***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2015-2017***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15, 2017**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

Master of Science

Communication Disorders & Sciences

**Degree and**

**Program Name:**

# Submitted By:

Angela B. Anthony, Department Chair

**Please use size 10 font or larger.**

**PART ONE**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1.Students will demonstrate advanced knowledge of the nature, evaluation, and treatment for various communication disorders  **Graduate School Goal #1 – Depth of Content Knowledge & Technology** | Mean scores on Acquired Language, Fluency, and Dysphagia sections of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year.  Pass rate on national accreditation exam. Chair collates data from ETS on annual basis.  Pass rate on ISBE specialty certification exam. Chair collates data from ISBE annually.  Mean rating on Graduate Exit Survey re: nature, evaluation, and treatment of communication disorders. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: competence in disorder preparation. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Employer Survey re: competence in evaluation and treatment. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on formative assessment re: technology skills. Assessment Coordinator collects electronically at conclusion of each semester and averages annually. | Mean score above 70%  90% pass rate  95% pass rate  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale  Mean above 3 on 4 point scale  Mean above 5 on 7 point scale | Acquired Language=80%  Fluency = 71%  Dysphagia = 81%  100% pass rate on first try; 3 of 3 content areas above the state and national average (new test format in 2015 reduced content areas from 8 to 3)  100% pass rate on first try  Eval and Treat Mean = 6.1  (n=29)  Disorder Prep Mean = 3.61/4 (n = 39)  Comp Eval/Treat Mean = 3.25/4  (n = 12)  Technology Mean  Traditional Cohort = 6.14  n=88  Hybrid Cohort = 5.71  n=16 | Chair and Assessment Coordinator are responsible for data collection and compilation. Data is shared with all faculty and issues are discussed. Any follow-up actions are channeled to the appropriate departmental committee. Graduate Coordinator also monitors formative assessment rating averages and pass rate on national and state examinations. Pass rates are published in department brochures and available on the website.  Assessment Coordinator sends electronic request with link to graduates/alumni for survey data. Alumni are responsible for forwarding request and link to their employer. Assessment Coordinator compiles data to share with Chair, Graduate Coordinator and faculty. |
| 2. Students will understand principles and apply methods of clinical treatment for evaluation and intervention for various communication disorders.  **Graduate School Goal #5 – Ability to work with diverse clientele; Goal #6 – Ability to collaborate with profession and community** | Mean scores on Practicum section of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year.  Mean rating on Graduate Exit Survey re: clinical treatment. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: clinical treatment. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Employer Survey re: treatment of disorders. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Graduate Formative Assessment re: clinical assessment. Assessment Coordinator collects from faculty electronically at conclusion of each semester and averages annually.  Mean rating on Medical Internship Formative Assessment re: clinical assessment. Medical Internship Coordinator collects each semester and forwards to Assessment Coordinator to compile and average annually.  Mean rating on Educational Internship Formative Assessment re: clinical assessment. Educational Internship Coordinator collects each semester and forwards to Assessment Coordinator to compile and average annually.  Mean rating on Graduate Exit Survey re: knowledge of social and cultural differences. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: cultural considerations. