

**Assessment Report of Student Learning Outcomes  
Fall 2007**

Due: February 1, 2008

Department/Program:       Hearing, Speech, and Language Sciences

Chair/Director:             James Mahshie

Assessment Coordinator:   Chizuko Tamaki

Date Submitted:            January 31, 2008

**Mission Statement**

The multi-faceted mission of the Department of Hearing, Speech, and Language Sciences is to:

- prepare the next generation of well-qualified speech-language pathologists and audiologists, who meet the requirements for professional licensure and/or certification, and meet Gallaudet's language and communication expectations, to provide the full range of speech, language, and hearing services to individuals of all ages from diverse language, cultural, and communication backgrounds, with particular focus on individuals who are deaf or hard of hearing,
- prepare the next generation of college and university Ph.D. faculty who are culturally sensitive, knowledgeable, and skilled in preparing future audiologists to work with culturally and linguistically diverse deaf and hard of hearing individuals of all ages,
- provide competent, culturally-sensitive, and communication-accessible speech, language, aural rehabilitation, and hearing services for the Gallaudet community and the Washington D.C. metropolitan area,
- conduct research to inform practice and advance speech, hearing, and language sciences,
- assist Gallaudet graduate programs in related fields by offering coursework with relevant knowledge about audiology, speech language pathology and aural rehabilitation to professional specialists in related fields who will be working with clients who are deaf and hard of hearing, and
- provide undergraduate students with coursework and other experiences aimed at furthering their awareness and understanding of themselves as Deaf or hard of hearing people and to provide information aimed at reducing the communication challenges confronted by deaf individuals in a broad range of situations.
- advocate for meeting the language, communication, and cultural needs of deaf and hard of hearing individuals in all of our various professional organizations, and to promote this sense of advocacy in our students.
- actively participate in our professions, through involvement with professional organizations concerned with the promotion and improvement of the professions of audiology and speech-language pathology.

## **Student Learning Outcomes/Goals at Program Level**

### Au.D. Program Learner Outcomes

Graduates of the Gallaudet Clinical Doctoral (Au.D.) Program are expected to demonstrate:

- Skills in spoken, written and sign languages that are required for effective communication for employment as a clinical audiologist.
- The knowledge and skills necessary for the prevention and identification of auditory and vestibular disorders.
- The knowledge and skills necessary for the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems.
- The knowledge and skills necessary for the treatment of individuals with suspected disorders of auditory, balance, communication, and related systems.

### SLP Program Learner Outcomes

Graduates of the Gallaudet Speech-Language Pathology (SLP) Program are expected to demonstrate:

- Skills in spoken, written, and sign languages that are required for effective communication for employment as an SLP.
- Knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- Knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following seven areas:
  - articulation
  - voice/resonance
  - receptive and expressive language
  - hearing
  - swallowing
  - cognitive and social aspects of communication
  - communication modalities.
- Clinical expertise sufficient in breadth and depth to achieve successful skills in each of the seven areas listed in number three (above). Clinical expertise includes:
  - conducting screening and prevention procedures
  - collecting case history information and integrating information with appropriate individuals
  - selecting and administering appropriate evaluation procedures
  - adapting evaluation procedures to meet client needs
  - interpreting/integrating/synthesizing all information to develop diagnoses and make appropriate recommendations
  - completing administration and reporting functions
  - referring clients for appropriate services
  - developing appropriate therapy plans with measurable and achievable goals
  - collaborating with clients and relevant others in planning
  - implementing therapy plans, selecting and using appropriate materials for therapy
  - measuring and evaluating client's performance
  - modifying therapy plans to meet client's needs,
- Appropriate interactional and personal qualities, including:
  - communicating effectively with clients
  - collaborating with other professionals
  - providing counseling regarding communication and swallowing problems to clients, caregivers and other relevant individuals,
  - adhering to the ASHA Code of Ethics and behaving professionally

**Outcome(s) Assessed for Fall 2007**

Au.D. Program

Graduates of the Gallaudet Clinical Doctoral (Au.D.) Program are expected to demonstrate:

1. Skills in spoken, written and sign languages that are required for effective communication for employment as a clinical audiologist.
2. The knowledge and skills necessary for the treatment of individuals with suspected disorders of auditory, balance, communication, and related systems.

