

Outcome Detail Report

06. CSD BS - Knowledge of Processes used in Research & Research into EB Practices

Outcome Effectiveness

104%

No Graph Data

Outcome Description:

Outcome 6: ASHA Std III-F: Student must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

--- Projected -- Actual Average Results

Outcome Details			
Projected Score: 90%	Actual Score: 94%	Weighted Score: 104%	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
Staff

Courses	
Course:	Skill Level:
CSD307 - Principles of Diagnostics	Lightly
CSD310 - Clin Proc Comm Disorders	Moderate
CSD312 - Language Intervention	Lightly
CSD321 - Supvd Clinical Practicum I	Moderate
CSD406 - Supvd Clinical Practicum II	Moderate
CSD415 - Foundations of Couns in SLP	Lightly
CSD421 - Multicultural Issues	Lightly
CSD423 - Speech & Lang Problems Aged	Lightly

Measures	
Performance - Research and Research into EB Practices - 954	104%
Knowledge and Skills Assessment (KASA) evaluation of student performance in aligned Outcome 06.BS coursework. Rubric evaluation of final paper in CSD 310 on the importance of the principles and process of evidence-based practice and its three primary components: 1.) external evidence from systematic research, 2.) internal evidence from clinical practice, and 3.) evidence concerning patient preferences.	
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 aligned courses for Outcome 06.BS. In CSD 310, a final paper on the importance research and the principles and process of evidence-based practice with its three primary components: 1.) external evidence from systematic research, 2.) internal evidence from clinical practice, and 3.) evidence concerning patient preferences will be graded on a rubric format. Students are expected to achieve a ranking of "4" or "5" on a Likert scale with 1 = Knowledge of research/EBP importance Not Evident, to 5 = Knowledge of research /EBP importance Excellent.

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 on Outcomes 06.BS. In CSD 310, a final paper on the importance of the principles of research and the process of evidence-based practice and its three primary components: 1.) external evidence from systematic research, 2.) internal evidence from clinical practice, and 3.) evidence concerning patient preferences was graded on a rubric format. All students achieved a ranking of "4" or "5" on a Likert scale with 1 = Knowledge of research/EBP importance Not Evident, to 5 = Knowledge of research /EBP importance Excellent. Six student received a ranking of "5" (55% received "A's") and five students recieved a ranking of "4" (45% received "B's").

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.
Action Plan:	Students enrolled in coursework dealing with knowledge of processes used in research and the integration of research principles into evidence-based clinical practice, 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 Outcome 06.BS. In CSD 310, a final paper on the importance research and the principles and process of evidence-based practice with its three primary components: 1.) external evidence from systematic research, 2.) internal evidence from clinical practice, and 3.) evidence concerning patient preferences will be graded on a rubric format. Students are expected to achieve a ranking of "4" or "5" on a Likert scale with 1 = Knowledge of research/EBP importance Not Evident, to 5 = Knowledge of research /EBP importance Excellent.
Actual Result:	06/07/2010 - Student progression through coursework was closely followed using the Knowledge and Skills Assessment (KASA) document of student performance on Outcomes 06.BS. In CSD 310, a final paper on the importance of the principles of research and the process of evidence-based practice and its three primary components: 1.) external evidence from systematic research, 2.) internal evidence from clinical practice, and 3.) evidence concerning patient preferences was graded on a rubric format. All students achieved a ranking of "4" or "5" on a Likert scale with 1 = Knowledge of research/EBP importance Not Evident, to 5 = Knowledge of research /EBP importance Excellent. Six student received a ranking of "5" (55% received "A's") and five students recieved a ranking of "4" (45% received "B's").
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 - 3.1.3 - The scientific and research foundations of the profession are evident in the curriculum: The program must demonstrate how it verifies that students obtain knowledge in the basic sciences (e.g. biological, behavioral, physical science, and mathematics), basic science skills (e.g., scientific methods and critical thinking), and the basic communication sciences (e.g., acoustics; physiological and neurological processes of speech, language, and hearing; linguistics). The curriculum must provide opportunities for students to become knowledge able consumers of research literature. The curriculum must reflect the scientific bases of the professions and include research methodology, research literature, and opportunities to participate in research and scholarship activities, consistent with the mission and goals of the program and institutional expectations.

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