Program: **Speech Pathology and Audiology M.S.**

Department: **Speech Pathology and Audiology**

Number of students enrolled in the program in Fall, 2011: **75**

Faculty member completing template: **Laureen O’Hanlon** Date: **Jan 12th 2012**

*Period of reference in the template: 2006-07 to present*

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

   Our graduate program has undergone rigorous continuous assessment throughout the past 6 years and each year we have refined our measurement tools and expanded our assessment to clearly distinguish between formative and summative assessment of both specific student learning in courses as well as overall program efficiency and effectiveness. We continually close the loop of assessment through curriculum modifications. Many of our student learning and program assessment processes for our undergraduate program were developed in response to our national accrediting body (ASHA) knowledge and skills assessment learning outcomes guidelines (KASA 2005). In 2008, we developed clinical competencies across our graduate clinical practicum curriculum to better formatively and summatively assess our students’ clinical learning outcomes as well as our clinical training program effectiveness. Our program-wide assessment processes also include recently revising our alumni and employer surveys (2008 and 2010) as well as our discussions and responses from our advisory board (2010) to assess how well our program is meeting the learning outcomes. Also in 2010, as another program wide assessment, our faculty developed a specific student learning assessment to evaluate how students understood specific concepts across all cohorts groups. In 2011, we developed learning outcomes competencies to provide more specific formative assessment of student learning within all courses. In 2012, we plan to administer a revised specific student learning assessment focusing on targeted learning outcomes that cover concepts across our curriculum.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

   Our department assessment plan covers both our graduate and undergraduate programs. For this document focusing on our graduate program, we have selected four learning outcomes that
are more specific to our graduate program. Learning Outcomes presented below are not prioritized as each has a high priority. Although we chose these four to highlight based upon the instructions above, we prioritize, target and measure progress towards all of our learning goals as indicated in our department assessment plan as posted on the campus website: http://webapps2.csus.edu/assessment/plans/default.aspx.

1) **Demonstrate professional communication skills.** This learning outcome was targeted by our faculty because professional communication skills are vital to succeeding in the educational and health fields related to our profession. Feedback from our alumni and employer surveys as well as from our advisory board input confirms that these skills are important for our graduates to succeed. This goal is also a high priority for our national accrediting body.

2) **Assess speech, language and hearing performance and appropriately interpret and apply information.** This goal was targeted by our faculty because we highly value these skills within our profession. Feedback from our alumni and employer surveys as well as from our advisory board input confirms that these skills are important for our graduates to succeed. This goal is also a high priority for our national accrediting body.

3) **Plan, implement, evaluate and modify educational or clinical interventions across a wide range of patients.** This goal was targeted by our faculty based on feedback from our alumni and employer surveys as well as feedback from our advisory board. These groups indicated that this knowledge and skill was very important for a successful graduate of our program. This goal is also a high priority for our national accrediting body.

4) **Earn appropriate credential, licenses and/or certifications.**
   This goal was targeted by our faculty based on graduation and completion goals from our national accrediting body as well as on campus. Students who successfully complete our program will ultimately achieve all credential, licenses and certifications necessary to practice as a Speech-Language Pathologist.

3. **For undergraduate programs only,** in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible. N/A

4. **For each desired outcome indicated in item 2 above, please:**
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.
Learning Outcome #1.  a) We targeted this outcome in our alumni and employer surveys as well as in our clinical competencies.  b) In 2010, we had 15 employers and 66 alums respond to our survey.  We survey our employers and alums every 2 years.  Since 2009, all students in practicum courses in the graduate program have been evaluated utilizing the clinical competencies.  c) Questions and results from our 2010 employer and alumni survey and examples of clinical competencies are available on our department 2010 Accreditation website: [http://www.csus.edu/HHS/SPA/accreditation/](http://www.csus.edu/HHS/SPA/accreditation/).  Our employer and alumni survey included three questions targeting this learning outcome.  One question focusing on whether our graduates maintain positive relationships with clients and instructional staff, and another question on whether our graduates respond well to supervision, finally a question on how well the curriculum provided graduates with communication skills required by the discipline.  All clinical competencies have several items related to effective communication skills.  d) We evaluated the responses to our survey questions by totaling the responses and determining the proportion of respondents who indicated how well we were achieving the learning outcome.  Students and supervisors use the clinical competencies to formatively assess their clinical skills as they progress through the program.  Clinical competencies are also tracked across cohort groups for overall program learning outcomes.

