

# ULM Degree Program Assessment

## (SPLP) BS - Speech-Language Pathology - 2010-2011

**Explanation** of changes made based on the results and analysis of the 2009-2010 cycle of assessment:

SLO 1; Objective 1: Due to undergraduate curricular restructuring, the terminology quiz will be given in the first year of the program upon completion of SPLP 113. Data were not collected during the 2008-2009 time period. SLO 1; Objective 2: Various changes to course delivery may have affected the data related to this objective: (1) a new instructor taught the course, (2) the course was taught as a combination academic/lab course in line with curricular restructuring, (3) the nature of the phonetics test was made more difficult, to include disordered speech, unlike in years past. Changes will be made to next year's plan to specify typical speech sound production, so no programmatic change will be made; we will monitor. This objective will be moved to SLO 3 as it is a better metric of the development of clinical skill than basic processes. SLO 2; Objectives 1 and 2: Due to curricular restructuring, Objective 2 was addressed in the following way: a neurological disorders competency exam was given in lieu of both a neurology AND a disorders and differences exam. A better fit with the current curriculum will be to do the opposite in next year's plan. That is, next year's objectives should include a disorders and differences exam in the fourth semester of undergraduate study instead of a neurology exam. There is no longer a specific course in the undergraduate curriculum dedicated specifically to neurology; ie, there is no longer CODI 490 but rather SPLP 201 which combines anatomy and neurology. SLO 3; Objective 2: SPLP 445 is no longer offered; 404 is now the capstone course; this objective was and will be addressed in 404. SLO 4; Objective 1: SPLP 300 is no longer offered; observation hours were and will be obtained through SPLP 428 and 433. Measures of all SLOs were changed to reflect the number of credit hours expected in each of the four years of undergraduate study, 6, 12, 21 and 30 credit hours for the freshman, sophomore and junior years, respectively.

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### **Student Learning Outcome:**

The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

### **Measures:**

After completing 6 credit hours of undergraduate coursework in basic human communication processes in the undergraduate communicative disorders program, the student will demonstrate competency in the terminology used to describe normal communication processes.

### **Target:**

1. Upon completion of SPLP 113, 100% of the students will score 80% or better on a departmentally-constructed Terminology Competency Exam.

**Results and Analysis:**

It was determined that comprehensive summative information should not be expected to be gained in an introductory course, and the terminology quiz was not given in that context this year. Rather, it was determined that in the following cycle of assessment the terminology quiz should be given as part of the capstone course, SPLP 4004.

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**Student Learning Outcome:**

The student will demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, developmental, and linguistic and cultural correlates.

**Measures:**

After completing 12 credit hours of undergraduate coursework in disorders and differences of communication, the student will demonstrate knowledge of disordered aspects of communication, including language, articulation/phonology, hearing, and neurology.

**Target:**

1. During the fourth semester of the undergraduate program, 100% of the students will score 80% or better on a departmentally constructed Disorders and Differences Competency Exam.

**Results and Analysis:**

Rather than a Disorders Exam, a Neurology exam was given during students' fourth semester of the program. Within the current curriculum, disorders information is not taught until semester 6. More than 80% (83%) scored 80% or better on a comprehensive neurology and anatomy exam.

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**Student Learning Outcome:**

The 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, developmental, and linguistic and cultural correlates of the disorders

**Measures:**

After completing 21 credit hours of undergraduate coursework the student will demonstrate knowledge of methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, and their relationship to anatomical, developmental, linguistic and cultural correlates of the disorders.

**Target:**

1. 100% of the students will score 80% or better on a departmentally constructed project, a case study required in SPLP 404, applying the knowledge and skills acquired.

2. 100% of the students in SPLP 445 will complete a powerpoint presentation based on research of communication disorders and differences in an ethnic and/or social culture other than their own.
3. 100% of students who take Phonetics (SPLP 401) will score 80% or better on a comprehensive evaluation of transcription of normal speech.

**Results and Analysis:**

All targets met.

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**Student Learning Outcome:**

The student will successfully complete the undergraduate program making them eligible for admission into a graduate program in speech-language pathology or audiology.

**Measures:**

After completing the required courses in the undergraduate curriculum (minimum of 30 credit hours) the students will have the necessary background to successfully gain admittance to a graduate program in speech-language pathology or audiology.

**Target:**

1. 100% of the students will obtain 25 clinical observation hours in SPLP 428 and 433.
2. After completing the undergraduate program in communicative disorders, 80% of those who apply to a graduate program in speech-language pathology or audiology will be accepted.

**Results and Analysis:**

All targets met.

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**Explanation** of changes made based on the results and analysis of the 2010-2011 cycle of assessment:

SLO 1; Objective 1: The terminology quiz will be given in SPLP 4004. Data were not collected during the 2010-2011 time period.

SLO 2; Objectives 1 and 2: Objective 2 was addressed in the following way: a neurological and anatomy competency exam was given in lieu of a Disorders and Differences exam. A better fit with the current curriculum will be to do both separately in next year's plan. That is, next year's objectives should include a Disorders and Differences exam in the sixth semester of undergraduate study and a neurology/anatomy exam in the fourth semester.