***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2017-2019***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 17, 2019**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

Master of Science

Communication Disorders & Sciences

**Degree and**

**Program Name:**

# Submitted By:

Angela B. Anthony, Department Chair

**Please use size 10 font or larger.**

**PART ONE**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1.Students will demonstrate advanced knowledge of the nature, evaluation, and treatment for various communication disorders  **Graduate School Goal #1 – Depth of Content Knowledge & Technology** | Mean scores on Acquired Language, Fluency, and Dysphagia sections of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year.  Pass rate on national accreditation exam. Chair collates data from ETS on annual basis.  Pass rate on ISBE specialty certification exam. Chair collates data from ISBE annually.  Mean rating on Graduate Exit Survey re: nature, evaluation, and treatment of communication disorders. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: competence in disorder preparation. Assessment Coordinator coordinates electronic collection annually in March.  Mean rating on Employer Survey re: competence in evaluation and treatment. Assessment Coordinator coordinates electronic collection annually in March.  Mean rating on formative assessment re: technology skills. Assessment Coordinator collects electronically at conclusion of each semester and averages annually. | Mean score above 70%  90% pass rate  95% pass rate  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale  Mean above 3 on 4 point scale  Mean above 5 on 7 point scale | Acquired Language=86%  Fluency = 70%  Dysphagia = 72%  100% pass rate on first try; 3 of 3 content areas above the state and national average  100% pass rate on first try  Eval and Treat Mean = 6.0 (n = 7)  Disorder Prep Mean = 3.5/4 (n = 34)  Comp Eval/Treat Mean = 3.89/4  (n = 9)  Technology Mean  Traditional Cohort = 6.14  (n=59)  Hybrid Cohort = 6.36  (n=14) | Chair and Assessment Coordinator are responsible for data collection and compilation. Data is shared with all faculty and issues are discussed. Any follow-up actions are channeled to the appropriate departmental committee. Graduate Coordinator also monitors formative assessment rating averages and pass rate on national and state examinations. Pass rates are published in department brochures and available on the website.  Assessment Coordinator sends electronic request with link to graduates/alumni for survey data. Alumni are responsible for forwarding request and link to their employer. Assessment Coordinator compiles data to share with Chair, Graduate Coordinator and faculty. |
| 2. Students will understand principles and apply methods of clinical treatment for evaluation and intervention for various communication disorders.  **Graduate School Goal #5 – Ability to work with diverse clientele; Goal #6 – Ability to collaborate with profession and community** | Mean scores on Practicum section of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year.  Mean rating on Graduate Exit Survey re: clinical treatment. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: clinical treatment. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Employer Survey re: treatment of disorders. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Graduate Formative Assessment re: clinical assessment. Assessment Coordinator collects from faculty electronically at conclusion of each semester and averages annually.  Mean rating on Medical Internship Formative Assessment re: clinical assessment. Medical Internship Coordinator collects each semester and forwards to Assessment Coordinator to compile and average annually.  Mean rating on Educational Internship Formative Assessment re: clinical assessment. Educational Internship Coordinator collects each semester and forwards to Assessment Coordinator to compile and average annually.  Mean rating on Graduate Exit Survey re: knowledge of social and cultural differences. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: cultural considerations. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Employer Survey re: cultural considerations. Assessment Coordinator and Chair coordinate electronic collection annually in March. | Mean score above 70%  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale  Mean above 3 on 4 point scale  Mean above 5 on 7 point scale  Mean above 5 on 7 point scale  Mean above 5 on 7 point scale  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale  Mean above 3 on 4 point scale | Practicum Mean = 86%  Clinical Treatment = 6.0  (n=7)  Clinical Treat Mean = 3.47/4  (n = 34)  Eval & Treat Mean = 3.89/4  (n = 9)  Clinical Assessment Means  Traditional Cohort = 6.1  (n=59)  Hybrid Cohort = 6.35  (n=14)  Medical Internship Mean for Clinical Assess = 6.35/7  n=73  Educational Internship Mean for Clinical Assess = 6.77/7  n=67  Social/Cultural Mean = 6.29  (n=7)  Cultural/Gender Mean = 3.29/4 (n=34)  Cultural/Gender Mean = 3.56/4 (n=9) | Chair and Assessment Coordinator are responsible for data collection and compilation. Data is shared with all faculty and issues are discussed. Any follow-up actions are channeled to the appropriate departmental committee.  Assessment Coordinator sends electronic request with link to graduates/alumni for survey data. Alumni are responsible for forwarding request and link to their employer. Assessment Coordinator compiles data to share with Chair, Graduate Coordinator and faculty.  Graduate Coordinator monitors formative assessment rating averages compiled by Assessment Coordinator.  Medical and Educational Internship Coordinators collect data from off-campus supervisors and enter into department data bank for Assessment Coordinator to average.  Graduate Coordinator informs students how to access the survey; Assessment Coordinator accesses data and averages. |
| 3. Students will demonstrate a foundation within the discipline for future professional development activities.  **Graduate School Goal #4 – Advanced scholarship through research/creative activity** | Mean score on Professional Regulations section of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year  Mean rating on Graduate Exit Survey re: independent learning strategies and professional ethics. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: independent learning and professional ethics. Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Employer Survey re: independent learning and professional ethics. Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Graduate Formative Assessment re: professional/ethic development. Assessment Coordinator collects electronically at conclusion of each semester and averages annually.  Graduate Employment percentage. Graduate Coordinator collects on annual basis.  Number of professional presentations by graduate students. Awards Committee Chair compiles and shares with Chair annually.  Number of graduate scholarships and research awards. Awards Committee Chair compiles and shares with Chair annually.  Number of graduate theses completed. Graduate Coordinator collects annually.  Mean rating on Graduate Exit Survey re: evidence based research methods. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: research principles for efficacy. Coordinator and Chair coordinate electronic collection annually in March. | Mean above 70%  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale  Mean above 3 on 4 point scale  Mean above 5 on 7 point scale  95% or above  5 or more graduate presentations  5 or more graduate awards  3 or more graduate theses  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale | Prof Reg Mean = 82%  Independ Learn Mean = 5.86 (n = 7)  Prof Ethics Mean = 6.14 (n = 7)  Independ Learn Mean= 3.56/4 (n = 34)  Prof Ethics Mean =  3.53/4 (n=34)  Independ Learn Mean = 3.56/4 (n = 9)  Prof Ethics Mean = 4.00/4  (n=9)  Traditional Cohort = 6.15  n=59  Hybrid Cohort = 6.37  n=14  100 % employed  Research presentations = 6 students (3 paired presentations) at ISHA  Scholarships /Research Awards = 4\*  \*2 additional students qualified for research awards but did not apply because of the minimal cost incurred in their travel  Graduate Thesis = 1  This is a reflection of transitions in faculty, with fewer Unit A faculty, and increased Unit B faculty  Evidence-Base Mean = 6.14 (n = 7)  Research principles = 3.5/4 n=34 | Chair and Assessment Coordinator are responsible for data collection and compilation. Data is shared with all faculty and issues are discussed. Any follow-up actions are channeled to the appropriate departmental committee.  Assessment Coordinator sends electronic request with link to graduates/alumni for survey data. Alumni are responsible for forwarding request and link to their employer. Assessment Coordinator compiles data to share with Chair, Graduate Coordinator and faculty.  Graduate Coordinator monitors formative assessment rating averages compiled by Assessment Coordinator.  Graduate Coordinator collects data and shares it with faculty and Chair. Employment percentages with break-down by employment setting are required for annual accreditation reports and overall employment rate is published in brochures and on the departmental website.  Chair and Graduate Coordinator compile awards, scholarships, and presentation data for the department. It is shared with faculty, published in the annual Alumni Newsletter, and summarized in annual accreditation reports. |

