

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: Master of Science, Communication Disorders and Sciences

Dept: Communication Disorders and Sciences

College: Health and Human Services

Submitted by: Nichole Mulvey, Graduate Coordinator

Part 1:

<p>CGS Learning Goal #1 A depth of content knowledge</p>	<p>Program Learning Goal(s): 1. Students will demonstrate advanced knowledge of the nature, evaluation, and treatment for various communication disorders</p>
<p>How are learners assessed?</p>	<p>A. Faculty tracking of students meeting ASHA KASA Standards about content in academic courses. Faculty rate all students at the end of each semester.</p> <p>B. Mean scores on AAC, Acquired Language, Audiology, Developmental Language and Literacy, Dysphagia, Fluency, Phonology/Motor Speech, and Voice sections of Written Comprehensive Exam. Graduate coordinator administers multiple-choice exam in January each year and collects individual and group results.</p> <p>C. Pass rate on national accreditation exam (Praxis). Chair collates data from ETS on annual basis.</p> <p>D. Pass rate on ISBE specialty certification exam. Chair collates data from ISBE annually.</p> <p>E. Mean rating on final performance evaluation for educational and medical internships re: evaluating etiologies and characteristics (Evaluation #6)</p> <p>F. Mean rating on final performance evaluation for educational and medical internships re: knowledge of and interdependence of communication and swallowing processes (Professional Practice Part 1 #1)</p>
<p>What are the expectations for the students?</p>	<p>A. Students are notified of whether standards are met and encouraged to engage in a remediation plan for any standard not met in a particular course. Once remediation plan is satisfactorily completed, the standards are rerated as met.</p>

	<p>B. Students performing below 70% in one area are encouraged to meet virtually with teaching faculty to address gaps in knowledge and/or test-taking strategies.</p> <p>E. and F. Students communicate consistently with on-site internship supervisor and EIU internships supervisors. Students generate clinical goals prior to going to internships and these are discussed during mentorship with supervisors.</p>
What are the expectations for the program?	<p>A. 90% of students identified for remediation meet standards within 2 semesters</p> <p>B. Mean score above 70%</p> <p>C. 90% pass rate</p> <p>D. 95% pass rate</p> <p>E. Mean above 4 on 5-point scale</p> <p>F. Mean above 4 on 5-point scale</p>
What were the results?	<p>A. 5/7 (71%) students satisfactorily completed remediation</p> <p>B. 2022/2023 Data: AAC=78/79%; Acquired Language=78/83%; Audiology=75/74%; Developmental Language/Literacy=82/78%; Dysphagia=65/57%; Fluency =83/80%; Phonology and Motor Speech=86/80; Voice=69/73%</p> <p>C. 100% pass rate</p> <p>D. 100% pass rate</p> <p>E. Fall 2022-Spring 2023 Averages 4.86/5.00</p> <p>F. Fall 2022-Spring 2023 Averages 4.87/5.00</p>
How are the results shared? How will these results be used?	<p>A-D. Chair and graduate 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 KASA ratings on Calipso each semester and pass rate on national and state examinations. Pass rates are published in department brochures and available on the website.</p> <p>E-F. External internship supervisors complete midterm and final evaluations of second year grad students via Calipso. Medical and educational internship coordinators and graduate coordinator monitor progress and address any issues individually with the student and review trends in ratings each year.</p>
CGS Learning Goal #2: Critical thinking and problem-solving skills	<p>Program Learning Goal(s):</p> <p>1. Students will understand principles and apply methods of clinical treatment for evaluation and intervention for various communication disorders.</p>

