

Academic Assessment Report - AY 2014

Kean University
Union, New Jersey 07083

College of Education
School of Communication Disorders and Deafness
Graduate Program in Speech-Language Pathology

Accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), our program adheres to nationally recognized professional standards. Each student must evidence satisfactory completion of the **Knowledge and Skills Acquisition (KASA)** set, which we monitor using the **Student Assessment Management System (SAMS)**, a web-based tracking program where all data are collected and monitored, accessible to both faculty and students, charting progress toward meeting program and KASA requirements.

Program Student Learning Outcomes:

SLO1: demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (KU 4)

SLO2: demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates (KU 1-4)

SLO3: possess knowledge and skills reflective of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, with specific reference to articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing as well as the cognitive and social aspects of communication (KU 1-4)

SLO4: have knowledge of standards of ethical conduct and contemporary professional issues and certification (KU 2 & 4)

SLO5: have knowledge of processes used in research and the integration of research principles into evidence-based clinical practice (KU 1-4)

SLO6: has knowledge of and experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span (KU 1-3)

Program Level Student Learning Outcomes	Assessment Measure(s)	Assessment Criteria	Results of Assessment	Action To Be Taken
<p>SLO1: demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (KU 4)</p>	<p>Direct: SAMS (<i>see above description</i>) for basic process prerequisite courses: CDD 2251 Introduction to Speech, Language and Hearing Disorders, CDD 2254 Phonetics, CDD 2255 Language Development, CDD 2260 Anatomy and Physiology of the Ear and Speech Mechanism, CDD 3251 Speech Science, CDD 3258 Disorders of Speech Production and Voice, CDD 3259 Basic Audiology and CDD 3269 Neuroscience for Speech and Hearing</p> <p>Praxis Scores for 50 graduating second year students</p>	<p>Learning markers for basic communication processes coursework will be entered based on transcripts for all students first year students (c. 50)</p> <p>Praxis Scores (for which our Kean pass rates are monitored by ASHA) are analyzed by categories, one of which is basic human communication disorders and swallowing</p>		
	<p>Indirect: Number of students in need of remediation plans for</p>	<p>Grades less than B identified at end of each semester. We</p>		

grades less than B in basic communication processes coursework (CDD 5231 Aphasia (50 students), CDD 5238 Motor Speech Disorders (25 students), and CDD 5269 Dysphagia (50 students))

will continue to collect additional grades in CDD 5231 Aphasia, CDD 5238 Motor Speech Disorders. We expect also to actually have enough of CDD 5269 Dysphagia grades post- introduction of new required course CDD 3269 Neuroscience for Speech and Hearing to compare to existing pre-neuroscience class data so that we can assure continued and improved success and satisfaction of required ASHA KASA standard

Graduating Student Survey for 50 graduating second year students

All graduating students will take the survey in 2014, with results compared to 2013 in order to assure continued program success in satisfying ASHA KASA entry-level academic standards and clinical skill development toward "entry level proficiency." Last year, 30 students took the survey with a mean score of 4.7 on a 5-point scale of 1-5, with 5 being "strongly agree" that this ASHA KASA standard had

		been satisfied		
<p>SLO2: demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates (KU 1-4)</p>	<p>Direct: SAMS data for CDD 5229: Disorders of Phonology and Articulation, CDD 5231: Aphasia, CDD 5235: Language Disorders in Children, CDD 5240 Disorders of Fluency, CDD 5262 Disorders of Voice, CDD 5264: Augmentative and Alternative Communication, and CDD 5269: Dysphagia</p> <p>Praxis Scores for 50 graduating second year students</p> <p>Comprehensive Exam for 50 graduating second year students</p>	<p>Learning markers for knowledge of communication disorders will be entered for 100 first and second year students based on transcripts, to assure transitioning from “developing” to “entry level proficiency” in knowledge of specific communication disorders as prescribed by ASHA KASA. Remediation plans will be implemented immediately, if necessary.</p> <p>Praxis Scores (for which our Kean pass rates are monitored by ASHA) are analyzed by categories, one of which is knowledge of communication disorders and differences</p> <p>Scores and pass rate data are collected at appropriate intervals (November, March and June)</p>		

	<p>Indirect: Graduating Student Survey for 50 graduating second year students</p>	<p>All graduating students will take the survey in 2014, with results compared to 2013 in order to assure continued program success in satisfying ASHA KASA entry-level academic standards and clinical skill development toward “entry level proficiency.” Last year, 30 students took the survey with a mean score of 4.74 on a 5-point scale of 1-5, with 5 being “strongly agree” that this ASHA KASA standard had been satisfied</p>		
<p>SLO3: possess knowledge and skills reflective of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, with specific reference to articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing as well as the cognitive and social aspects of communication (KU 1-4)</p>	<p>Direct: SAMS - data from CDD 5202 Clinical Methods in SLP, CDD 5227/8 Advanced Clinical Practica in SLP 1 & 2, CDD 5229: Disorders of Phonology and Articulation, CDD 5231: Aphasia, CDD 5235: Language Disorders in Children, CDD 5240 Disorders of Fluency, CDD 5262 Disorders of Voice, CDD 5264: Augmentative and Alternative Communication, and CDD 5269: Dysphagia</p>	<p>Learning markers for knowledge and skills reflective of prevention, assessment and intervention for people with communication and swallowing disorders will be entered for 100 first and second year students based on transcripts and clinical evaluations, to assure transitioning from “developing” to “entry level proficiency” in assessing and treating clients with communication</p>		