Learning Outcome #2.  a) We targeted this outcome in our alumni and employer surveys as well as in our clinical competencies.  b) In 2010, we had 15 employers and 66 alums respond to our survey.  We survey our employers and alums every 2 years.  Since 2009, all students in practicum courses in the graduate program have been evaluated utilizing the clinical competencies.  c) Questions and results from our 2010 employer and alumni survey are available on our department 2010 Accreditation website: [http://www.csus.edu/HHS/SPA/accreditation/](http://www.csus.edu/HHS/SPA/accreditation/).  Our employer and alumni survey included two questions targeting this learning outcome.  One question focusing on whether our graduates demonstrate adequate knowledge of diagnostic techniques and instrumentation and the other on how well the curriculum provided graduates with assessment skills required by the discipline.  All clinical competencies have several items related to assessment skills.  d) We evaluated the responses to our survey questions by totaling the responses and determining the proportion of respondents who indicated how well we were achieving the learning outcome.  Students and supervisors use the clinical competencies to formatively assess their clinical skills as they progress through the program.  Clinical competencies are also tracked across cohort groups for overall program learning outcomes.

Learning Outcome #3 a) We targeted this outcome in our alumni and employer surveys as well as in our clinical competencies.  b) In 2010, we had 15 employers and 66 alums respond to our survey.  We survey our employers and alums every 2 years.  Since 2009, all students in practicum courses in the graduate program have been evaluated utilizing the clinical competencies.  c) Questions and results from our 2010 employer and alumni survey are available on our department 2010 Accreditation website: [http://www.csus.edu/HHS/SPA/accreditation/](http://www.csus.edu/HHS/SPA/accreditation/).  Our employer and alumni survey included questions asking if the graduate is able to establish an appropriate caseload.  All clinical competencies have several items related to planning
implementing and monitoring intervention skills. d) We evaluated the responses to our survey questions by totaling the responses and determining the proportion of respondents who indicated how well we were achieving the learning outcome. Students and supervisors use the clinical competencies to formatively assess their clinical skills as they progress through the program. Clinical competencies are also tracked across cohort groups for overall program learning outcomes.

Learning Outcome #4 a) We targeted this outcome in our data collected on completion rates and post-graduation employment for students. Completion of our program includes completing all requirements for national certification, state licensure and the option of a school credential. b) All students in our graduate program have been included in data collection for completion rates and post-graduation employment. c) Completion rate and employment data from the past 5 years are available on our department 2010 Accreditation website: [http://www.csus.edu/HHS/SPA/accreditation/](http://www.csus.edu/HHS/SPA/accreditation/). d) We identify students within cohort groups when they begin the clinical training program. By these cohort groups, we track the numbers of students who complete within the expected time of 5 semesters as well those who do not complete. We also track all first year your employment of all graduates by cohort groups.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

Student Learning Outcome #1: Our assessment of our students’ professional communication skills has indicated that our students demonstrate excellent professional communication skills. We have continued to focus on this as one of the strengths of our curriculum.

Student Learning Outcome #2: In response to our assessment of students’ assessment and diagnostic skills, we increased focus on interpreting standard scores across all courses across and we will be adding a new question on our student learning assessment and to our employer, alumni and student surveys to determine how these curricular changes have impacted student learning.

Student Learning Outcome #3: Our assessment of our students’ professional communication skills has indicated that our students demonstrate excellent treatment management skills although they have some difficulties initially managing their caseloads. In response to this, we have increased discussion of caseload management across our graduate curriculum including our internship methods course. We plan to include a new question on our alumni and employer survey to further assess this goal.

Student Learning Outcome #4: Our students’ completion rates and employment data continue to be very strong indicators of how well we are training our students.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this
information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur. As indicated above we regularly survey our alums. Please see our Alumni Survey results as well as analyses and discussions of our survey results in our 2010 ASHA Accreditation report and our 2010 Program Self Study Report on our Accreditation website: http://www.csus.edu/HHS/SPA/accreditation/

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

We pursue learning outcomes spelled out in the ASHA KASA guidelines. The set of outcomes developed in our department assessment plan are not in excess of the ASHA guidelines, they are aligned with the KASA guidelines.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

We continually close the loop of assessment through curriculum modifications. For example, in response to student learning assessment across our cohorts we have incorporated increase focus on distinctions between speech and language across numerous courses. Evidence of the impact of these modifications is already emerging in anecdotal feedback from undergraduate and graduate site supervisors and upcoming formal reassessment of student learning is in progress for spring 2012. We also recently developed department wide formative assessment of learning outcomes across all courses utilizing Learning Outcome Competency plans in every syllabus specifying how students are assessed for all course specific learning outcomes. Our excellent national praxis exam pass rates for our graduate students who are nearly 100% alums from our undergraduate program (http://www.csus.edu/HHS/SPA/department%20information/department_data.html) clearly demonstrate success in achieving our learning outcomes. Finally, our National Accrediting Association and the CCTC both commended our program in our Fall 2011 site visits. Our ASHA site visit report and our portion of the CCTC report are available on our accreditation website (http://www.csus.edu/HHS/SPA/accreditation/).