	2. Students will develop and demonstrate professional verbal and written communication skills, as well as critical thinking for clinical problem solving.
How are learners assessed?	<p>A. Mean scores on Practicum section of Written Comprehensive Exam. Graduate coordinator administers multiple-choice exam in January each year.</p> <p>B. Mean rating on Graduate Exit Survey re: clinical treatment. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.</p> <p>C. Mean rating on Alumni Survey re: clinical treatment. Assessment Coordinator coordinates electronic collection annually in March.</p> <p>D. Mean rating on Alumni Survey re: critical thinking. Assessment Coordinator coordinates electronic collection annually in Spring.</p> <p>E. Mean rating on final performance evaluation for educational and medical internships re: adapts to meet client needs (Evaluation #5)</p> <p>F. Mean rating on final performance evaluation for educational and medical internships re: collaborates with clients/others in planning process (Intervention #10)</p> <p>G. Mean rating on final performance evaluation for educational and medical internships re: collaborates for case management (Professional Practice Part 1 #6)</p> <p>H. Mean rating on final performance evaluation for educational and medical internship re: evaluation (average of all skills in section)</p>
What are the expectations for the students?	Critical clinical thinking and oral and written communication skills are embedded within and across academic courses and clinical experiences. Students who receive feedback that indicates concern regarding critical thinking, oral communication, or written communication are encouraged to meet directly with teaching faculty to address a plan for remediation.
What are the expectations for the program?	<p>A. Mean score above 70%</p> <p>B. 2022 Mean above 5 on 7-point scale; 2023 At least 90% Preparedness</p> <p>C. Mean above 3 on 4-point scale</p>

	<p>D. Mean above 3 on 4-point scale</p> <p>E. Mean above 4 on 5-point scale</p> <p>F. Mean above 4 on 5-point scale</p> <p>G. Mean above 4 on 5-point scale</p> <p>H. Mean above 4 on 5-point scale</p>
What were the results?	<p>A. 2022=75.6%; 2023=79.46%</p> <p>B. 2022 Mean=6.29 (n=17); 2023 100% Well Prepared or Somewhat Prepared (n=27)</p> <p>C. 2022 Mean=3.42 (n=21); 2023 Mean=3.33 (n=21)</p> <p>D. 2022 Mean = 4.54 (n=21); 2023 Mean = 4.38 (n=22)</p> <p>E. 4.86/5.00</p> <p>F. 4.87/5.00</p> <p>G. 4.80/5.00</p> <p>H. 4.86/5.00</p>
How are the results shared? How will these results be used?	<p>A-D. Chair and graduate 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 KASA ratings on Calipso each semester and pass rate on national and state examinations. Pass rates are published in department brochures and available on the website.</p> <p>E-H. External internship supervisors complete midterm and final evaluations of second year grad students via Calipso. Medical and educational internship coordinators and graduate coordinator monitor progress and address any issues individually with the student and review trends in ratings each year.</p>
CGS Learning Goal #3: Effective oral and written communication skills	<p>Program Learning Goal(s):</p> <p>1. Students will develop and demonstrate professional verbal and written communication skills, as well as critical thinking for clinical problem solving.</p>
How are learners assessed?	<p>A. Mean rating on Graduate Exit Survey re: written and verbal professional communication. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.</p> <p>B. Mean rating on Alumni Survey re: written and verbal professional communication. Assessment Coordinator and Chair coordinate electronic collection annually in March.</p>

	<p>C. Mean rating on final performance evaluation for educational and medical internships re: appropriate pitch, rate, volume when interacting with clients (Professional Practice Part 1 #4)</p> <p>D. Mean rating on final performance evaluation for educational and medical internships re: effective oral communication with patient, family, other professionals (Professional Practice Part 1 #7)</p> <p>E. Mean rating on final performance evaluation for educational and medical internships re: effective written communication for all professional correspondence (Professional Practice Part 1 #8)</p> <p>F. Mean rating on final performance evaluation for educational and medical internships re: clinical interpretation/analysis written reports (Evaluation #11)</p> <p>G. Mean rating on final performance evaluation for educational and medical internships re: clinical interpretation/analysis progress notes (Intervention #12)</p>
<p>What are the expectations for the students?</p>	<p>Development of professional oral and written communication skills are embedded within and across academic courses and clinical experiences. Students who receive feedback that indicates concern regarding oral or written communication are encouraged to meet directly with teaching faculty to address a plan for remediation.</p>
<p>What are the expectations for the program?</p>	<p>A. 2022 Mean above 5 on 7-point scale; 2023 At least 90% Preparedness</p> <p>B. Mean above 4 on 5-point scale</p> <p>C. Mean above 4 on 5-point scale</p> <p>D. Mean above 4 on 5-point scale</p> <p>E. Mean above 4 on 5-point scale</p> <p>F. Mean above 4 on 5-point scale</p> <p>G. Mean above 4 on 5-point scale</p>
<p>What were the results?</p>	<p>A. Written 2022 Mean = 6.35 (n=20); 2023 100% Preparedness (n=27); Verbal 2022 Mean = 6.4; 2023 100% Preparedness (n=27)</p> <p>B. Written 2022 Mean = 4.57 (n=22), 2023 Mean = 4.38 (n=21); Verbal 2022 Mean = 4.81 (n=21), 2023 Mean = 4.38 (n=21)</p> <p>C. 4.89/5.00</p>