	<p>Praxis Scores for 50 graduating second year students</p> <p>Comprehensive Exam for 50 graduating second year students</p>	<p>disorders as prescribed by ASHA KASA. These data will be aggregated and analyzed using a data base program developed for this purpose. Remediation plans will be implemented immediately, if necessary</p> <p>Overall and categorical scores are analyzed, this one being related to treatment and prevention of communication disorders. Pass rates are shared with our accrediting body as part of the required ASHA Annual Report</p> <p>Scores and pass rate data are collected at appropriate intervals (November, March and June)</p>		
	<p>Indirect: Graduating Student Survey for 50 graduating second year students</p>	<p>All graduating students will take the survey in 2014, with results compared to 2013 in order to assure continued program success in satisfying ASHA KASA entry-level academic standards and clinical skill development toward</p>		

		<p>“entry level proficiency.” Last year, 30 students took the survey with a mean score of 4.74 on a 5-point scale of 1-5, with 5 being “strongly agree” that this ASHA KASA standard had been satisfied</p>		
<p>SLO4: have knowledge of standards of ethical conduct and contemporary professional issues and certification (KU 2 & 4)</p>	<p>Direct: SAMS data from CDD 5237: Contemporary Issues in SLP will be entered for 50-100 first and second year students, depending on when they take this course in their program</p> <p>Praxis Scores for 50 graduating second year students</p>	<p>Learning markers for knowledge of ethical conduct as well as contemporary issues will be entered based on transcripts, to assure transitioning from “developing” to “entry level proficiency” in the ethical practice of speech-language pathology as well as in recognizing current issues, trends and influences affecting the profession as prescribed by ASHA KASA. Remediation plans will be implemented immediately, if necessary</p> <p>Overall and categorical scores are analyzed, this one measuring knowledge of ethics and contemporary issues.</p>		

	Comprehensive Exam for 50 graduating second year students	Scores and pass rate data will be collected at appropriate intervals (November, March and June)		
	Indirect: Graduating Student Survey for 50 graduating second year students	All graduating students will take the survey in 2014, with results compared to 2013 in order to assure continued program success in satisfying ASHA KASA entry-level academic standards and clinical skill development toward "entry level proficiency." Last year, 30 students took the survey with a mean score of 4.6 on a 5-point scale of 1-5, with 5 being "strongly agree" that this ASHA KASA standard had been satisfied		
SLO5: have knowledge of processes used in research and the integration of research principles into evidence-based clinical practice (KU 1-4)	Direct: SAMS data from CDD 5298 Advanced Seminar in Research in SLP I for 50 first year students SAMS data from CDD 5299 Advanced Seminar in Research in SLP II for 50 second year students	Students must receive IRB approval for their research studies by the end of CDD 5298 in order to begin data collection A completed thesis (including the College of Education rubric for evaluating a thesis project) and presentation at Kean University Research		

<p>SAMS data and clinical evaluation forms from CDD 5227/5228 Advanced Clinical Practicum in SLP I & II for 100 first and second year students enrolled in two on-campus clinical experiences as well as two off-campus externships, depending on where they are in the clinical sequence</p> <p>Praxis Scores for 50 graduating second year students</p>	<p>Days are required</p> <p>Student must integrate Evidence-Based Practice rationales in all clinical as well as academic activity, reflected in the successful completion of each academic course and clinical experience with a grade of B or better</p> <p>Overall and categorical scores are analyzed, this one measuring knowledge of research principles and evidence/research-based practice.</p>		
<p>Indirect: Graduating Student Survey for 50 graduating second year students</p>	<p>All graduating students will take the survey in 2014, with results compared to 2013 in order to assure continued program success in satisfying ASHA KASA entry-level knowledge of processes used in research and the integration of research principles into evidence-based clinical practice. Last year, 30 students took the</p>		

		<p>survey with a mean score of 4.63 on a 5-point scale of 1-5, with 5 being “strongly agree” that this ASHA KASA standard had been satisfied</p>		
	<p>Evidence-Based Practice (EBP) is infused in all of the required disorder-based courses (<i>listed above in SLOs 2 and 3</i>)</p>	<p>EBP is reflected also in the learning markers for successful academic course completion that are entered into SAMS</p>		
<p>SLO6: has knowledge of and experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the lifespan (KU 1-3)</p>	<p>Direct: SAMS data for all academic and clinical graduate level coursework for 100 first and second year students</p>	<p>Learning markers for all required courses will be entered into SAMS, reflecting the successful integration of cultural and linguistic sensitivity/diversity into all of these courses</p>		
	<p>Indirect: Graduating Student Survey for 50 graduating second year students</p>	<p>All graduating students will take the survey in 2014, with results compared to 2013 in order to assure continued program success in satisfying ASHA KASA entry-level knowledge of and experience with clients from culturally and linguistically diverse backgrounds as well as client populations across the lifespan.. Last year, 30 students took the survey with a</p>		

	<p>Externship site selections</p> <p>Bilingual SLP course review for c. 25 students</p> <p><i>n.b. Kean University, because of its geographic location, is in the top five universities in the country based on "diversity." Kean and the</i></p>	<p>mean score of 4.63 on a 5-point scale of 1-5, with 5 being "strongly agree" that this ASHA KASA standard had been satisfied</p> <p>Mandatory student advisement sessions with graduate coordinator prior to externship to plan and assure wide-ranging and diversified exposure to different clinical populations</p> <p>The Graduate Coordinator, bilingual professor teaching the class, and students who enrolled in the course will debrief and continue to evaluate this specialization course, especially since it will serve as the initial course for the bilingual SLP concentration which we are developing for our many bilingual MA SLP students</p>		
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	<p><i>communities that the Kean University Center for Communication Disorders (including its Institute for Adults Living with Communication Disorders) serves are richly diverse across parameters of culture, race, ethnicity, language and age, so it is part of who we are, i.e., we “live it” every day so we don’t really formally “assess” it the way other institutions might need to.</i></p>			
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