



**Student Learning Outcomes Assessment**  
**Department: Speech, Language and Hearing**

**Academic Year: 2016-2017**  
**Program: Speech-Language Pathology**

*B.S. Speech and Hearing Sciences*

<b>Year</b>	<b>Objective</b>	<b>Direct Measure (DM)</b>	<b>DM Results</b>	<b>Indirect Measure (IM)</b>	<b>IM Results</b>
2017	At program completion, at least 80% of our students will demonstrate strong research writing skills conforming to the American Psychological Association (APA) style guide.	Percentage of graduating students who score 3 or above on a four-level assessment rubric for effective, strong, and clear APA style writing.	82% of a random sample of the graduating students (i.e., 11/50; 22%) earned a composite score of 3 or above on a four-level assessment rubric for writing.	Median Likert scale rating of 4 on a five-point survey of perceived writing ability.	This measure was not developed and administered to students.
<b>Impression</b>		Of the graduating seniors who were assessed with a four-level rubric, 100% achieved a 3 or above on Context and Purpose for Writing, 100% achieved a 3 or above on Content Development, 100% achieved a 3 or above on Genre and Disciplinary Conventions, 18% achieved a 3 or above on Sources and Evidence, and 100% achieved a 3 or above on Control of Syntax and Mechanics.		N/A	
<b>Proposed Action Item: Tool</b>	Create Perceived Writing Ability Exit Survey and administer near the end of Spring 2018. The four-level assessment rubric was applied to an assignment in the Clinical Observation class—consider applying to a course with more research writing such as Audiologic Rehabilitation.				
<b>Proposed Action Item: Program Content</b>	Undergraduate courses should continue to focus on offering a variety of writing assignments, including research assignments, when appropriate considering content.				
<b>Action Items Implemented</b>	N/A				
<b>Objective to be Assessed Again/Next</b>	Objective 1: At the time of program completion, at least 80% of SHS students will demonstrate knowledge of the theoretical foundations of speech, language, and hearing sciences that support normal communication development and use. Objective 3 will be assessed again in AY 2017-2018. The Perceived Writing Ability Exit Survey will be created during Fall 2017. During Spring 2018 a research writing assignment will be rated using the four-level assessment rubric. The Exit Survey will be administered near the end of Spring 2018.				



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*M.A. Speech Language Pathology*

<b>Year</b>	<b>Objective</b>	<b>Direct Measure (DM)</b>	<b>DM Results</b>	<b>Indirect Measure (IM)</b>	<b>IM Results</b>
2017	At the conclusion of the hospital-based clinical practicum, 90% of the 2016 MASLP graduating cohort will meet or exceed 83% competency on the Edinboro University Clinical Practicum Evaluation Form (EU-CPE).	Percentage of students in the graduating cohort that complete a hospital-based clinical practicum who meet or exceed 83% competency on the EU-CPE.	100% of the graduating cohort that completed a hospital-based clinical practicum met or exceeded 83% competency on the EU-CPE.	Growth in hospital-based professional knowledge and practice from mid-term to final evaluation.	A Wilcoxon signed-rank test showed that there was a statistically significant change in grades from midterm to final ( $Z = -3.064$ , $p = .002$ ). Median scores were 92 at midterm and 105 at final.
<b>Impression</b>		Of the graduating cohort who completed a hospital-based clinical practicum, 100% achieved competency in Professional Behaviors; 100% achieved exceptional ratings in Approach to Clinical Work; 100% achieved exceptional ratings in Evaluation Skills; 100% achieved exceptional ratings in Intervention Skills; and 100% achieved exceptional ratings in Interaction and Personal Qualities.		There is a statistically significant growth in hospital-based professional knowledge and practice from midterm to final evaluation in MASLP students completing a hospital-based practicum.	
<b>Proposed Action Item: Tool</b>	N/A				
<b>Proposed Action Item: Program Content</b>	Continue to offer school-based screening and shadowing experiences as well as SHLD790 Communication Disorders in the Educational Setting to graduate students matriculated in the MASLP program.				
<b>Action Items Implemented</b>	<ul style="list-style-type: none"> <li>*Collect the National Examination in Speech-Language Pathology (NESP) summary page for each student from the 2017 graduation cohort (for Objective 1).</li> <li>*Using the published national quartile scores on each of the three content areas of the NESP, determine for each student in the MASLP graduating cohort the quartile in which his/her raw score falls.</li> <li>*Compute and report the percentage of students meeting or exceeding the 25<sup>th</sup> percentile on each of the seven content areas.</li> </ul>				
<b>Objective to be Assessed Again/Next</b>	Objective 1: For each of the three test content categories (Foundations and Professional Practice; Screening, Assessment, Evaluation, and Diagnosis; and Planning, Implementation, and Evaluation of Treatment) of the NESP 80% of the graduating cohort will score at the 25 <sup>th</sup> percentile or higher compared with the benchmark set by all test takers nationally for that test administration year.				