

## Academic Assessment Report - AY 2013

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.

*n.b. We are in the process of replacing SAMS with a similar web-based tracking program that will manage academic information and more effectively manage clinical data.*

### **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><b>SLO1:</b> 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><b>Direct:</b> 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>These were all entered for the new class following the New Grad SLP Student Orientation/Advisement session in June, 2012</p> <p>Our overall Praxis pass rate is 95%. In this category, basic human communication processes, 81% of the students scored average or above.</p>	<p>Procedure will continue, as it assures continued efficient management of student data.</p> <p>n.b. As of August, 2013, the SAMS site will no longer be in operation. Data currently stored there will be archived. The graduate coordinator and other graduate faculty are in the process of searching for another system. As of now, the Typhon and Calipso systems are being considered, with the latter emerging as the top choice. The plan is for the new system to be operational for Fall, 2013</p> <p>Praxis scores will continue to be monitored and analyzed for all six areas, including basic human communication disorders and swallowing</p>
	<p><b>Indirect:</b> Number of students in need of remediation plans for grades less than B in basic communication processes coursework (CDD 5231 Aphasia (50 students),</p>	<p>Grades less than B identified at end of each semester. We will be collecting a second year of grades in CDD 5231 Aphasia, CDD 5238 Motor</p>	<p>The Aphasia neuroscience component grades in the two years prior to the introduction of the Neuroscience for Speech averaged 85; in the two years following the</p>	<p>Retain CDD 3269 as a required prerequisite course for students applying for the MA in SLP program; retain it as a required course in the Kean undergraduate major in Speech-Language-Hearing Sciences. Analyze the data for pre-post Neuro for Dysphagia</p>

	<p>CDD 5238 Motor Speech Disorders (25 students), and CDD 5269 Dysphagia (50 students))</p>	<p>Speech Disorders and CDD 5269 Dysphagia post- introduction of new required course CDD 3269 Neuroscience for Speech and Hearing to compare to existing pre-neuroscience class data ) to assure continued and improved success and satisfaction of required ASHA KASA standard</p>	<p>introduction, the average grade was 91. For Motor Speech, the average grades went from 78 to 84. There are not enough data yet to compare the effect on Dysphagia.</p>	<p>when enough has been collected.</p>
	<p>Graduating Student Survey for 50 graduating second year students</p>	<p>All graduating students will take the survey in 2013, with results compared to 2012 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, 47 students took the survey with a mean score of 1.45 on a 5-point scale of 1-5, with 5 being "strongly agree" that this ASHA KASA standard had been satisfied</p>	<p>This survey became available a bit later this year and, as a result, only 30 of our 45 graduating students completed the survey. However, based on the results, every ASHA KASA entry-level academic and clinical standard showed improvement, i.e., this year's graduating students felt more secure in their entry-level skill acquisition than even last year's students. When compared to last year, their knowledge of basic human communication and swallowing processes improved from a mean of 1.45 to 1.55 (which, based on the new reverse metric of 1 low and 5 high, was reported as 4.7 and transposed into last year's metric of 1 high and 5 low)</p>	<p>The annual KU graduating student survey will continue to be used as it yields meaningful data that reflects and supports our academic and clinical coursework</p>

<p><b>SLO2:</b> 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><b>Direct:</b> 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>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>These continue to be entered at the end of each academic course and clinical experience. Remediation plans are also implemented immediately if a student earns a grade lower than a B- at the end of each semester. Though there are not many, they are treated very seriously with students held accountable in a specified timely manner.</p>	<p>This procedure will continue, as it serves as a means of assuring “entry level proficiency” for all of our graduate students</p>
	<p>Praxis scores for 50 graduating second year students</p>	<p>Praxis scores are analyzed by categories, one of which is knowledge of communication disorders and differences.</p>	<p>Our overall Praxis pass rate is 95%. In this category, 92% of the students scored average or above.</p>	<p>This procedure will continue as Praxis scores play an important role in our students’ abilities to earn their New Jersey licenses as Speech-Language Pathologists as well as their ASHA Certificates of Clinical Competence, requirements for their professional practice</p>
	<p>Comprehensive Exam for 50 graduating second year students</p>	<p>Scores and pass rate data are collected at appropriate intervals (November, March and June)</p>	<p>The overall pass rate for the comprehensive exam for the past year is 95%.</p>	<p>The comprehensive exam will continue to be a 4-hour applied/case study examination administered in March, June and November</p>
	<p><b>Indirect:</b> Graduating Student Survey for 50 graduating second year students</p>	<p>All graduating students will take the survey in 2013, with results compared to 2012 in order to assure continued program success in satisfying ASHA KASA entry-level</p>	<p>The 2013 mean for this category was 1.4 compared to last year’s 1.3, indicating increased program success in satisfying ASHA KASA entry-level academic standards and clinical development.</p>	<p>The annual KU graduating student survey will continue to be used as it yields meaningful data that reflects and supports our academic and clinical coursework</p>

