAA KASA)
Administer graduate student exit survey to assess A.1, C.2, C.3			
Spring		Perform assessment of A.1, B.2, C.1, C.2, C.3 (CAA KASA)	Fall
		Administer graduate student exit survey to assess A.1, C.2, C.3	
		Administer comprehensive exam for the assessment of B.1, B.2, C.1	

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 performance KASA data from the web-based application (Calipso), analyzing the data, and interpreting the data for presentation to the SHS faculty. The assessment coordinator/department chair will prepare an annual assessment report for the American Speech-Language and Hearing Association and the College of Arts and Sciences, 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 comprehensive examination grading rubric [DIRECT assessment]

Question #1 Rubric

Student ID: _____ Grader: _____

Overall Grade: High Pass Pass Fail

Student feedback: to be sent with results (required for fail)

Invite student to meet with faculty after the exam is over. (to give feedback for a passed response)

		Response	Check if present and accurate	Comments	P/F
1	Required to pass	Hearing status addressed thru case hx or screening			
2	Required to pass	Case history addresses at least 3 of the following: Pregnancy & birth hx Child's med hx Major milestones Previous evals/services			
3	Required to pass	Assessment plan addresses <ul style="list-style-type: none"> • Oral mech • Phonology • Morphosyntax (MLU plus at least one specific morphosyntactic area) • Semantics (e.g., NDW) • Pragmatics (identifies skill areas or appropriate tool) • Receptive language 			

Rationales

Norm-ref stand measures

Considers age

Areas covered

Psychometric qualities considered

Language sample

Authenticity

Analyses “match” stated areas