Assessment Plan

Program: MA-Speech-Language Pathology
School of Communication Disorders and Deafness
Kean University

Mission:
The Masters of Arts program in Speech-Language Pathology (MA-SLP) at Kean University has several related goals that are aligned with the University Mission. The mission of the School of Communication Disorders and Deafness is to provide our students with the foundation and application opportunities of the knowledge, skills, values and dispositions to prepare them for a career in the profession of speech-language pathology. Our ultimate goal is to develop a student body reflective of our mission to serve both socially, culturally and linguistically diverse traditional and non-traditional students. The MA-SLP program provides students with coursework and varied clinical practica experiences to train them in the identification, assessment, treatment and the provision of supportive services to a diverse community of individuals with communication disorders and their families. The program is committed to preparing entry-level professionals who have the research-based knowledge and skills necessary to function in a rigorous, evidence-based healthcare, educational or private practice setting.

Assessment Process:

Speech-Language Pathology students have 16 core courses to take as part of the requirements for the program. These core courses provide a sound backbone of the discipline with regard to the research and theoretical aspects of speech-language pathology as well as the various areas of study within the field. As such, the core courses are the primary vehicle for assessing the knowledge of our students. Beyond the 16 core courses, students take eight other courses, from a list of 19, offered within our program, and it is likely that no two (or very few) students take the exact same grouping of courses. Therefore, faculty have agreed to center our assessment on the core knowledge presented in our core requirements.

Each core course has assessment tools such as exams, research and reflective writing assignments, portfolio work, group work products, etc., as part of the evaluation process and the program has used results of assessment for making improvements to program practices aimed at increasing student learning. For example, we found that our graduate students were not adequately prepared to work with the hearing impaired population and two courses in sign language were developed and added to their specialization coursework to address this issue.

Beginning Fall 2011, the culminating assessment done primarily through the comprehensive examination was designated as a direct measure of attainment of student learning outcomes. Additional measures are a research project, exit interview survey, Praxis score (National Examination in June 2012
Speech-Language Pathology) and successful completion of all academic and clinical elements tracked by
the Student Assessment and Management System (SAMS, a web-based tracking system marking
progress through program requirements). Each semester, composite data from scored student
performances on academic and clinical assignments are discussed at a departmental retreat to address
areas of program strengths and weaknesses and to inform our decisions ultimately resulting in program
improvements.

Adhering to nationally recognized professional standards (Knowledge and Skills Acquisition set for
certification in Speech-Language Pathology of the American Speech-Language-Hearing Association), a
student who graduates with a Master of Arts degree in Speech-Language Pathology should:

SLO1: demonstrate knowledge of basic human communication and swallowing processes, including
their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases
(KU 4)

Direct Measure: Satisfactory completion of the following courses, or equivalents: CDD 2251
(Introduction to Speech, Language and Hearing Disorders; CDD 2254 (Phonetics); CDD 2255 (Language
Development; CDD 2260 (Anatomy and Physiology of the Ear and Speech Mechanism); CDD 3251
(Speech Science); CDD 3258 (Disorders of Speech Production and Voice); CDD 3259 (Basic Audiology);
CDD 3269 (Neuroscience for Speech and Hearing)

Indirect Measure: Fulfillment of prerequisite course work learning outcomes on SAMS and KASA;
Praxis score, number of remediation plans required in CDD 5231 (Aphasia), 5238 (Motor Speech
Disorders) and 5269 (Dysphagia), Comprehensive Examination, Graduating Student Survey

SLO2: demonstrate 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
(KU 1-4)

Direct Measure: Satisfactory completion of the following courses: CDD 5229(Disorders of Phonology
and Articulation), CDD 5231(Aphasia and Other Neurological Disorders of Speech and Language), CDD
5235 (Language Disorders in Children), CDD 5240 (Disorders of Fluency), CDD 5262 (Disorders of Voice),
and CDD 5269 (Dysphagia)

Indirect Measure: Fulfillment of the course work learning outcomes on SAMS and KASA; Comprehensive
Examination, Praxis score, Graduating Student Survey

SLO3: possess knowledge and skills reflective of the principles and methods of prevention, assessment
and intervention for people with communication and swallowing disorders, with specific reference to
articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing as well
as the cognitive and social aspects of communication (KU 1-4)

Direct Measure: Satisfactory completion of the following courses: CDD 5202 (Clinical Methods in SLP),
CDD 5227/28 (Advanced Clinical Practica in SLP I/II), CDD 5229(Disorders of Phonology and Articulation),

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CDD 5231 (Aphasia and Other Neurological Disorders of Speech and Language), CDD 5235 (Language Disorders in Children), CDD 5240 (Disorders of Fluency), CDD 5262 (Disorders of Voice), CDD 5264 (Augmentative/Alternative communication), CDD 5268 (Assessment Procedures in SLP), CDD 5269 (Dysphagia) and CDD 5270 (Advanced Diagnostics in SLP); numerical data from clinical practicum student evaluation forms will be aggregated and analyzed

Indirect Measure: Fulfillment of the course work learning objectives and clinical assessments in SAMS and KASA, Comprehensive Examination, Praxis score, Graduating Student Survey

SLO4: have knowledge of standards of ethical conduct and contemporary professional issues and certification (KU 2 & 4)

Direct Measure: Satisfactory completion of CDD 5202 (Clinical Methods in SLP), CDD 5227/28 (Advanced Clinical Practica in SLP I/II), CDD 5237 (Contemporary Issues in SLP) and CDD 5270 (Advanced Diagnostics in SLP)

Indirect Measure: Academic and clinical assessments as recorded in SAMS, KASA, Comprehensive Examination, Praxis score, Graduating Student Survey

SLO5: have knowledge of processes used in research and the integration of research principles into evidence-based clinical practice (KU 1-4)

Direct Measure: Satisfactory completion of two-semester research seminar (CDD 5298/99, Advanced Seminar in Research in SLP) culminating in research project presentation evaluated via the graduate thesis rubric; at end of 5298, IRB approval must be achieved; at end of 5299, thesis must be completed and presented at KU Research Days

Indirect Measure: SAMS, KASA, Comprehensive Examination, Praxis score, Graduating Student Survey

SLO6: has knowledge of and experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span (KU 1-3)

Direct Measure: SAMS since such knowledge is integrated in all graduate level course work; clinical hours and clinical performance assessments from CDD 5227/28 (Advanced Clinical Practica in SLP I/II) and CDD 5270 (Advanced Diagnostics in SLP)

Indirect Measure: Clinical hours and clinical assessments SAMS, KASA, Graduating Student Survey

* KU Student Outcomes: Kean University graduates should be able to:
1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. pgms)

June 2012