	<p>D. 4.87/5.00 E. 4.91/5.00 F. 4.86/5.00 G. 4.87/5.00</p>
How are the results shared? How will these results be used?	<p>A-B. Chair and graduate 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 KASA ratings on Calipso each semester and pass rate on national and state examinations. Pass rates are published in department brochures and available on the website.</p> <p>D-G. External internship supervisors complete midterm and final evaluations of second year grad students via Calipso. Medical and educational internship coordinators and graduate coordinator monitor progress and address any issues individually with the student and review trends in ratings each year.</p>

CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	<p>Program Learning Goal(s):</p> <ol style="list-style-type: none"> 1. Students will demonstrate a foundation within the discipline for future evidence-based practice.
How are learners assessed?	<ol style="list-style-type: none"> A. Faculty tracking of students meeting ASHA KASA Standards about content in academic courses, specifically CDS 5000 (Research Methods) and CDS 5001 (Research Experience). Faculty rate all students at the end of each semester. Students are notified of whether standards are met and encouraged to engage in a remediation plan for any standard not met in a particular course. B. Mean score on Research section of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year. C. Mean rating on Alumni Survey re: preparation in research principles to investigate efficacy of diagnostic and treatment procedures. Assessment Coordinator and Chair coordinate electronic collection annually in March D. Mean rating on final performance evaluation for educational and medical internships re: clinical reasoning, integrate research principles into evidence-based practices (Professional Practice Part 1 #2)

What are the expectations for the students?	Development of professional skills conducive for independent future evidence-based practices are embedded within and across academic courses and clinical experiences. Students who receive feedback that indicates concern regarding knowledge of research principles and the research process as well as developing evidence-based practices are encouraged to meet directly with teaching faculty to address a plan for remediation.
What are the expectations for the program?	<ul style="list-style-type: none"> A. 90% of students identified for remediation meet standards within 2 semesters B. Mean score above 70% C. Mean above 4 on 5-point scale D. Mean above 4 on 5-point scale
What were the results?	<ul style="list-style-type: none"> A. No students were identified for remediation in CDS 5000 or 5001 during this assessment interval. B. 2022 Mean = 72.5; 2023 Mean = 74.9 C. 2022 = 4.28 (n=21); 2023 = 4.0 (n=21) D. 4.86/5.00
How are the results shared? How will these results be used?	<p>A-C. Chair and graduate 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 KASA ratings on Calipso each semester and pass rate on national and state examinations. Pass rates are published in department brochures and available on the website.</p> <p>D. External internship supervisors complete midterm and final evaluations of second year grad students via Calipso. Medical and educational internship coordinators and graduate coordinator monitor progress and address any issues individually with the student and review trends in ratings each year.</p>
CGS Learning Goal #5: Ethics and Professional Responsibility	<p>Program Learning Goal(s):</p> <ul style="list-style-type: none"> 1. Students will demonstrate a foundation within the discipline for future evidence-based practice. 2. Students will understand principles and apply methods of clinical treatment for evaluation and intervention for various communication disorders.
How are learners assessed?	<ul style="list-style-type: none"> A. Mean score on Professional Regulations section of Written Comprehensive Exam. Graduate Coordinator administers multiple-choice exam in January each year.

