Program Assessment Plan for Speech-Language Pathology Master’s Program 2022-2023

NOTES: KASA stands for Knowledge and Skills Acquisition. The American Speech-Language-Hearing Association specifies the knowledge and skills students must obtain during their education in order to become a certified professional upon graduation. Knowledge and skills must be assessed in multiple ways across the curriculum. Students must earn grades of B or above on KASA projects in academic courses and clinic. If they do not, they are given two chances to remediate the grade on the KASA project. If they do not successfully remediate the project, they receive an F in the course and must repeat it. See attached KASA grid for documentation of how KASA projects are mapped to the curriculum.

Clinic grade form includes performance on professional dispositions, including ethical behavior. Please see attached grade form for more information.

SimuCase: To increase students' knowledge of how to apply what they are learning in the classroom to the patients they serve in the Clinic, we began to utilize a program called SimuCase. This is a computerized program that presents a number of clinical cases that require students to make decisions about how to proceed in assessing/treating the client. The program gives students feedback about the appropriateness of their decisions and faculty/clinical educators also debrief students on their performance. We have identified a number of cases that will cross multiple classes and clinical experience.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Goal 1**  The program provides students with comprehensive coursework in the discipline of speech-language pathology. | | | | | | |
| **Outcome(s)** | **Data Needed** | **Data**  **Already Available** | **What group(s)**  **will be assessed?** | **Assessment Methods** | **Who will conduct assessment?** | **Timeline** |
| Students will be able to demonstrate knowledge that covers the breadth and depth of the field of study including ethics of the discipline and  multicultural issues | Status of progress on KASA standards  Course grades | Yes | All students in MS SLP  program | Direct: instructor determined KASA requirements and course assessments | Instructors will determine KASA standards and grades for each course | End of each semester |
|  | Praxis Exam  scores |  |  | Direct (summative): Praxis Exam scores | Educational  Testing Service (ETS) provides  scores | Annual |
|  | SimuCase  performance |  |  | Direct (formative): student performance during debriefing and reflective writing.  Student achieves 90%  mastery on case report | All SLP faculty and clinical educators | Ongoing throughout each on- campus semester |
| Students will be able to write professionally. | Students’ clinic and academic written  products | Yes | All students in MS SLP  program | Direct: Instructor determined writing requirements | All SLP faculty and clinical educators | End of each semester |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Goal 2**  The program provides students with clinical experiences that develop professional skills needed to work in all clinical settings with diverse patients. | | | | | | |
| **Outcome(s)** | **Data Needed** | **Data**  **Already Available** | **Group(s)**  **that will be assessed?** | **Assessment Methods** | **Who will**  **conduct assessment?** | **Timeline** |
| Students will develop and implement evaluation plans that are appropriate for individual clients | Status of progress on KASA  standards | Yes | All students in MS SLP  program | Direct: clinical educator determined KASA requirements | SLP clinical educators | End of each semester |
| Students will create and implement treatment plans that are appropriate for individual patients and groups of clients | Status of progress on KASA  standards | Yes | All students in MS SLP  program | Direct: clinical educator determined KASA requirements | SLP clinical educators | End of each semester |
| Students will be able to write clinical reports | Status of progress on KASA  standards | Yes | All students in MS SLP  program | Direct: clinical educator determined KASA requirements | SLP clinical educators | End of each semester |
| Students will follow the ASHA Code of Ethics in all clinical experiences | Clinic performance tracked in  Calipso | Yes | All students in MS SLP  program | Direct: clinical educator assessment of overall performance in Clinic | SLP clinical educators | End of each semester |
| Students will complete assigned simulated experiences. | SimuCase performance | Yes | All students in MS SLP  program | Direct: student performance during debriefing and/or reflective writing. | SLP clinical educators | As assigned throughout  a semester |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Goal 3**  The program ensures that students understand the evidence-base for the profession and how to provide evidence-based practice. | | | | | | |
| **Outcome(s)** | **Data Needed** | **Data Already**  **Available** | **What group(s) will**  **be assessed?** | **Assessment Methods** | **Who will conduct**  **assessment?** | **Timeline** |
| Students will apply evidence-based knowledge to assessments and interventions in clinic settings | Status of progress on KASA standards | Yes | All students in MS SLP  program | Direct: clinical educator determined KASA requirements | SLP clinical educators | End of each semester |
| Students will apply evidence-based knowledge to assessments and interventions in simulation experiences | Mastery of SimuCase simulation experience | Yes | All students in MS SLP  program | Direct (formative): student performance during debriefing and reflective writing. For SimuCase, student achieves 90%  mastery on case report | SLP clinical educators and faculty | As assigned throughout a semester |
| Students will be critical consumers of literature in the field | Student grades in CSD 409 | Yes | All students in MS SLP  program | Direct: Instructor determined assessments | Course instructor | End of each CSD 409  course  offering |

