

Doisy College of Health Sciences Program-Level Assessment Plan



Program: Speech, Language & Hearing Sciences	Degree Level: Master's (M.S.)
Department: M.S. SLHS	
Date (Month/Year): 5/2021	College/School: Doisy College of Health Sciences
	Primary Assessment Contact: Mitzi Brammer

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level (e.g., introduced, developed, reinforced, achieved, etc.) at which student development is expected in each course.	Program Target	Assessment Methods		Use of Assessment Data 1. How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? 2. How and when will the program evaluate the impact of assessment-informed changes made in previous years?	Timeline (any 12-month period is acceptable) <u>Example:</u> <i>Academic years ending in an odd number</i>
				Student Artifacts (What) 1. Which student artifacts will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	Evaluation Process (How) 1. What process will be used to evaluate the student artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.		
1	Students will demonstrate knowledge of communication and swallowing disorders	CSDI 5450 Speech Sound Disorders in Children (introduced) CSDI 5550 Early Childhood Language Disorders (introduced)		Speech Sound Disorders: speech sample analysis project Early Childhood Language Disorders: language sample transcription/analysis	1. individual analysis of performance based on guidelines set forth in a prescribed rubric; answer key for tests/quizzes developed by the professor/instructor	The analysis action plan will be determined after all data are collected by the faculty and analyzed by the Program Director . The assessment-informed changes will be revised	Academic years ending in an odd number

		CSDI 5630 Dysphagia (introduced)		s project Dysphagia: Completion of MBSImP Web Based Training and Acute Care Lab & Written Report	of the course 2. certificate of successful completion; rubrics; test keys; eValue® online scoring tool/rubric	in the plan, and implemented in the next academic year.	
2	Students will demonstrate evidence-based practice (EBP), including critical appraisal of research	CSDI 5050 Research for the Clinician (developed) CSDI 5530 Augmentative and Alternative Communication (reinforced) CSDI 5012 Clinical Practicum (achieved)		Research for the Clinician: PICO project AAC: Assessment Plan, Device Recommendation & Embedded Instruction Plan Project Clinical Practicum: Clinical performance as measured by supervisor observation and eValue® ratings	1. individual analysis of performance based on guidelines set forth in a prescribed rubric; answer key for tests/quizzes developed by the professor/instructor of the course 2. rubrics; test keys; eValue® online scoring tool/rubric	The analysis action plan will be determined after all data are collected by the faculty and analyzed by the Program Director . The assessment-informed changes will be revised in the plan, and implemented in the next academic year.	Academic years ending in an even number

3	Students will demonstrate understanding of the ICF framework (e.g., to counter ableism and cultural bias)	<p>CSDI 5720 Neurogenic Communication Disorders in Adults (developed)</p> <p>CSDI 5770 Multilingual Communication Disorders (developed)</p> <p>CSDI 5800 Professional Issues (developed)</p> <p>CSDI 5820 Cognitive Communication Disorders (introduced)</p>		<p>Neurogenic Communication Disorders in Adults: complete a treatment hierarchy for a specific neurogenic communication disorder (project)</p> <p>Multilingual Communication Disorders: Praxis Practice Exam</p> <p>Cognitive Communication Disorders: midterm and final exams</p>	<p>1. individual analysis of performance based on guidelines set forth in a prescribed rubric; answer key for tests/quizzes developed by the professor/instructor of the course</p> <p>2. rubrics; test keys; eValue® online scoring tool/rubric</p>	<p>The analysis action plan will be determined after all data are collected by the faculty and analyzed by the Program Director. The assessment-informed changes will be revised in the plan, and implemented in the next academic year.</p>	Academic years ending in an odd number
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4	Students will demonstrate cultural and linguistic competence	<p>CSDI 5012 Clinical Practicum (achieved)</p> <p>CSDI 5770 Multilingual Communication Disorders (reinforced)</p> <p>CSDI 5510 Social Communication Disorders (developed)</p>		<p>Clinical Practicum: Clinical performance as measured by supervisor observation and eValue® ratings</p> <p>Multilingual Communication Disorders: Praxis Practice Exam</p> <p>Social Communication Disorders: Social Communication Language Assessment Report</p>	<p>1. individual analysis of performance based on guidelines set forth in a prescribed rubric; answer key for tests/quizzes developed by the professor/instructor of the course</p> <p>2. rubrics; test keys; eValue® online scoring tool/rubric</p>	<p>The analysis action plan will be determined after all data are collected by the faculty and analyzed by the Program Director. The assessment-informed changes will be revised in the plan, and implemented in the next academic year.</p>	<p>Academic years ending in an even number</p>
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Additional Questions

1. On what schedule/cycle will faculty assess each of the program's student learning outcomes? (Note: It is not recommended to try to assess every outcome every year.) Faculty will assess PLOs 1 and 3 in years ending in an odd number. Faculty will assess PLOs 2 and 4 in years ending in an even number.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

All graduate faculty were involved in selecting the PLOs they felt were important to address during this new cycle.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.