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Employer Survey re: cultural considerations. Assessment Coordinator and Chair coordinate electronic collection annually in March. | Mean score above 70%  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale  Mean above 3 on 4 point scale  Mean above 5 on 7 point scale  Mean above 5 on 7 point scale  Mean above 5 on 7 point scale  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale  Mean above 3 on 4 point scale | Practicum Mean = 86%  Clinical Treatment = 6.1  (n=29)  Clinical Treat Mean = 3.54/4  (n = 39)  Eval & Treat Mean = 3.33/4  (n = 12)  Clinical Assessment Means  Traditional Cohort =6.05  n=88  Hybrid Cohort = 5.81  n=16  Medical Internship Mean for Clinical Assess = 6.58/7  n=57  Educational Internship Mean for Clinical Assess = 6.82/7  n=60  Social/Cultural Mean = 5.2  (n=29)  Cultural/Gender Mean = 3.21/4 (n=39)  Cultural/Gender Mean = 3.5/4 (n=12) | Chair and Assessment Coordinator are responsible for data collection and compilation. Data is shared with all faculty and issues are discussed. Any follow-up actions are channeled to the appropriate departmental committee.  Assessment Coordinator sends electronic request with link to graduates/alumni for survey data. Alumni are responsible for forwarding request and link to their employer. Assessment Coordinator compiles data to share with Chair, Graduate Coordinator and faculty.  Graduate Coordinator monitors formative assessment rating averages compiled by Assessment Coordinator.  Medical and Educational Internship Coordinators collect data from off-campus supervisors and enter into department data bank for Assessment Coordinator to average.  Graduate Coordinator informs students how to access the survey; Assessment Coordinator accesses data and averages. |
| 3. Students will demonstrate a foundation within the discipline for future professional development activities.  **Graduate School Goal #4 – Advanced scholarship through research/creative activity** | Mean score on Professional Regulations section of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year  Mean rating on Graduate Exit Survey re: independent learning strategies and professional ethics. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: independent learning and professional ethics. Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Employer Survey re: independent learning and professional ethics. Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Graduate Formative Assessment re: professional/ethic development. Assessment Coordinator collects electronically at conclusion of each semester and averages annually.  Graduate Employment percentage. Graduate Coordinator collects on annual basis.  Number of professional presentations by graduate students. Awards Committee Chair compiles and shares with Chair annually.  Number of graduate scholarships and research awards. Awards Committee Chair compiles and shares with Chair annually.  Number of graduate theses completed. Graduate Coordinator collects annually.  Mean rating on Graduate Exit Survey re: evidence based research methods. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: research principles for efficacy. Coordinator and Chair coordinate electronic collection annually in March. | Mean above 70%  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale  Mean above 3 on 4 point scale  Mean above 5 on 7 point scale  95% or above  5 or more graduate presentations  5 or more graduate awards  3 or more graduate theses  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale | Prof Reg Mean = 88%  Independ Learn Mean = 6.1  Prof Ethics Mean = 6.1  Independ Learn Mean= 3.64/4  Prof Ethics Mean =  3.61/4  (n=38)  Independ Learn Mean = 3.42/4  Prof Ethics Mean = 3.58/4  (n=12)  Traditional Cohort = 6.38  n=88  Hybrid Cohort = 6.04  n=16  100 % employed  Research presentations = 4 (ISHA = 3; ASHA = 1)  Scholarships /Research Awards = 8  Graduate Thesis = 2  This is a reflection of transitions in faculty, with retirements of 5 senior faculty during the report period.  Evidence-Base Mean = 5.93  (n=29)  Research principles = 3.51/4 n=39 | Chair and Assessment Coordinator are responsible for data collection and compilation. Data is shared with all faculty and issues are discussed. Any follow-up actions are channeled to the appropriate departmental committee.  Assessment Coordinator sends electronic request with link to graduates/alumni for survey data. Alumni are responsible for forwarding request and link to their employer. Assessment Coordinator compiles data to share with Chair, Graduate Coordinator and faculty.  Graduate Coordinator monitors formative assessment rating averages compiled by Assessment Coordinator.  Graduate Coordinator collects data and shares it with faculty and Chair. Employment percentages with break-down by employment setting are required for annual accreditation reports and overall employment rate is published in brochures and on the departmental website.  Award Committee Chair compiles awards, scholarships, and presentation data for the department. It is shared with faculty, published in the annual Alumni Newsletter, and summarized in annual accreditation reports. |