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| 4. Students will develop and demonstrate professional verbal and written communication skills, as well as critical thinking for problem solving. . **Graduate School Goal #2 – Critical thinking and problem solving; Goal 3# - Oral and written communication** | Mean overall score on Oral Comprehensive Exam. Faculty hear oral case summary presentations in January each year.  Mean rating on Graduate Exit Survey re: written, verbal, critical thinking. Graduate Coordinator electronically collects data annually in January of 2nd year during comprehensive exams.  Mean rating on Alumni Survey re: written, verbal, critical thinking. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Employer Survey re: written, verbal, critical thinking. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on Graduate Formative Assessment re: written, verbal, critical thinking. Assessment Coordinator collects electronically at conclusion of each semester and averages annually.  Mean rating on Medical Internship Formative Assessment re: written, verbal, critical thinking. Assessment Coordinator collects electronically at conclusion of each semester and averages annually.  Mean rating on Educational Internship Formative Assessment re: written, verbal, critical thinking. Assessment Coordinator collects electronically at conclusion of each semester and averages annually. | Mean score above 70%  Mean above 5 on 7 point scale  Mean above 3 on 4 point scale  Mean above 3 on 4 point scale  Mean above 5 on 7 point scale  Mean above 5 on 7 point scale  Mean above 5 on 7 point scale | Oral Comp Mean = 83%  Written Mean = 6.14  Verbal Mean = 6.29  Critical Think Mean = 5.86  (n = 7)  Written Mean = 3.76/4  Verbal Mean = 3.79/4  Critical Think Mean = 3.62/4  (n = 34)  Written Mean = 3.67/4 (n=9)  Verbal Mean = 3.78/4 (n=9)  Critical Think Mean = 3.88/4 (n = 8)  Traditional Cohort Means  Written = 6.13  Verbal = 6.1  Critical Think = 6.02  (n = 59)  Hybrid Cohort Means  Written = 6.21  Verbal = 6.24  Critical Thinking = 6.10  (n = 14)  Medical Internship  Written Mean = 6.62/7  Verbal Mean = 6.73/7  Critical Think Mean = 6.51/7  n=45  Educational Internship  Written Mean = 6.82/7  Verbal Mean = 6.89/7  Critical Think Mean = 6.79/7  n=52 | Chair and Assessment Coordinator are responsible for data collection and compilation. Data is shared with all faculty and issues are discussed. Any follow-up actions are channeled to the appropriate departmental committee.  Assessment Coordinator sends electronic request with link to graduates/alumni for survey data. Alumni are responsible for forwarding request and link to their employer. Assessment Coordinator compiles data to share with Chair, Graduate Coordinator and faculty.  Graduate Coordinator monitors formative assessment rating averages compiled by Assessment Coordinator.  Medical and Educational Internship Coordinators collect data from off-campus supervisors and enter into department data bank for Assessment Coordinator to average. |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Pass rates on the national Praxis exam continue to be the strongest in the history of the program, with a 100% pass rate for several years on the first administration. The program also exceeded both the national and state averages in all three content areas evaluated on the national exam. Pass rates have also continued at 100% for the Illinois Specialty Content exam for teacher certification. The pass rate on Oral Comprehensive exams over the past two years was 93% on the first attempt, and 100% on the second attempt for the traditional on-campus students. Pass rate on the oral comprehensive exam for the hybrid cohort was 79% on the first attempt and 93% including the second attempt. (One student who failed both the first and second attempt passed on the third attempt following remediation.) On the written exam, pass rates were 98% on the first attempt, and 100% on the second attempt for the traditional class, and 93% (13/14) on the first attempt and 100% on the second attempt for the cohort class. All content areas on the written exam were above the minimum 70% competence pass rate. Formative assessment ratings post-internship are extremely high, reinforcing the benefit of continuing to offer full semester internship experiences in both medical and educational settings.