SLP Program

Graduates of the Gallaudet Speech-Language Pathology (SLP) Program are expected to demonstrate:

1. Skills in spoken, written, and sign languages that are required for effective communication for employment as an SLP.
2. Knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

**Learning Outcomes Linked to Student Learning Opportunities**

<b>Au.D. Program</b> Learning Outcome	Student Learning Opportunities (Write major learning opportunities.)
1. Graduates in AuD Program are expected to demonstrate skills in oral and written or other forms of communication.	<ol style="list-style-type: none"> <li>1. Courses (see attached curriculum map for each course's contribution)</li> <li>2. Clinical Practica &amp; Report Writing</li> <li>3. Research project</li> </ol>
2. Graduates in AuD Program are expected to demonstrate knowledge and skills necessary for the treatment of individuals with suspected disorders of auditory, balance, communication, and related systems.	<ol style="list-style-type: none"> <li>1. Courses (see attached curriculum map for each course's contribution)</li> <li>2. Clinical Practica</li> </ol>

<b>SLP Program</b> Learning Outcome	Student Learning Opportunities (Write major learning opportunities.)
1. Graduates in the SLP Program are expected to demonstrate skills in oral and written or other forms of communication.	1. Courses (see attached curriculum map for each course's contribution) 2. Clinical Practica & Report Writing
2. Graduates in the SLP Program are expected to demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.	1. Courses (see attached curriculum map for each course's contribution) 2. Clinical Practica

### Learning Outcomes and Assessment Methods

<b>Au.D. Program</b> Learning Outcome (List the outcomes indicated above.)	Assessment Method (Indicate at least 2 multiple & varied assessment methods.)
1. Graduates in AuD Program are expected to demonstrate skills in oral and written or other forms of communication.	1. Candidacy Exams (Written & Oral) 2. Alumni Survey
2. Graduates in AuD Program are expected to demonstrate knowledge and skills necessary for the treatment of individuals with suspected disorders of auditory, balance, communication, and related systems.	1. Candidacy Exams 2. Alumni Survey

<b>SLP Program</b> Learning Outcome (List the outcomes indicated above.)	Assessment Method (Indicate at least 2 multiple & varied assessment methods.)
1. Graduates in the SLP Program are expected to demonstrate skills in oral and written or other forms of communication.	1. Candidacy Exams (Written & Oral) 2. Alumni Survey 3. Internship Supervisor Survey
2. Graduates in the SLP Program are expected to demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.	1. Candidacy Exams 2. Alumni Survey 3. Internship Supervisor Survey

## Analysis and Use of Assessment Results

<b>Au.D. Program Learning Outcomes</b> <i>Student will be able to:</i>	Direct/Indirect Assessment Measures	Analysis of Assessment Results	Use of Assessment Results to Improve Teaching & Learning
1. Graduates in AuD Program are expected to demonstrate skills in oral and written or other forms of communication.	A. Candidacy Exams (Written & Oral)	A. Candidacy Exam - There is good agreement among the raters (see attached file on grading consistency) – although the two readers did not assign the <i>exact</i> same scores, the ranking of students as well as decision of pass/fail were consistent. - There has been improvement in the rater agreement in the written exam; it can be attributed to clearer grading criteria (rubric) introduced this year. <u>Outcome 1</u> - Students have adequate writing skills. Only one student was given an unsatisfactory grade for Clarity of Writing by 2/7 readers. All other students obtained a satisfactory grade for writing from all 7 readers. - Students have adequate oral communication skills. All students, who took the oral exam, obtained satisfactory scores for Delivery and Communication. <u>Outcome 2</u> - Most students have appropriate level knowledge and skills. 5/7 students passed all three parts of the written examination, and 1 student passed two parts of the exam. All 5 students passed oral exam. - One student failed all three parts of the written exam.	A. Candidacy Exam <u>Outcomes 1 &amp; 2</u> - Continue to improve rubric - Disseminate competency and knowledge expectations to students before the exams <u>Outcome 2</u> - Institution of Student Advocate Team (SAT)* system.  * SAT: Students identified (through courses, candidacy exams, clinical performances, self identification, etc.) to be at risk for not achieving the expected competencies can initiate SAT formation. SAT comprises of the student, his/her academic advisor, and a faculty or staff member with expertise in the student's area of weakness.
2. Graduates in AuD Program are expected to demonstrate knowledge and skills necessary for the treatment of individuals with suspected disorders of auditory, balance, communication, and related systems.	B. Alumni Survey	B. Survey (Based on 10 respondents) <u>Outcome 1</u> - When asked about their ability to communicate with Deaf clients compared to their colleagues on a 5-point scale, all graduates (100%) selected “much better” (the highest) than their peers (Question 22). - Graduates also reported well-preparedness for written and oral communication (5/8 responses; Question 8). <u>Outcome 2</u> - Most graduates reported they were well-	B. Survey <u>Outcomes 1 &amp; 2</u> - The results need to be interpreted with caution due to a small number of respondents - Explore ways to increase response rate to this survey <u>Outcome 2</u> - Discussion of curriculum / course content