	<p>B. Mean rating on Graduate Exit Survey re: professional ethics. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams</p> <p>C. Mean rating on Alumni Survey re: professional ethics. Coordinator and Chair coordinate electronic collection annually in March.</p> <p>D. Mean rating on final performance evaluation for educational and medical internships re: clinical reasoning, integrate research principles into evidence-based practices (Professional Practice Part 1 #2)</p>
What are the expectations for the students?	Development of professional skills conducive for ethical decision making and future evidence-based practices are embedded within and across academic courses and clinical experiences. Students who receive feedback that indicates concern regarding knowledge of clinical ethics and evidence-based practices are encouraged to meet directly with teaching faculty to address a plan for remediation.
What are the expectations for the program?	<p>A. Mean score above 70%</p> <p>B. 2022 Mean above 5 on 7-point scale; 2023 At least 90% Preparedness</p> <p>C. Mean above 4 on 5-point scale</p> <p>D. Mean above 4 on 5-point scale</p>
What were the results?	<p>A. 2022 = 89%; 2023 = 82%</p> <p>B. 2022 = 6.1; 2023 = 93% Preparedness</p> <p>C. 2022 = 4.56 (n=21); 2023 = 4.23 (n=21)</p> <p>D. 4.86/5.00</p>
How are the results shared? How will these results be used?	<p>A-C. Chair and graduate 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 KASA ratings on Calipso each semester and pass rate on national and state examinations. Pass rates are published in department brochures and available on the website.</p> <p>D. External internship supervisors complete midterm and final evaluations of second year grad students via Calipso. Medical and educational internship coordinators and graduate coordinator monitor progress and address any issues individually with the student and review trends in ratings each year.</p>

Part 2

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.

The CDS Department has continued to collect and analyze data to inform instructional practices and support from a large number of sources. Pass rates on the national Praxis exam continue to be strong, with a 100% pass rate (and consistently above state and national averages), supporting the use of tracking of the written comprehensive exam performance as a guide in our data analysis. Feedback from alumni surveys and internship coordinators continue to provide the CDS department with an applied analysis of the preparedness of our students within culminating experiences and first jobs. Data collected from the graduate exit survey provides a reflect view of students on the verge of completion of the program that helps immediately inform current practices within the program.

Per feedback from 2021, CDS included data related to the semester-by-semester tracking of students who are meeting ASHA learning standards, whose competency is required for certification. The department handles remediation of concerns on an individual basis. If a student is identified as not meeting a standard within a course, they are notified and encouraged to complete a remediation plan. Ratings of standards are based on assessment measures stated within the syllabus for each course. At this time, remediation is not required (though strongly encouraged) because most learning standards are measured across multiple courses and clinical experiences. Data presented in this summary includes all students who took any course in CDS for the last two years. When percentages are below stated expectations, it is important to note that all students who did not complete remediation programs ended up leaving the program within the following 2 semesters (thus, their data places us under our goal).

This report does not include feedback from employers. We only had 6 respondents in the last 2 years. While the feedback was overwhelmingly positive, I did not feel there was enough data to justify a conclusion. We will continue to brainstorm ways to get more employer feedback to better inform our practices in the future.

Part 3

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?

It was noted that two areas of the written comprehensive exam (voice and dysphagia) were below expected levels. We believe that this may have occurred due to the timing of the course instruction (e.g., one summer the faculty member was teaching both cohorts at the same time, so included 60+ students) and COVID preventing some in-person and hands-on opportunities. The faculty who teach these courses are aware of the concern and addressing the content in the course with more applied learning opportunities for the current cohort and making sure they questions on the comprehensive exam align with current content and standards in the courses.

In addition, in 2023, we revised the graduate exit survey to align more with experiences that influenced student learning and asked more about professional standards. These results provided some insight into ways to improve the program, such as focusing more on how research experiences apply to evidence-based practices. We will continue to review the survey to inform practices outside of course content and continue to measure these skill areas in the future.