

Outcome Detail Report

04. CSD MS - Knowledge of Principles and Methods of Prevention, Assessment and 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 & Disorders- MS	Program-Level Student Learning Outcomes	In Planning

Program Goals
No Program Goals to Display

Stake Holders
No Stake Holders to Display

Courses	
Course:	Skill Level:
CSD500 - Introduction of Comm Disorders	Lightly
CSD504 - Eval & Assess Com Disorders	Strong
CSD509 - Hab/Rehab Hearing Impaired	Moderate
CSD510 - Stuttering & Other Dis SP Flow	Strong
CSD513 - Language Disorders in Adults	Strong
CSD514 - Audiology	Moderate
CSD516 - Advanced Clinical Practicum	Strong
CSD520 - Language Disorders in Children	Strong
CSD522 - Voice Disorders	Strong
CSD525 - Case Management in SLP	Strong
CSD534 - Articulation	Strong
CSD539 - Craniofacial Anomalies	Strong
CSD544 - Motor Speech Disorders	Strong
CSD545 - Swallowing Disorders	Strong
CSD550 - Seminar in CSD	Moderate
CSD598 - Research Meth Comdi	Strong

Measures	
Performance in Prevention, Assessment and Intervention - 942	109%
Knowledge and Skills Assessment (KASA) evaluation of student performance in all courses denoted on Objective 04. CSD MS. Rubric evaluation of specific skills evaluated in CSD 516 under the Prevention, Assessment and Intervention sections of clinical KASA.	

Rubrics
No Rubrics to Display

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Intended Results	
Date:	Intended Result:
05/04/2010	Students will pass areas on the Knowledge and Skills Assessment (KASA) document pertaining to methods of prevention, assessment and intervention - includes academic and clinical requirements. Rubric evaluation of specific skills under Prevention, Assessment and Intervention will reveal all students earning Likert scale ranking of "4's" and "5's". Thirty-two students will be evaluated for the '09-'10 academic year. Graduate students will maintain a 3.0 with no more than two C's on their transcript.

Status Reports	
No Status Reports to Display	

Actual Results	
Date:	Actual Result:
05/05/2010	Three students received C's in the following courses, all other students earned A's and B's: CSD 500, CSD 504, CSD 509, CSD 510, CSD 513, CSD 514, CSD 516, CSD 520, CSD 522, CSD 525, CSD 534, CSD 539, CSD 544, CSD 545, CSD 550, CSD 598. Analysis of the Prevention, Assessment and Intervention sections of the clinical KASA. was completed. Thirty-two students evaluated for the '09-'10 academic year. 28/32 = A's; 3/32 = B's; 1/32 = F (88%; 9%; 3% respectively)(NOTE: One student dropped out of the program during the Summer term of '10 after this report had been compiled. The student's I's in classes became F's in CSD 504, 516 and 544.

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 borad members, student parents /caregivers of clients, and other stakeholders

Gap Analysis	
Date:	Gap Analysis:
05/05/2010	There was no gap found between the intended and actual results. All students met the anticipated ranking of "4's" and "5's" on the Likert scale evaluation of the Prevention, Assessment and Intervention sections of the clinical KASA.
Action Plan:	No Action Plan was deemed necessary at this time.
Intended Result:	05/04/2010 - Students will pass areas on the Knowledge and Skills Assessment (KASA) document pertaining to methods of prevention, assessment and intervention - includes academic and clinical requirements. Rubric evaluation of specific skills under Prevention, Assessment and Intervention will reveal all students earning Likert scale ranking of "4's" and "5's". Thirty-two students will be evaluated for the '09-'10 academic year. Graduate students will maintain a 3.0 with no more than two C's on their transcript.
Actual Result:	05/05/2010 - Three students received C's in the following courses, all other students earned A's and B's: CSD 500, CSD 504, CSD 509, CSD 510, CSD 513, CSD 514, CSD 516, CSD 520, CSD 522, CSD 525, CSD 534, CSD 539, CSD 544, CSD 545, CSD 550, CSD 598. Analysis of the Prevention, Assessment and Intervention sections of the clinical KASA. was completed. Thirty-two students evaluated for the '09-'10 academic year. 28/32 = A's; 3/32 = B's; 1/32 = F (88%; 9%; 3% respectively)(NOTE: One student dropped out of the program during the Summer term of '10 after this report had been compiled. The student's I's in classes became F's in CSD 504, 516 and 544.
Use of Result:	06/07/2010 - Course content modifications / additions are documented in CSD Faculty Meeting minutes through discussions with faculty, externship supervisors, advisory borad members, student parents /caregivers of clients, and other stakeholders
Objectives:	No Associated Objectives to Display

SWOT	
No SWOT to Display	

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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