		<p>academic standards and clinical skill development toward “entry level proficiency.” Last year, 47 students took the survey with a mean score of 1.38 on a 5-point scale of 1-5, with 5 being “strongly agree” that this ASHA KASA standard had been satisfied</p>		
<p><b>SLO3:</b> 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><b>Direct:</b> SAMS - data from CDD 5202 Clinical Methods in SLP, CDD 5227/8 Advanced Clinical Practica in SLP 1 &amp; 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 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</p>	<p>These continue to be entered at the end of each academic course and clinical experience. Remediation plans are also implemented immediately if a student earns a grade lower than a B- at the end of each semester. Though there are not many, they are treated very seriously with students held accountable in a specified timely manner.</p>	<p>This procedure will continue, as it serves as a means of assuring “entry level proficiency” for all of our graduate students</p>

	implemented immediately, if necessary		
Praxis Scores for 50 graduating second year students	Overall and categorical scores are analyzed. Pass rates are shared with our accrediting body as part of the required ASHA Annual Report	Our overall Praxis pass rate is 95%. In this category, 90% of the students scored average or above.	This procedure will continue as Praxis scores play an important role in our students' abilities to earn their New Jersey licenses as Speech-Language Pathologists as well as their ASHA Certificates of Clinical Competence, requirements for their professional practice
Comprehensive Exam for 50 graduating second year students	Scores and pass rate data are collected at appropriate intervals (November, March and June)	The overall pass rate for the comprehensive exam for the past year is 95%.	The comprehensive exam will continue to be a 4-hour applied/case study examination administered in March, June and November
<b>Indirect:</b> Graduating Student Survey for 50 graduating second year students	All graduating students will take the survey in 2013, with results compared to 2012 in	The 2013 mean for this category was 1.49 compared to last year's 1.42, indicating increased program success	The annual KU graduating student survey will continue to be used as it yields meaningful data that reflects and supports our academic and clinical

		<p>order to assure continued program success in satisfying ASHA KASA entry-level academic standards and clinical skill development toward “entry level proficiency.” Last year, 47 students took the survey with a mean score of 1.42 on a 5-point scale of 1-5, with 5 being “strongly agree” that this ASHA KASA standard had been satisfied</p>	<p>in satisfying ASHA KASA entry-level academic standards and clinical development.</p>	<p>coursework</p>
<p><b>SLO4:</b> have knowledge of standards of ethical conduct and contemporary professional issues and certification (KU 2 &amp; 4)</p>	<p><b>Direct:</b> 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, including scores for the ASHA Ethics Questionnaire and Cultural Sensitivity Quiz</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>These continue to be entered at the end of each academic course and clinical experience. Remediation plans are also implemented immediately if a student earns a grade lower than a B- at the end of each semester. Though there are not many, they are treated very seriously with students held accountable in a specified timely manner.</p>	<p>This procedure will continue, as it serves as a means of assuring “entry level proficiency” for all of our graduate students</p>

<p>Praxis Scores for 50 graduating second year students</p> <p>Comprehensive Exam for 50 graduating second year students</p>	<p>Overall and categorical scores are analyzed. Pass rates are shared with our accrediting body as part of the required ASHA Annual Report</p> <p>Scores and pass rate data will be collected at appropriate intervals (November, March and June)</p>	<p>Our overall Praxis pass rate is 95%. In this category, 76% of the students scored average or above. This category combined both contemporary issues as well as research/psychometric processes.</p> <p>The overall pass rate for the comprehensive exam for the past year is 95%.</p>	<p>This procedure will continue as Praxis scores play an important role in our students' abilities to earn their New Jersey licenses as Speech-Language Pathologists as well as their ASHA Certificates of Clinical Competence, requirements for their professional practice. First of all, we will try to tease apart the two categories in order to try to improve our students' performance in either one or two of them.</p> <p>The comprehensive exam will continue to be a 4-hour applied/case study examination administered in March, June and November</p>
<p><b>Indirect:</b> Graduating Student Survey for 50 graduating second year students</p>	<p>All graduating students will take the survey in 2013, with results compared to 2012 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, 47 students took the survey with a mean score of 1.40 on a 5-point scale of 1-5, with 5 being "strongly agree" that this ASHA KASA standard had been satisfied</p>	<p>The 2013 mean for this category was 1.53 compared to last year's 1.4, indicating increased program success in satisfying ASHA KASA entry-level academic standards and clinical development.</p>	<p>The annual KU graduating student survey will continue to be used as it yields meaningful data that reflects and supports our academic and clinical coursework</p>