Program Goal 4 continued on next page

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Goal 4**  Program utilizes input from concerned stakeholders to ensure student engagement in the program and the high quality of experiences offered to students. | | | | | | |
| **Outcome(s)** | **Data Needed** | **Data Already**  **Available** | **What group(s) will**  **be assessed?** | **Assessment Methods** | **Who will conduct**  **assessment?** | **Timeline** |
| Students will maintain an active voice in appropriate departmental discussions and decisions | Student feedback | Yes | All SLP MS  students | Indirect: Mid-term chats,  Immediacy scales | CTLT  Chair of department | Each spring semester  Beginning each fall semester |
|  |  |  |  | Student advisory  board feedback | Chair of department | Ongoing |
| Alumni will provide department with feedback regarding satisfaction of education gained through experiences while a student in the program | Alumni feedback | Yes | All SLP MS  alumni | Indirect: alumni and department created surveys | UAS & Chair, Advisor, DCE | Annual |
| American Speech-Language- Hearing Association’s Council for Academic Accreditation (CAA)  will approve program’s annual  CAA report | Evidence of changes made due to stakeholder feedback | Yes | All SLP MS  students and alumni | Indirect: midterm chats,  student advisory board feedback, | CTLT  Chair of department | Middle of each spring semester  Ongoing |
|  |  |  |  | evaluations of  external site clinical educators,  alumni surveys | SLP Clinic  Director UAS,  department | End of semester  Annual |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty, ISU clinical educators, external clinical educators will provide ongoing feedback regarding curriculum | Faculty, ISU clinical educators and external clinical educators’ feedback | Yes | All SLP MS  students | Indirect: Curriculum committee review of curriculum.  Department discussion at department meetings and retreats of curriculum.  Indirect: Survey of external clinical educators | Faculty, ISU clinical educators  External clinical educators | Ongoing throughout academic year  End of every clinical experience in which external clinical educator  is engaged with student. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Goal 5**  The program prepares students to be employed as qualified and competent speech-language pathologists. | | | | | | |
| **Outcome(s)** | **Data Needed** | **Data Already**  **Available** | **What group(s) will be**  **assessed?** | **Assessment Methods** | **Who will conduct assessment?** | **Timeline** |
| Students will be employed as speech-language | Employ- | Yes | All SLP MS | Indirect: Exit | SLP Clinic Director | End of |
| pathologists after graduation from the | ment data |  | students | interview with |  | semester |
| program |  |  |  | SLP Clinic |  |  |
|  |  |  |  | Director |  |  |
| Graduates of the program will indicate that they were well prepared for employment as clinical speech-language pathologists | Alumni feedback | Yes | All SLP MS  alumni | Indirect: UAS and Department Alumni survey | UAS and Department Chair, DCE, advisor | Annual |
|  |  |  |  |  | Bi-annual |  |
| Employers of CSD graduates will indicate that program graduates are competent clinical speech-language pathologists | Employer feedback | Yes | Employers of SLP graduates | Indirect: Employer survey | Department Chair, DCE, advisor | Annual |

Note: All data pertaining to the above listed Program Goals are discussed at least twice a year – at a mini-retreat in the spring and in an all- day retreat in the fall. Changes to the program are discussed and implemented in a timely manner as a result of these discussions. This is a requirement of our accrediting body and changes made to the program are listed in the annual report we submit each July.