| 4. Students will develop and demonstrate professional verbal and written communication skills, as well as critical thinking for problem solving. . **Graduate School Goal #2 – Critical thinking and problem solving; Goal 3# - Oral and written communication** | Mean overall score on Oral Comprehensive Exam. Faculty hear oral case summary presentations in January each year.  Mean rating on Graduate Exit Survey re: written, verbal, critical thinking. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: written, verbal, critical thinking. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Employer Survey re: written, verbal, critical thinking. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Graduate Formative Assessment re: written, verbal, critical thinking. Assessment Coordinator collects electronically at conclusion of each semester and averages annually.  Mean rating on Medical Internship Formative Assessment re: written, verbal, critical thinking. Assessment Coordinator collects electronically at conclusion of each semester and averages annually.  Mean rating on Educational Internship Formative Assessment re: written, verbal, critical thinking. Assessment Coordinator collects electronically at conclusion of each semester and averages annually. | Mean score above 70%  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale  Mean above 3 on 4 point scale  Mean above 5 on 7 point scale  Mean above 5 on 7 point scale  Mean above 5 on 7 point scale | Oral Comp Mean = 83%  Written Mean = 6.3  Verbal Mean = 6.3  Critical Think Mean = 6.1  (n = 29)  Written Mean = data unavailable  Verbal Mean = 3.68/4  Critical Think Mean = 3.69/4  (n = 39)  Written Mean = 3.42/4  Verbal Mean = 3.5/4  Critical Think Mean = 3.39/4 (n = 12)  Traditional Cohort Means  Written = 6.01  Verbal = 6.06  Critical Think = 5.91  Hybrid Cohort Means  Written = 5.53  Verbal = 5.91  Critical Thinking = 5.56  Medical Internship  Written Mean = 6.66/7  Verbal Mean = 6.79/7  Critical Think Mean = 6.75/7  n=57  Educational Internship  Written Mean = 6.83/7  Verbal Mean = 6.91/7  Critical Think Mean = 6.9/7  n=60 | Chair and Assessment Coordinator are responsible for data collection and compilation. Data is shared with all faculty and issues are discussed. Any follow-up actions are channeled to the appropriate departmental committee.  Assessment Coordinator sends electronic request with link to graduates/alumni for survey data. Alumni are responsible for forwarding request and link to their employer. Assessment Coordinator compiles data to share with Chair, Graduate Coordinator and faculty.  Graduate Coordinator monitors formative assessment rating averages compiled by Assessment Coordinator.  Medical and Educational Internship Coordinators collect data from off-campus supervisors and enter into department data bank for Assessment Coordinator to average. |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Pass rates on the national Praxis exam continue to be the strongest in the history of the program, with a 100% pass rate for several years on the first administration. The program also exceeded both the national and state averages in all three content areas evaluated on the national exam. Pass rates have also continued at 100% for the Illinois Specialty Content exam for teacher certification. The pass rate on Oral Comprehensive exams over the past two years was 88% on the first attempt, and 98% on the second attempt. (The one student who did not pass on the second attempt in 2017 will receive remediation and a third and final opportunity to retake the oral exam.) On the written exam, pass rates were 98% on the first attempt, and 100% on the second attempt. All content areas on the written exam were above the minimum 70% competence pass rate. Formative assessment ratings post-internship are extremely high, reinforcing the benefit of continuing to offer full semester internship experiences in both medical and educational settings. Students appreciate the learning opportunities they receive in the department, as evidenced in the following quote from the graduate exit survey: “I greatly appreciate the EIU CDS department for their structure and support in graduate school. I was fortunate to be a GA in the department as well, and truly appreciate the opportunity to learn and work with my professors.” Employment rates also continue at 100% post-graduation.

