

# 2012-2013 Department of Speech Pathology & Audiology Annual Assessment Report

1. As a result of last year's assessment effort, have you implemented **any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?**

- a. If so, what are those changes? How did you implement those changes?
- b. How do you know if these changes have achieved the desired results?
- c. If no, why not?

The Department of Speech Pathology & Audiology did not alter its assessments or learning outcomes in the 2012-2013 academic year. The Department made changes in assessments in preparation for the American Speech-Language Hearing Association (ASHA) accreditation renewal visit in the fall of the 2011-2012 academic year. The effectiveness of these changes are currently being reviewed. The assessment data collected this spring will be analyzed over the summer and presented at the Fall Department Retreat for review. At that time, discussions, if needed, will begin regarding any program modification needs.

2. As a result of last year's assessment effort, have you implemented **any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?**

- a. If so, what are those changes? How did you implement those changes?
- b. How do you know if these changes have achieved the desired results?
- c. If no, why not?

We have not changed student advising, curriculum, budgeting or planning.

We did change the co-curriculum required by the department. ASHA accreditation requires that students in speech pathology and audiology have knowledge and understanding of basic physical and biological sciences as well as introductory level psychology, human development throughout the life span, statistics, and sign language. As Sac State requires physical and biological sciences as part of the General Education curriculum, we dropped those classes as prerequisites with the assumption that our students take them as required by the university.

3. What **PROGRAM** (not course) learning outcome(s) have you assessed this academic year?

We assessed a few core concepts that cross course boundaries, such as understanding of:

- Differences between the systems of speech and language;
- Interpretation of audiological testing data;
- Pathological voice/hypernasality characteristics and etiologies;
- Knowledge of standardized testing theory, statistics, and interpretation.

4. What method(s)/measure(s) have you used to collect the data?

A Learning Outcome Assessment test was administered to students in the junior, senior, 1st year and second year graduate level course. Tests were administered in paper format and the response were recorded in an online survey mechanism (Survey Monkey). Test consisted of twelve questions representing general learning outcomes for the undergraduate and graduate programs.

5. What are the criteria and/or standards of performance for the program learning outcome?

Given the foundational nature of these concepts, 100% accuracy is our criteria.

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

A Learning Outcome Assessment test was administered to students in the junior, senior, 1st year and second year graduate level course in the spring of 2010, 2012, and 2013. The assessment data collected this spring will be analyzed over the summer and presented at the Fall Department Retreat for review. At that time, discussions, if needed, will begin regarding any program modification needs.

- a. In what areas are students doing well and achieving the expectations?

In terms of the above program assessment, results are unknown at this time. However, for the Academic Year of 2012-2013, all of our seniors met the 2.5 minimum GPA required by the Speech Pathology and Audiology Department for graduation.

- b. In what areas do students need improvement?

In terms of the above program assessment from question 3., this is unknown.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)?

Unknown at this time.

- a. If so, what changes do you anticipate? How do you plan to implement those changes?

Unknown at this time.

- b. How do you know if these changes have achieved the desired results?

As above.

- c. If no, why not?

As above.

8. Which program learning outcome(s) do you plan to assess next year? How?

As stated above, the assessment data collected this spring will be analyzed over the summer and presented at the Fall Department Retreat for review. At that time, discussions, if needed, will begin regarding the same or different core concepts to be assessed at the end of the coming academic year. At this point in time, we plan to continue using paper and pencil testing.