### B.S. Speech and Hearing Sciences

<table>
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<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>2017</td>
<td>At program completion, at least 80% of our students will demonstrate strong research writing skills conforming to the American Psychological Association (APA) style guide.</td>
<td>Percentage of graduating students who score 3 or above on a four-level assessment rubric for effective, strong, and clear APA style writing.</td>
<td>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.</td>
<td>Median Likert scale rating of 4 on a five-point survey of perceived writing ability.</td>
<td>This measure was not developed and administered to students.</td>
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**Impression**

- 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.

**Proposed Action Item: Tool**

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.

**Proposed Action Item: Program Content**

Undergraduate courses should continue to focus on offering a variety of writing assignments, including research assignments, when appropriate considering content.

**Action Items Implemented**

N/A

**Objective to be Assessed Again/Next**

- 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.
# M.A. Speech Language Pathology

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<td>2017</td>
<td>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).</td>
<td>Percentage of students in the graduating cohort that complete a hospital-based clinical practicum who meet or exceed 83% competency on the EU-CPE.</td>
<td>100% of the graduating cohort that completed a hospital-based clinical practicum met or exceeded 83% competency on the EU-CPE.</td>
<td>Growth in hospital-based professional knowledge and practice from mid-term to final evaluation.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Impression**

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 mid-term to final evaluation in MASLP students completing a hospital-based practicum.

**Proposed Action Item: Tool**

N/A

**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.

**Action Items Implemented**

*Collect the National Examination in Speech-Language Pathology (NESP) summary page for each student from the 2017 graduation cohort (for Objective 1).
*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.
*Compute and report the percentage of students meeting or exceeding the 25th percentile on each of the seven content areas.

**Objective to be Assessed Again/Next**

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 25th percentile or higher compared with the benchmark set by all test takers nationally for that test administration year.