

Outcome Detail Report

04. CSD BS - Knowledge of Principles & Methods of Prevention, Assessment & Intervention

Outcome Effectiveness

109%

No
Graph
Data

Outcome Description:

Outcome 4: ASHA Std III-D: Student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

--- Projected -- Actual Average Results

Outcome Details			
Projected Score: 90%	Actual Score: 98%	Weighted Score: 109%	Planning Year: 2009-2010


Program:	Outcome Type:	Operational Status:
Communicative Sciences & Disorder- BS	Program-Level Student Learning Outcomes	In Planning

Program Goals
No Program Goals to Display

Stake Holders
* Students
Clients
Community/Public
Faculty
Parents (Caregivers)
Staff

Courses	
Course:	Skill Level:
CSD202 - Survey of Comm Disorders	Lightly
CSD215 - Articulation & Phono Disorders	Strong
CSD307 - Principles of Diagnostics	Strong
CSD308 - Basic Audiology	Moderate
CSD310 - Clin Proc Comm Disorders	Strong
CSD312 - Language Intervention	Strong
CSD321 - Supvd Clinical Practicum I	Strong
CSD323 - Comm for the Hearing Impaired	Moderate
CSD324 - Lang Literacy & Learning	Moderate
CSD332 - Augmentative & Alt Comm	Strong
CSD406 - Supvd Clinical Practicum II	Strong
CSD414 - Advanced Speech Pathology	Strong
CSD415 - Foundations of Couns in SLP	Strong
CSD417 - M/M in Communicative Disorders	Strong
CSD421 - Multicultural Issues	Strong
CSD423 - Speech & Lang Problems Aged	Strong

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Measures	
Performance - Prevention, Assessment & Intervention - 952	 109%
Knowledge and Skills Assessment (KASA) evaluation of student performance in courses aligned with Objective 04 BS. Analysis of the Prevention, Assessment and Intervention sections of the clinical KASA. Likert scale of 1-5 (1 = Knowledge of skills Not Evident; 5 = Knowledge of skills Excellent). Nine students to be evaluated using summative data from CSD 321 and CSD 406 classes.	
Rubrics	
No Rubrics to Display	

Intended Results	
Date:	Intended Result:
06/07/2010	Acceptable evaluation on the Knowledge and Skills Assessment (KASA) document of student performance in CSD aligned courses for Objective 04 BS. Analysis of the Prevention, Assessment and Intervention sections of the clinical KASA. Likert scale of 1-5 (1 = Knowledge of skills Not Evident; 5 = Knowledge of skills Excellent) will be analyzed in CSD 321 and CSD 406. Nine students will be evaluated using summative data from these classes. Students are expected to perform with Likert rating scales of "3", "4" or "5". Undergraduate students must maintain a 3.0 GPA in CSD coursework and a 2.5 overall GPA.

Status Reports	
No Status Reports to Display	

Actual Results	
Date:	Actual Result:
06/07/2010	Student progression through coursework was closely followed using the Knowledge and Skills Assessment (KASA) document of student performance. Analysis of the Prevention, Assessment and Intervention sections of the clinical KASA. Likert scale of 1-5 (1 = Knowledge of skills Not Evident; 5 = Knowledge of skills Excellent) was used on the nine students enrolled in CSD 321 and CSD 406 classes. Seven of the nine students, or 78% of the students performed at an "A" level - rank of "5". Two of the nine students, or 22% of the students performed at a "B" level, rank of "4".

Use of Results	
Date:	Use of Result:
06/07/2010	Course content modifications/additions are documented in CSD faculty meeting minutes through discussions with faculty, externship supervisors, advisory board members, students, parents/caregivers of clients and various stakeholders.

Gap Analysis	
Date:	Gap Analysis:
10/26/2010	There was no gap between the intended results and the actual results.
Action Plan:	Students enrolled in coursework dealing with the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, will continue to be closely monitored on the Knowledge and Skills Assessment (KASA) document of student performance. Review of coursework will continue to ensure compliance with ASHA / ABESPA / ASDE standards
Intended Result:	06/07/2010 - Acceptable evaluation on the Knowledge and Skills Assessment (KASA) document of student performance in CSD aligned courses for Objective 04 BS. Analysis of the Prevention, Assessment and Intervention sections of the clinical KASA. Likert scale of 1-5 (1 = Knowledge of skills Not Evident; 5 = Knowledge of skills Excellent) will be analyzed in CSD 321 and CSD 406. Nine students will be evaluated using summative data from these classes. Students are expected to perform with Likert rating scales of "3", "4" or "5". Undergraduate students must maintain a 3.0 GPA in CSD coursework and a 2.5 overall GPA.
Actual Result:	06/07/2010 - Student progression through coursework was closely followed using the Knowledge and Skills Assessment (KASA) document of student performance. Analysis of the Prevention, Assessment and Intervention sections of the clinical KASA. Likert scale of 1-5 (1 = Knowledge of skills Not Evident; 5 = Knowledge of skills Excellent) was used on the nine students enrolled in CSD 321 and CSD 406 classes. Seven of the nine students, or 78% of the students performed at an "A" level - rank of "5". Two of the nine students, or 22% of the students performed at a "B" level, rank of "4".
Use of Result:	06/07/2010 - Course content modifications/additions are documented in CSD faculty meeting minutes through discussions with faculty, externship supervisors, advisory board members, students, parents/caregivers of clients and various stakeholders.
Objectives:	No Associated Objectives to Display

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SWOT

No SWOT to Display

Associated Standards

ASHA1 - 3.1.4 - The academic and clinical curricula reflect an appropriate sequence of learning experiences: The program must provide evidence of appropriate sequencing of course work and clinical education. Appropriate sequencing must be evident in examples of typical programs of study, including clinical placements.

ASHA1 - 3.1.1C - Programs of study in speech-language pathology must be sufficient in depth and breadth for graduates to achieve the knowledge and skills outcomes identified for entry into professional practice as listed below. Typically, the achievement of these outcomes requires the completion of 2 years of graduate education or the equivalent.

ASHA1 - 3.1.1D - The curriculum in speech-language pathology must provide the opportunity for students to complete a minimum of 400 clinical education hours, 325 of which must be attained at the graduate level. The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech language pathology, sufficient to enter professional practice.

SACS - 4.1 - The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student achievement)

SACS - 4.2 - The institutions curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded. (Program curriculum)

Associated Objectives

No Associated Objectives to Display