Efforts have been continued to increase the number of respondents on the Alumni and Employer surveys. Procedures were modified slightly with a new web-based data collection system, which has made summarization and analysis of data more efficient. In this transition, the questions relating to writing skills in the alumni survey was inadvertently left out; this will be corrected for the next data collection cycle. The assessment coordinator also used social media to contact alumni to remind them to complete their surveys and encourage their employers to do the same. Employer comments emphasize the quality of EIU graduates in CDS on the job, with comments such as the following: “She has a great attitude, is a quick thinker, and is always asking questions and willing to learn more – love having her here!” “Caitlin is very independent, seeking guidance on procedures of our specific program, but clinically very competent and thorough. She has a wide variety of experience, particularly in AAC and autism which make her quite an asset.”

The summative Grand Rounds course (CDS 5800) continues to be structured around an inclusive employment site focus, and receives positive reviews from students and faculty. Cases presented allow for integration of content across disorders for the graduate students.

The CDS Master’s Degree Program has First Choice status in the Graduate School through 2018.

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Student research is an area where the department has not quite met our goals in the past two years. Though the goal for research awards was surpassed, four professional presentations (goal: 5) and two graduate theses (goal: 3) fell short of our goals. One factor impacting the reduction in presentations and theses has been the transition of faculty, as more experienced faculty have retired, and new faculty hired are either early in their tenure track process, or have been hired as annually contracted faculty. All graduate students complete a research project with a partner as part of their research course, and present at a department level research symposium. Going forward, students will be strongly encouraged to submit these projects for professional conferences, as will students who have completed thesis research. This will be addressed as a topic during fall 2017 faculty meetings to further discuss ways we can increase student theses and presentations.

The CDS Department admitted a second distance education master’s degree cohort in Summer 2015. Sixteen students were admitted to the program which is face-to-face on campus during summer terms and distance education during the fall and spring terms. During the academic year, students take the classes that are being taught to traditional students on campus, via digital recording and online chats. The course content and student expectations are consistent with the traditional students. The first sets of formative assessment data were included in the 2012-13 assessment report where appropriate, with that separation noted. Ratings were similar between the traditional and distance education cohorts, suggesting maintenance of quality expectations in the new program. The current report shows some discrepancies between the two cohorts, with the distance education cohort consistently rated lower than the traditional cohort. The Department Chair, Graduate Coordinator, Clinic Director, and Assessment Coordinator have tracked the performance of these students and have discussed outcome data each semester. One factor that likely has contributed to this difference is the change in Illinois State Board of Education rules which no longer allow individuals with an undergraduate degree in Communication Disorders to work in public school settings as speech-language pathology paraprofessionals. This group of paraprofessionals was the target audience for the first distance cohort. As a result of this change, the current distance cohort consists of some non-traditional students, but also of students who recently completed their undergraduate degree in the traditional manner. Also, these students have identified sites where they complete clinical practicum, but in most cases are not employed by that school, and rather than being in that building full-time, are only there a few hours per week. Many students are in turn working other jobs, not affiliated with their practicum, which seems to divide their focus on the program. Due to these trends of lower performance, overall concerns about the differences in this cohort of students, and the strain put on faculty by teaching this cohort in an overload model, the department has decided to put the admission of another distance cohort on hold, in order to evaluate ways in which the program might operate more efficiently, target appropriate students, and improve the clinical practicum portion of the program.

High demand and reputation of the graduate program has resulted in a continued high number of competitive applications. In 2016, approximately 280 completed applications were received, and in 2017, approximately 360 completed applications were received for a target of 30 students enrolled. In Summer 2014, a new graduate curriculum was implemented, which moved courses up from the undergraduate level and resulted in revisions of several existing graduate courses. This was implemented in order to reduce the number of courses that students from outside universities had to make up at EIU. Implementation of this curriculum was successful in reducing the number of makeup courses for a few years, however, this again is becoming an issue. Discussions among the graduate faculty and Curriculum Committee are currently underway to revise existing coursework to incorporate content that students are often missing in their undergraduate work into graduate classes. This will be done in such a way as to not repeat content that our EIU undergraduates have already learned, but to present content at a graduate level that will benefit all students. The goal is to take these revisions through councils in 2017-18 with an implementation of the new curriculum in Summer 2018.