

# GRADUATE PROGRAM ASSESSMENT

Masters in Speech-Language Pathology  
Intercampus Program in Communicative Disorders  
Hearing & Speech (KUMC) & Speech-language-Hearing (KU-L)

# LEARNER OUTCOMES

- *Current degree-level learning outcomes for majors in the MA Speech-Language Pathology program include their ability to demonstrate:*
  - Foundational Knowledge: Describe foundational speech-language pathology content, theory, and evidence
  - Application & Use: Apply foundational knowledge to clinical situations
  - Analytical Processes: Track and interpret data to determine whether an approach is effective for a given client or clients
  - Communication: Effectively communicate disciplinary knowledge to a variety of groups (e.g., clients; other professionals inside and outside the discipline).

# ASSESSMENT PLAN

- Described in the opening session
- Data from the final MA exam required by the university
- Data from a student survey which is fielded after the final exam
- Employment data (immediately before/after graduation)
- National exam pass rates (immediately before/after graduation)

# PRESENTATION INSTRUCTIONS TO STUDENTS

DESCRIBE YOUR ARTIFACT  
WHAT YOU HAD TO KNOW TO BE ABLE TO COMPLETE IT  
HOW YOU APPLIED THIS INFORMATION AND USED IT TO BE SUCCESSFUL  
WHAT PROCESSES WERE USED TO ANALYZE INFORMATION

## AREAS ASSESSED INCLUDE:

Foundational Knowledge	Application and Use	Analytical Processes	Communication
------------------------	---------------------	----------------------	---------------

Area	Potential Questions	Low/Unacceptable	Mid/Acceptable	Top/Outstanding
Foundational Knowledge	What is the evidence to support or refute X? How would you find evidence related to X? How would you evaluate evidence on X?  Why do you do X instead of Y? How do you weight the evidence related to X vs. Y? How do you resolve the conflict between X & Y? What are the pros/cons of X?  Content specific factual questions	Limited/narrow/cursory knowledge in content area  Absence of critical analysis  Unaware of differences of opinion/conflicts in topic area  Limited/no knowledge of appropriate avenues to acquire evidence	Basic knowledge in content area but lacking depth/detail  Adequate critical analysis (sensitive to larger issues)  Aware of differences of opinion/conflicts in topic area but difficulty resolving the conflict  Adequate knowledge of several appropriate avenues to acquire evidence	In depth/detailed knowledge in content area  Exemplary critical analysis (sensitive to large & small details)  Detailed understanding of differences of opinion/conflicts in topic area and able to thoughtfully resolve the conflict  Thorough knowledge of multiple appropriate avenues to acquire
	<b>Notes/Comments:</b>			
Area	Potential Questions	Low/Unacceptable	Mid/Acceptable	Top/Outstanding
Application & Use	What situations/populations/etc is this relevant to? How would X guide your assessment/treatment practices? How do/did you decide what evidence is relevant to this situation/client?  How would you adapt this for X? Would you need to change this for X? If X didnt' work, what would you do?  How did/do you prioritize tx/dx goals, personal needs, evidence-based approaches?	Unable to adequately apply and synthesize evidence relevant to a situation/scenario  Unable to adequately adapt/modify methods to meet individual needs/ characteristics/requirements	Able to adequately apply and synthesize evidence relevant to a situation/scenario but may not be comprehensive  Able to adequately adapt/modify methods to meet individual needs/characteristics/ requirements but may not be comprehensive (e.g., requires prompting/support)	Able to thoroughly apply and synthesize evidence relevant to a situation/scenario  Able to effectively adapt/modify methods to meet individual needs/characteristics/ requirements
	<b>Notes/Comments:</b>			

# 2015 ASSESSMENT REPORT DATA

Learner Outcome	Low/Unacceptable		Mid/Acceptable	Top/Outstanding
Foundational Knowledge	4%		58%	38%
Application & Use	0%		71%	29%
Analytical Processes	0%		65%	35%
Communication	0%		61%	39%
Final Summative Exam Grade	New Exam: 0%	Revised Exam: 4%	Pass: 70%	High Pass: 26%

# STUDENT SURVEY

How well did you achieve each of the following departmental learning goals?

5-Extremely Well      4-Very Well      3-Adequately      2-Not Very Well      1-Not At All

1. Graduates will be able to describe **foundational** speech-language pathology content, theory, and evidence.
2. Graduates will be able to **apply** foundational knowledge to clinical situations
3. Graduates will be able to **track and interpret data** to determine whether an approach is effective for a given client or clients
4. Graduates will be able to **effectively communicate** disciplinary knowledge to a variety of groups (e.g., clients; other professionals inside and outside the discipline)

What aspects of your education in this program helped you with your learning, and why were they helpful?

What might the program do differently that would help you learn more effectively, and why would these actions help?

