

Outcome Detail Report

02. CSD MS - Knowledge of Basic Human Communication and Swallowing Processes

Outcome Effectiveness

108%

No
Graph
Data

Outcome Description:

Outcome 2: ASHA Std III-B: Student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

--- Projected --- Actual Average Results

| Outcome Details | | | |
|-----------------------------|--------------------------|-----------------------------|---------------------------------|
| Projected Score: 90% | Actual Score: 97% | Weighted Score: 108% | Planning Year: 2009-2010 |

| Program: | Outcome Type: | Operational Status: |
|--|---|---------------------|
| Communicative Sciences & Disorders- MS | Program-Level Student Learning Outcomes | In Planning |

| Program Goals |
|-----------------------------|
| No Program Goals to Display |

| Stake Holders |
|---------------|
| * Students |
| Faculty |
| Staff |

| Courses | |
|---|--------------|
| Course: | Skill Level: |
| CSD500 - Introduction of Comm Disorders | Lightly |
| CSD504 - Eval & Assess Com Disorders | Strong |
| CSD509 - Hab/Rehab Hearing Impaired | Strong |
| CSD513 - Language Disorders in Adults | Lightly |
| CSD514 - Audiology | Strong |
| CSD515 - Language Dev Comm Disorders | Strong |
| CSD538 - Neuroanatomy | Strong |
| CSD539 - Craniofacial Anomalies | Lightly |
| CSD544 - Motor Speech Disorders | Strong |
| CSD545 - Swallowing Disorders | Strong |
| CSD550 - Seminar in CSD | Moderate |

| Measures | |
|---|------|
| Performance in basic human communication/swallowing - 940 | 108% |
| Knowledge and Skills Assessment (KASA) evaluation of student performance in courses indicated. Rubric evaluation of specific skills evaluated in human communication and swallowing courses will be reported. Students should achieve performance levels of "4" or "5" on the Likert scale rubric indicating an average project score between 80% and 100%. | |
| Rubrics | |
| No Rubrics to Display | |

| Intended Results | |
|------------------|---|
| Date: | Intended Result: |
| 06/07/2010 | Review of the Knowledge and Skills Assessment (KASA) document of student performance in courses tied to Objective 2 MS. Final projects in CSD 515 and 538 will be studied and graphed. Students are expected to perform on the Likert scale at levels "4" and "5" on both projects (range of 80% to 100%). Graduate students must maintain a 3.0 with no more than two C's on their transcript. |

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| Status Reports | |
|----------------|--|
| Date: | Status Report: |
| 12/10/2010 | Review of final projects in CSD 515 and 538 at the close of Spring, 2010 semesters. 515: 6 A's; 5 B's; 1 C. 538: 9 A's; 4 B's. KASA skills passed on all projects. |

| Actual Results | |
|----------------|---|
| Date: | Actual Result: |
| 06/07/2010 | On CSD 515 projects, 92% of students performed at the achievement level of "4" and "5" while one student earned a rating of "3"(8%). On CSD 538 projects,100% of the students achieved the ratings of "4" and "5".All students enrolled in courses with Objective 3 student learning outcomes received overall acceptable evaluations on their Knowledge and Skills Assessment (KASA) document of student performance |

| Use of Results | |
|----------------|---|
| Date: | Use of Result: |
| 06/07/2010 | Course content modifications / additions are documented in CSD Faculty Meeting minutes through discussions with faculty, externship supervisors, advisory board members, students, parents / caregivers of clients and other stakeholders |

| Gap Analysis | |
|-------------------------|--|
| Date: | Gap Analysis: |
| 06/07/2010 | No gap was found. Students enrolled in courses associated with this objective received acceptable evaluations on their Knowledge and Skills Assessment (KASA) document of student performance. |
| Action Plan: | No Action Plan was deemed necessary at this time. |
| Intended Result: | 06/07/2010 - Review of the Knowledge and Skills Assessment (KASA) document of student performance in courses tied to Objective 2 MS. Final projects in CSD 515 and 538 will be studied and graphed. Students are expected to perform on the Likert scale at levels "4" and "5" on both projects (range of 80% to 100%). Graduate students must maintain a 3.0 with no more than two C's on their transcript. |
| Actual Result: | 06/07/2010 - On CSD 515 projects, 92% of students performed at the achievement level of "4" and "5" while one student earned a rating of "3"(8%). On CSD 538 projects,100% of the students achieved the ratings of "4" and "5".All students enrolled in courses with Objective 3 student learning outcomes received overall acceptable evaluations on their Knowledge and Skills Assessment (KASA) document of student performance |
| Use of Result: | 06/07/2010 - Course content modifications / additions are documented in CSD Faculty Meeting minutes through discussions with faculty, externship supervisors, advisory board members, students, parents / caregivers of clients and other stakeholders |
| Objectives: | No Associated Objectives to Display |

| SWOT | |
|------------|--|
| Date: | SWOT Description: |
| 06/14/2010 | Faculty discussions held during formal and informal meetings - no SWOT deemed necessary at this time |

| Associated Standards | |
|---|--|
| ASHA1 - 3.1.3 - The scientific and research foundations of the profession are evident in the curriculum: The program must demonstrate how it verifies that students obtain knowledge in the basic sciences (e.g. biological, behavioral, physical science, and mathematics), basic science skills (e.g., scientific methods and critical thinking), and the basic communication sciences (e.g., acoustics; physiological and neurological processes of speech, language, and hearing; linguistics). The curriculum must provide opportunities for students to become knowledgeable consumers of research literature. The curriculum must reflect the scientific bases of the professions and include research methodology, research literature, and opportunities to participate in research and scholarship activities, consistent with the mission and goals of the program and institutional expectations. | |
| ASHA1 - 3.1.4 - The academic and clinical curricula reflect an appropriate sequence of learning experiences: The program must provide evidence of appropriate sequencing of course work and clinical education. Appropriate sequencing must be evident in examples of typical programs of study, including clinical placements. | |
| SACS - 4.1 - The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student achievement) | |
| SACS - 4.2 - The institutions curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded. (Program curriculum) | |

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| Associated Objectives |
|-------------------------------------|
| No Associated Objectives to Display |
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