		<p>prepared to perform auditory diagnostic procedures, treatment using amplification and assistive listening devices, counseling/ aural rehabilitation, hearing conservation, record keeping / report writing (Question 8).</p> <ul style="list-style-type: none"> <li>- Several graduates reported lack of preparedness in diagnostic procedures for balance disorders, cochlear implant, and pediatric diagnosis and treatment (Question 8).</li> <li>- Graduates reported a great benefit of clinical practica, internships, and externship experiences, i.e., 10/10 respondents graded the clinical rotations to be A or B for effectiveness in preparing them for the career (Question 15).</li> <li>- 10/10 respondents reported they would recommend this program to a prospective student (Question 17).</li> </ul>	<p>modification to provide more training in vestibular diagnosis.</p>
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<b>SLP Program Learning Outcomes</b> <i>Student will be able to:</i>	<b>Direct/Indirect Assessment Measures</b>	<b>Analysis of Assessment Results</b>	<b>Use of Assessment Results to Improve Teaching &amp; Learning</b>
<p>1. Graduates in the SLP Program are expected to demonstrate skills in oral and written or other forms of communication.</p>	<p>A. Candidacy Exams (Written &amp; Oral)</p>	<p>A. Candidacy Exam</p> <ul style="list-style-type: none"> <li>- Improvement in the rater agreement was noted in the written exam; although the two readers did not assign the <i>exact</i> same scores, the ranking of students as well as decision of pass/fail were consistent. This improvement can be attributed to clearer grading criteria (rubric) introduced this year.</li> </ul> <p><u>Outcome 1</u></p> <ul style="list-style-type: none"> <li>- Most students have adequate writing skills. Three students were given an unsatisfactory grade for Writing and clarity by either 1 or 2 of 9 readers. All other students obtained a satisfactory grade for writing from all 9 readers. (Rubric for each exam questions are attached as separate files)</li> <li>- Oral communication skills seemed to be adequate based on oral examination results. (Evaluation form is attached as a separate file)</li> </ul> <p><u>Outcome 2</u></p> <ul style="list-style-type: none"> <li>- Based on the candidacy exam results, students have acquired knowledge expected. Four students passed all four knowledge areas of the exam and four other students passed three of four areas</li> </ul>	<p>A. Candidacy Exam</p> <p><u>Outcomes 1 &amp; 2</u></p> <ul style="list-style-type: none"> <li>- Continue to improve rubric</li> <li>- Disseminate competency and knowledge expectations to students before the exams</li> <li>- Review the exam schedule</li> </ul> <p><u>Outcome 2</u></p> <ul style="list-style-type: none"> <li>- Institution of Student Advocate Team (SAT)* system.</li> </ul>
<p>2. Graduates in the SLP Program are expected to demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.</p>			<p>* SAT: Students identified (through courses, candidacy exams, clinical performances, self identification, etc.) to be at risk for not achieving the expected competencies can initiate SAT formation.</p>

	<p>B. Alumni Survey</p> <p>C. Internship Site Survey</p>	<p>in June; these four students all passed the retake exam in August.</p> <ul style="list-style-type: none"> <li>- The fact that the students who failed the initial exam were able to pass the exam upon retake shows us that the initial failure is not necessarily because the students lacked knowledge but rather could be due to: <ul style="list-style-type: none"> <li>a. the expectations may not have been clear enough, and/or</li> <li>b. the content covered in all four areas of the candidacy exam may have been more than the students could adequately study.</li> </ul> </li> </ul> <p>B. Alumni Survey (26 respondents) &amp; C. Internship Site Supervisor Survey (37 respondents)</p> <p><u>Outcome 1</u></p> <ul style="list-style-type: none"> <li>- 80% of graduates reported they were much better prepared to communicate with deaf clients / deaf community and 16% of graduates reported they were better prepared than their colleagues. (Question 22, SLP Alumni Survey)</li> <li>- Most internship supervisors (60%) also reported that the student interns from our program were much better prepared to interact with deaf clients than other interns (Question 16, Internship Site Survey).</li> </ul> <p><u>Outcomes 1 &amp; 2</u></p> <ul style="list-style-type: none"> <li>- Most graduates generally reported that they were well-prepared to assume clinical duties after completing the academic and clinical training in the SLP program (Questions 13-16). Over 90% of the respondents reported that they would recommend this program to a prospective student (Question 17).</li> <li>- Internship supervisors also reported that our student interns were well-prepared for the internship placements (Questions 9-12). Over 95% of the respondents reported that they would recommend this program to a prospective student (Question 13).</li> </ul>	<p>SAT comprises of the student, his/her academic advisor, and a faculty or staff member with expertise in the student's area of weakness.</p> <p>B. &amp; C. Surveys</p> <p><u>Outcomes 1 &amp; 2</u></p> <ul style="list-style-type: none"> <li>- The results were generally positive.</li> <li>- We will analyze the results of the surveys in more detail, including the specific comments and suggestions.</li> <li>- No significant modification in the program / curriculum is planned – we will continue to refine our program based on the comments.</li> </ul>
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## **Sharing of Results**

