

Outcome Detail Report

03. CSD BS - Knowledge of Nature of Outcome Effectiveness Speech, Language, Hearing, CD & Swallowing Disorders

101%

No
Graph
Data

Outcome Description:

Outcome 3: ASHA Std III-C: Student must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the nine key areas: articulation; fluency; voice & resonance including respiration and phonation; receptive and expressive language in speaking, listening, reading, writing, and manual modalities; hearing; swallowing; cognitive aspects of communication; social aspects of communication; and, communication modalities.

--- Projected -- Actual Average Results

Outcome Details			
Projected Score: 90%	Actual Score: 91%	Weighted Score: 101%	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
Faculty
Staff

Courses	
Course:	Skill Level:
CSD202 - Survey of Comm Disorders	Strong
CSD215 - Articulation & Phono Disorders	Strong
CSD307 - Principles of Diagnostics	Strong
CSD308 - Basic Audiology	Strong
CSD310 - Clin Proc Comm Disorders	Strong
CSD312 - Language Intervention	Strong
CSD321 - Supvd Clinical Practicum I	Strong
CSD323 - Comm for the Hearing Impaired	Strong
CSD324 - Lang Literacy & Learning	Strong
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
CSD425 - Senior Seminar in CSD	Strong

Measures	
Performance - Speech, Language, Hearing, CD, Swallowing - 951	101%
Knowledge and Skills Assessment (KASA) evaluation of student performance in CSD 202, CSD 307, CSD 308, CSD 310, CSD 312, CSD 321, CSD 323, CSD 324, CSD 332, CSD 406, CSD 414, CSD 415, CSD 417, CSD 421, CSD 423, CSD 425.	
Rubrics	
No Rubrics to Display	

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Intended Results	
Date:	Intended Result:
06/07/2010	Acceptable evaluation on the Knowledge and Skills Assessment (KASA) document of student performance in CSD courses aligned with Objective 03. Analysis of performance on the culminating project in CSD 415 - Foundations in Counseling will be completed using a 5 unit Likert ranking scale. Fourteen students will be evaluated. Students are expected to achieve a ranking scale of "3", "4" or "5" on projects. 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	Performance analysis on the culminating project sin CSD 415 was completed using a 5 unit Likert ranking scale. Fourteen students were evaluated and all achieved a ranking scale of "3", "4" or "5" on projects (7 "A's"; 5 "B's"; 2"C's"). If student performed unsatisfactory in one of the other classes aligned under Objective 03, they were given a competency remediation plan. If they did not successfully pass the class at the close of the semester, they were advised to re-take the course and maintain the 2.5 overall GPA needed to progress in the CSD undergraduate curriculum (3.0 in CSD coursework). Student progression through coursework is closely followed using the Knowledge and Skills Assessment (KASA) document of student performance.

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:
06/07/2010	There was no gap between intended result and actual result when reviewing Likert ranking scores on culminating project in CSD 415. Three students enrolled in other courses aligned to Objective 03 earned grades of "D" or "F" and were advised to re-take the CSD courses again when next offered.
Action Plan:	Students enrolled in coursework dealing with the knowledge and nature of speech, language, hearing and communication disorders and differences and swallowing disorders will continue to be closely monitored on the Knowledge and Skills Assessment (KASA) document of student performance. Students will be given Competency Remediation Plans (CRP) when needed by their Academic Advisors. 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 courses aligned with Objective 03. Analysis of performance on the culminating project in CSD 415 - Foundations in Counseling will be completed using a 5 unit Likert ranking scale. Fourteen students will be evaluated. Students are expected to achieve a ranking scale of "3", "4" or "5" on projects. Undergraduate students must maintain a 3.0 GPA in CSD coursework and a 2.5 overall GPA.
Actual Result:	06/07/2010 - Performance analysis on the culminating project sin CSD 415 was completed using a 5 unit Likert ranking scale. Fourteen students were evaluated and all achieved a ranking scale of "3", "4" or "5" on projects (7 "A's"; 5 "B's"; 2"C's"). If student performed unsatisfactory in one of the other classes aligned under Objective 03, they were given a competency remediation plan. If they did not successfully pass the class at the close of the semester, they were advised to re-take the course and maintain the 2.5 overall GPA needed to progress in the CSD undergraduate curriculum (3.0 in CSD coursework). Student progression through coursework is closely followed using the Knowledge and Skills Assessment (KASA) document of student performance.
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

SWOT	
No SWOT to Display	

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Associated Standards

ASHA1 - 3.1.2 - Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum: Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum: The program must provide evidence that the curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in the profession. Sensitivity to issues of diversity should be infused throughout the curriculum. Evidence of regular and systematic evaluation may include institutional program evaluations, exit interviews, alumni and employer input, and faculty and administrative review of student performance and outcomes.

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 - 3.1.1D - 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.

ASHA1 - 3.1.1F - The program must provide an academic and clinical curriculum that is sufficient for students to acquire and demonstrate, at a minimum, knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

ASHA1 - 3.1.1G - The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

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