### Department of Speech, Language and Hearing
### Student Learning Outcomes Assessment, 2015-2016

#### BS Speech and Hearing Sciences

<table>
<thead>
<tr>
<th>Year</th>
<th>Objective</th>
<th>Direct Measure (DM)</th>
<th>DM Results</th>
<th>Indirect Measure (IM)</th>
<th>IM Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>At program completion, at least 80% of SHS students will demonstrate pre-professional integration of introductory knowledge about communication processes and disorders.</td>
<td>Earned score of 19/25 (75%) or better on SHS Communication Disorders (CD) Assessment*</td>
<td>Overall Results+  40% of graduating seniors got 75% or better. Class average was 71%; 50% of graduating seniors scored between 60-74%; 10.5% of graduating seniors scored between 30-60%</td>
<td>Median Likert scale rating of 4 (on five-point scale) on SHS Communication Disorders Learning Outcomes (CDLO) Exit Survey</td>
<td>28 of 30 (93%) learning outcome statements had median Likert scale rating of 4 or 5.</td>
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#### Impression

Graduating seniors retained better than 70% of the declarative (explicit) content presented in their core classes, with the exception of Managing Speech Sound Disorders, as measured by this instrument. Graduating seniors agree/strongly agree that they grasp the concepts/skills targeted as learning outcomes in their Communication Disorder courses. Students uniformly agreed that they grasp the concepts/skills targeted as learning outcomes in all five of the course assessed.

#### Limitations

Multiple-choice tests assess convergent knowledge. Convergent knowledge is most frequently acquired through rote memorization. Information that is memorized but not practiced or elaborated upon is not likely to be stored in long-term memory. Most multiple choice testing doesn’t measure how well a student understands something, instead it manufactures the illusion of right and wrong, ignoring the fluid nature of information. This assessment did not reveal what these graduating students do know. It revealed that they are confused about what the best answer should be. With the excitement of completing their degree program and its requisite time and financial investment, students may over-estimate their abilities when faced with statements of what they can do versus activities in which they have to demonstrate that knowledge/skill.

#### Proposed Action Item: Tool

Item analysis revealed that some questions were not well written and contributed to the class average falling just below the target of 75%. Some questions can be improved by making them case-based. Consider rewriting or developing cases for questions in which less than 35% of the respondents obtained the correct response.

#### Proposed Action Item: Program Content and Course Assessment Practices

1. Student assignments in disorder classes should emphasize practice with new/important information using case-based discussion and analysis.
2. In-class and out-of-class activities should emphasize elaborative rehearsal (e.g., thinking of related examples of the content, mentally tying the information together, creating mental image of the information) and personal experiences. We want the tone of learning to be one of a constant process of reconciling old thinking with new data/information.
3. Course content should be presented in multiple sensory modalities to encourage expansion/elaboration of information in memory stores, and purposeful connections and association with prior knowledge should be pointed out to students.
4. Retention of new learning can be improved through distributed practice across multiple sessions. Students will recall information better when it is paired with personal experience.
5. Assessment instruments in disorder classes should incorporate skill practice with critical reading, writing, and problem-solving, capitalizing on divergent, evaluative, integrative, and inferential thinking processes, instead of lower level convergent and memory processes.

#### Action Items Implemented

NA

#### Objective to be Assessed Again/Next

Objective 3 will be assessed in AY 2016-2017. Direct and indirect writing ability assignment and assessment rubric will be developed in Fall 2016 and administered in Spring 2017. Objective 2 will be assessed in AY 2018-2019 with a revision of the present SHS CD assessment instrument.
Notes: Demographics: 38 seniors (no post-baccalaureat students) graduating in May/December 2016; Test Characteristics: 25 primarily case-based multiple choice questions (5 questions per course content area); Administration: Anonymous group first week of April; two class sections; average time to complete assessment was 25 minutes

+ Percentage of Questions Missed by Course: 27% Survey Comm Disorders Children; 20% Survey Comm Disorders Adults; 47% Managing Speech Sound Disorders; 30% Aural Rehabilitation; and 22% Comm Disorders Across Cultures

MA Speech-Language Pathology

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<td>2016</td>
<td>On the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE430 form) completed at the conclusion of the school-based clinical practicum, 80% of the MASLP graduating cohort will achieve a superior or better rating in each area assessed on the PDE430.</td>
<td>Percentage of students in the graduating cohort that complete a school-based clinical practicum who achieve or exceed a superior rating in each area assessed on the PDE430.</td>
<td>100% of the graduating cohort that completed a school-based clinical practicum achieved or exceeded a superior rating in each area assessed on the PDE430.</td>
<td>Growth in school-based professional knowledge and practice from mid-term assessment to final assessment.</td>
<td>A Wilcoxon Signed-Rank Test with alpha set at .05 was computed for ratings of related samples at midterm and final. The z-value of -3.1798 was significant (p=0.00148).</td>
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Impression

Of the graduating cohort who completed a school-based clinical practicum, 82% achieved exemplary ratings in Planning and Preparation; 94% achieved exemplary ratings in Classroom Environment; 77% achieved exemplary ratings in Instructional Delivery; and 94% achieved exemplary ratings in Professionalism.

There is a statistically significant growth in school-based professional knowledge and practice from midterm to final assessment in MASLP students completing a school-based practicum.

Proposed Action Item: Tool

NA

Proposed Action Item: Program Content

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.

Objective to be Assessed Again/Next

Objective 3: 90% of the 2016 MASLP graduating cohort completing a hospital-based clinical practicum will meet or exceed 83% competency on the Clinical Practicum Evaluation (EU-CPE) form.