# 2015 STUDENT SURVEY RESULTS

Learner Outcome	Average Rating	Extremely Well	Very Well	Adequately	Not Very Well	Not at All
Foundational Knowledge	4.62	62%	38%	0%	0%	0%
Application & Use	4.69	69%	31%	0%	0%	0%
Analytical Processes	4.85	85%	15%	0%	0%	0%
Communication	4.69	69%	31%	0%	0%	0%

# QUALITATIVE STUDENT DATA: IMPETUS FOR CHANGE

- Positive Themes:
  - diversity of courses and clinical experiences
  - provided opportunities to learn in different formats
  - gain multiple, different experiences
- Challenges:
  - intercampus nature of the program
  - requiring students to take practicum on both campuses
  - improving communications across campus faculties
  - reducing travel time by increasing internet video class sessions
  - increased immediate feedback during experiences

# WHAT DID WE CHANGE?

- Expanded orientation for entering students in Fall 2014
  - 1-week
  - Intercampus – See the opportunities available on each campus, understand the differences & why they exist
  - Provide a refresher on important content for 1<sup>st</sup> semester clinical practice
  - The Fall 2014 cohort graduating this semester – evaluate effectiveness
- Program-wide engagement in course re-design in 2015-2016
  - Full-day summer 2015 workshop
  - Monthly trainings in Fall 2015
  - ½-day report of activities and discussion in January 2016
  - 4 (out of ~14) courses transformed into hybrid format

# SUMMER COURSE TRANSFORMATION WORKSHOP

8:30-9:00 Overview & Workshop Goals, Doug Ward, Center for Teaching Excellence, *Dole 3049*

9:00-9:45 External Program Examples, Julie Loats, Center for Online & Distance Learning, *Dole 3049*

9:45-10:00 Break

10:00-11:45 IPCD Examples & Overview of Tools, *Dole 3049*

Matt Gillispie, Enhancing Course with Bb – Online Exams

Holly Storkel, Moving to Hybrid – First Steps

Debby Daniels, Moving to Hybrid – Collaborating with CODL

Jane Wegner, Refining Fully Online

Discussant: Ann Lindbloom, Information Technology

11:45-12:00 Submit Morning Survey/Info Sheet

12:00-1:00 Pick-Up Lunch in *Dole 3001*; Eat in SPLH (3000) or LSI (1052) Conference Room

1:00-1:30 Meet at 1:00 in *Budig 10* to Tour Media Facilities & Studio

1:30-5:00 Break-Out Sessions in Budig

	Rooms TBD	Budig Small PC	Budig Instruction Lab
1:30-2:30	<b>CODL Consultations</b> <i>Daniels</i> – Toshi Urata, <i>Gillispie</i> – Missy C./John W., <i>Searl</i> – Kellen Doeden, <i>Waggoner</i> – Chi-Hsun Chiu, <i>Wegner</i> – Renee Hewitt	<b>Tools: Rubrics &amp; Assignments</b> <i>Brad Rankin</i>	<b>Tools: Softchalk &amp; Content Organization</b> <i>Ann Lindbloom</i>
2:30-3:30	<b>CODL Consultations</b> <i>Ferraro</i> – Renee Hewitt, <i>Fey</i> – Toshi Urata, <i>Green</i> – Chi-Hsun Chiu, <i>Kokkinakis</i> – Missy/John W., <i>Meehan</i> – Renee Hewitt	<b>Tools: Wikis</b> <i>Benjamin Mattson</i>	<b>Tools: Collaborate</b> <i>John Rinnert</i> <i>Jenine Meston</i>
3:30-3:45	BREAK		
3:45-4:45	<b>CODL Consultations</b> <i>Pedersen</i> – Chi-Hsun Chiu, <i>Storkel</i> – Renee Hewitt, <i>Warren</i> – Kellen Doeden	<b>Tools: Surveys &amp; Social Learning Tools</b> <i>Benjamin Mattson</i>	<b>Tools: Kaltura/ Media Hub</b> <i>John Rinnert</i>
4:45-5:00	Complete feedback survey and submit		

# COURSE TRANSFORMATION MONTHLY FOLLOW-UP

- October – Asynchronous Communication  
(e.g., voice thread, discussion boards, pre-recorded lecture, media hub)
- November – Synchronous Communication  
(e.g., blackboard collaborate, skype for business, clickers)
- December – What I've always wanted to do with blackboard but could never get blackboard to do!

# COURSE TRANSFORMATION JANUARY REPORT & DISCUSSION

## ***Presentations of Fall 2015 Transformations: 9:00-10:00 (12 minutes x 5 people)***

- Holly Storkel – Distance Dissertation
- Debby Daniels – 860 Eval
- Matt Gillispie – 261 Survey of ComDis
- Jon Brumberg – 462 Speech Science
- Kris Pedersen – 868 Professional Issues

## ***10:00-11:00 Things I'd Like to Do (Better) But Don't Know How***

- Discussion/brainstorming ideas to use Blackboard Collaborate (or the equivalent) for discussion and online instruction with larger classes.
- I still don't quite understand VoiceThread. I'd like to hear how others are using VoiceThread and some of the Blackboard tools.
- My main area of need is in translating my existing PPT slides into SoftChalk format. It is trivial for a DOC but so far SoftChalk does not permit PPT importing.
- Refreshers, troubleshooting and tips on using features of blackboard, how faculty are using Collaborate- we've struggled with this for 868.

## ***11:00-12:00 Moving Forward: What Would be Helpful?***

- Could we consider a universal template for masters SLP courses?