**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

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

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 Days are required

Student must integrate Evidence-Based Practice rationales in all clinical as well as academic activity, reflected in the successful completion of each academic

Every thesis student who applied to the IRB received approval to conduct his/her proposed study

All of the students enrolled in CDD 5299 (the second half of the required 5298-5299 sequence) completed a thesis, presented it at the department research forum, at the Kean research day, and at the NJSHA Annual Convention. Several students have proposed their studies for presentation in November 2013 at the Annual ASHA Convention in Chicago. A rubric developed by the College of Education and adapted by our program was introduced this year to evaluate each thesis submitted. Out of 66 possible points on the rubric, the students earned an overall mean of 63.5.

These data continue to be entered to verify our students' satisfaction of ASHA's requirement of clinical experience and supervision

Keeping this a requirement of CDD 5298 will continue as it serves to facilitate our students' research experience as well as their appreciation of and ability to implement the evidence-based practice of speech-language pathology

This has proven to be a meaningful experience for our students and will certainly continue to be required. This requirement was discussed by the faculty in light of a trend toward not requiring both a thesis and a comprehensive exam by many other universities; however, it was unanimously decided to keep this requirement as a means of insuring the academic rigor of our program. With some modifications, the rubric will continue to be used as a means of assuring that all students can effectively apply the scientific method to a clinical question, the very foundation of an evidence-based profession.

We will continue to emphasize evidence/research-based practice in all disorder-based and research classes

<p>experiences as well as two off-campus externships, depending on where they are in the clinical sequence</p>	<p>course and clinical experience with a grade of B or better</p>		
<p><b>Indirect:</b> Graduating Student Survey for 50 graduating second year students</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>All graduating students will take the survey in 2013, with results compared to 2012 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, 47 students took the survey with a mean score of 1.39 on a 5-point scale of 1-5, with 5 being “strongly agree” that this ASHA KASA standard had been satisfied</p> <p>EBP is reflected also in the learning markers for successful academic course completion that are entered into SAMS</p>	<p>The 2013 mean for this category was 1.5 compared to last year’s 1.4, indicating increased program success in satisfying ASHA KASA entry-level academic standards and clinical development.</p> <p>These will continue to be entered into SAMS, assuring that EBP is infused in all academic and clinical courses</p>	<p>The annual KU graduating student survey will continue to be used as it yields meaningful data that reflects and supports our academic and clinical coursework</p> <p>To ensure that EBP continues to be infused in all courses, EBP will be inserted into every course syllabus beginning in the Fall 2013</p>

<p><b>SLO6:</b> 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><b>Direct:</b> 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>These continue to be entered at the end of each academic course and clinical experience. Remediation plans are also implemented immediately if a student earns a grade lower than a B- at the end of each semester. Though there are not many, they are treated very seriously with students held accountable in a specified timely manner.</p>	<p>We will continue this process</p>
	<p><b>Indirect:</b> Graduating Student Survey for 50 graduating second year students</p>	<p>All graduating students will take the survey in 2013, with results compared to 2012 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, 47 students took the survey with a mean score of 1.45 on a 5-point scale of 1-5, with 5 being “strongly agree” that this ASHA KASA standard had been satisfied</p>	<p>The 2013 mean for this category was 1.56 compared to last year’s 1.45, indicating increased program success in satisfying ASHA KASA entry-level academic standards and clinical development</p>	<p>The annual KU graduating student survey will continue to be used as it yields meaningful data that reflects and supports our academic and clinical coursework</p>

	<p>Externship site selections</p> <p>Bilingual SLP course review for c. 25 students</p> <p><i>n.b. Kean University,</i></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 evaluate this new 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>	<p>Four of our students participated in bilingual (Hindi, Spanish, Chinese) school-based and healthcare-based externships during AY 2012-2013</p> <p>Enrollment in this course continues to increase and the bilingual concentration is still in the planning stage with our bilingual/multicultural expert faculty member currently writing new courses while recruiting and including bilingual students and the process. The 2013 mean for this category was 1.56 compared to last year's 1.45, indicating increased program success in satisfying ASHA KASA entry-level academic standards and clinical development.</p> <p>We have attracted more bilingual students who are eagerly participating in courses and activities and research projects with a multicultural focus, and this is reflected in this improved mean.</p>	<p>Continue to place bilingual students into externships where they can use and refine their language skills in clinical settings</p> <p>The bilingual concentration continues to be developed.</p>
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	<p><i>because of its geographical location, is in the top five universities in the country based on “diversity.” Kean and the 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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