With whom will you share these results and why?

### 1. Faculty and staff within the HSLs Department

The results of this assessment reflect how well the students are achieving the outcomes we expect. They reinforce the high quality of teaching and clinical activities within our department, while providing insight as to how the courses, clinical activities, and/or curriculum may be further improved.

The results of the candidacy exam also reflect how well we did with new approach to the candidacy exam; i.e., consistency in grading. It is encouraging to see a significantly high level of agreement in pass/fail decision. This information was shared with faculty and staff. Historically, we have assigned three raters to read each exam. Because of this high correlation between two raters, faculty and staff came to a consensus to assign two readers to an exam, rather than three.

### 2. Students in HSLs Department

As consumers, our students indicate that they are interested in the quality of education they receive. Learning about how well the students achieve the outcomes outlined should be of interest to both current and future students, in order to evaluate 'cost benefit' of the training we provide. Our department is also working to provide even clearer expectations for the candidacy exams. Students generally do well on exams when the expectations are clearly provided; however, we cannot simply hand out the 'rubric' because as currently constructed, it essentially provides the answers to most questions. Some form of a study guide may possibly improve the students' understanding of our expectations.

### 3. Council of Academic Accreditation

These results constitute formative assessment of our Au.D. and SLP Programs. In meeting the CAA standards, we are expected to do this type of analyses. We will thus share these results with CAA.

## Closing Reflections

Please discuss these questions at a department meeting. The answers should reflect the thoughts of the department and note where there are different perspectives.

1. Did you have a positive or negative experience with assessment this semester? Please elaborate.

This process was extremely positive. It forced us to systematically examine the data we already had and helped us move forward with the process we initiated. We had been collecting data but never seemed to have 'found the time' to analyze. This process allowed us to realize the results of our work in a concrete manner, rather than merely having a 'sense' of how well we have accomplished our goals.

2. Do you think that this kind of University-wide focus on assessment has the potential to improve teaching and learning? Please elaborate.

Absolutely. Assessment always improves teaching and learning; however, the question becomes "how much assessment." Carried to an extreme, assessment can be a burden.

3. What would you change about the assessment process?

It would be helpful to have more succinct and structured (i.e., user friendly) instructions about what was expected from departments from the beginning would be nice. There were many uncertainties about what information we needed to present and in what format.

4. What other thought come to mind that might not fall under the three questions above.

This process has generated some questions of our own.  
What else will be required of the department, faculty, and staff?

## **Supplemental Evidence of Academic Rigor, Effective Pedagogy and Student Learning**

Please share electronically other evidence of effective teaching, student learning, and assessment related to your department program's outcomes. This might include syllabi, curriculum mapping, a few (2 – 4) samples of student work, rubrics, etc.

1. Curriculum Maps
  - a. Au.D. Program
  - b. SLP Program
  
2. Au.D. Written Candidacy Exam Keys / Rubric / Point Assignment
  - a. Evaluation Form
    - Has been used to determine pass/fail in previous years
    - Used as a cover sheet to provide overall comment this year

*New this year ---*
  - b. Amplification Keys
  - c. Diagnostics Keys
  - d. Aural Rehabilitation Rubric
  
3. Au.D. Oral Candidacy Exam Rubric (a) and Assessment Form (b)
  
4. SLP Written Candidacy Exam Rubric / Keys
  - a. Speech Science
  - b. Language Development and Disorders
  - c. Neurogenic Disorders
  - d. Aural Rehabilitation
  
5. SLP Oral Candidacy Exam Evaluation Form
  
6. Scores and consistency of grading among readers/raters for both written and oral examinations
  
7. Information provided to students in preparation for candidacy exams
  - a. Au.D.
  - b. SLP
  
8. Summary of Survey Results
  - a. Au.D. Alumni Survey
  - b. SLP Alumni Survey
  - c. SLP Internship Site Survey