Efforts have been continued to increase the number of respondents on the Alumni and Employer surveys, though this continues to be a challenge. However, employer comments emphasize the quality of EIU graduates in CDS on the job.

The summative Grand Rounds course (CDS 5800) continues to be structured around an inclusive employment site focus, and receives positive reviews from students and faculty. Cases presented allow for integration of content across disorders for the graduate students.

The CDS Master’s Degree Program has First Choice status in the Graduate School, renewed in 2018 through 2023.

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Student research is an area where the department has not quite met our goals in recent years. Four research awards (goal: 5), three professional presentations (6 students in pairs; goal: 5) and one graduate thesis (goal: 3) fell short of our goals. One factor impacting the reduction in presentations and theses has been the transition of faculty, as more experienced faculty have retired, and new faculty hired in the past two years have been hired as annually contracted faculty. All graduate students complete a research project with a partner as part of their research course, and present at a department level research symposium. There was an increase in students who submitted class projects for research presentations in 2019. Going forward, students will continue to be strongly encouraged to submit these projects for professional conferences, as will students who have completed thesis research. There has been an increase in undergraduate presentations and awards in the past two years, so it is the hope that in the coming years this progress will be carried over to the graduate program. A notable increase, however, will require that future Unit A searches are available and these positions are filled successfully.

The second distance education master’s degree cohort graduated in May/August of 2018. As noted in the last report, admission of a third cohort was put on hold due to concerns about discrepancies in the performance of the cohort group as compared to the traditional students. First time pass rates on oral comprehensive exams in 2018 were also lower than that of the traditional group, adding another data point of concern about the cohort program. Following multiple discussions about possible modifications to the program and impacts on the traditional program, the faculty voted to discontinue the cohort program. When program revisions were made in 2018-19, the cohort program was deleted from the graduate catalog. This deletion will now allow graduate faculty to focus on maintaining and building the strengths of the traditional program.

Discussions began in 2017 about updating the graduate curriculum to reduce the need for students from other undergraduate programs to have to make up courses, and also to update academic and clinical content to reflect revisions to accreditation and certification standards. After lengthy discussion and multiple drafts of a revised curriculum, a new graduate curriculum was approved in spring 2019, and will be implemented for the first time with the incoming graduate class in summer 2019. A new web-based system, CALIPSO, will be used to track clinical practicum ratings and whether standards are met or not met in academic courses.