

**Degree:**  
2023-2024 Assessment Plan

	<b>Student Learning Outcome #1</b>	Students will develop critical thinking skills that undergird scientific and technical writing in speech and hearing sciences. Critical thinking skills are necessary for pursuit of graduate work.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Students will be required to complete a clinical application assignment using case studies that demonstrate critical thinking skills via: <ul style="list-style-type: none"> <li>a. Online discussion of problem-based learning scenario</li> <li>b. Face-to-face, final presentation of problem-based learning scenario</li> </ul>
	<b>Proficiency</b>	Students in SPHS 4350, Problems and Projects CLD course, a major elective and clinical disorder course, will complete a case study evaluation and identify potential application to clinical practice via: <ul style="list-style-type: none"> <li>a. Online discussion of problem-based learning scenario with a score of 8/10</li> <li>b. Face-to-face, final presentation of problem-based learning scenario with a score of 8/10</li> </ul>
<b>DO</b>	<b>Benchmark</b>	90% of sampled students will successfully show critical thinking skill development by demonstrating competency at a level of 80% or better in: <ul style="list-style-type: none"> <li>a. An online discussion of problem-based learning scenario</li> <li>b. A face-to-face, final presentation of problem-based learning scenario</li> </ul>
	<b>Results of Assessment</b>	<ul style="list-style-type: none"> <li>a. 100% of sampled students received a score of 80% or better on an online discussion of problem-based learning. In addition, an in-class follow-up assignment resulted in 100% of students scoring 80% or better.</li> <li>b. On the oral final presentation related to the problem-based learning scenario, 77% of students demonstrated competency at a level of 80% or better.</li> </ul>

S T U D Y	Analysis of Results	This year's switch to problem-based professional-practice-oriented scenarios was deemed to be fruitful and valid. Benchmark a was a formative assessment and students tended to score within expected levels. Benchmark b was relatively summative in nature and students tended to score relatively poorly.
ACT	Improvement Plan for 2024-2025	In order to improve outcomes on Benchmark B a separate section on CCC readiness instructional modality will be considered. The instructor will be added to the face-to-face lecture component of the course. Not all students seem to be learning all of the components that are communicated in the pre-recorded readiness slides.



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	<b>Student Learning Outcome #2</b>	Students will develop information literacy skills that undergird evidence-based practice in speech and hearing sciences. Students will engage in information literacy orientation.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Students will identify sources of information related to two clinical scope of practice areas: Articulation and Aural Rehabilitation.
	<b>Proficiency</b>	Students will identify sources of information within a paper-writing assignment related to a clinical scope of practice with a grade of 80% or better on a writing assignment in each of two classes: <ul style="list-style-type: none"> <li>a. SPHS 3324 Speech Sound Disorders and</li> <li>b. SPHS 4350 Audiology Diagnostics and Rehab.</li> </ul>
<b>DO</b>	<b>Benchmark</b>	70% of sampled students will successfully show information literacy skill development by demonstrating competency at a level of 80% or better on a departmentally designed rubric re to a paper of final project. <ul style="list-style-type: none"> <li>a. in SPHS 3324 Speech Sound Disorders and</li> <li>b. in SPHS 4350 Audiology Diagnostics and Rehab.</li> </ul>
	<b>Results of Assessment</b>	<ul style="list-style-type: none"> <li>a. Out of 18/22 (82% of) students in Spring of 2024 demonstrated competency at a level of 80% or better.</li> <li>b. In SPHS 4350, Aud Diagnostics and Rehab, 17/18 (94.44% of) students demonstrated competency at a level of 80% or better.</li> </ul>
<b>S T U D Y</b>	<b>Analysis of Results</b>	Students were given instructions and were provided resources to do a library search. In addition, class discussion included information on finding resources of higher quality and how to determine sources that are better than others.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>The improvement plan (for both benchmarks across each course) includes the following steps: 1. Increase discussion of doing an extensive literature review. 2. Devote one class period next year to a library search, potentially with a presentation from someone at LU library. 3. Incorporate more discussion of the use of APA and the hierarchy of resources (e.g., peer-reviewed journal versus webpage).</p>



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	<b>Student Learning Outcome #3</b>	Students will develop professional report writing skills necessary for entry into graduate COMD programs.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Report assignment in SPHS 3316 demonstrating technical report writing skills.
	<b>Proficiency</b>	Students will earn 80% or higher on a report assignment according to a departmentally designed rubric.
<b>DO</b>	<b>Benchmark</b>	80% of students will earn 80% or higher on a report-writing assignment according to a departmentally designed rubric.
	<b>Results of Assessment</b>	Greater than 80% of students scored 80% or better on a final writing project.
<b>S T U D Y</b>	<b>Analysis of Results</b>	Professional writing skills are necessary for entry into the graduate programs in Audiology and Speech-Language Pathology. Summative assessment of report-writing skill as judged by performance on a final project seems like a valid way to measure this skill.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	Since this is the first attempt at addressing this benchmark, the same one will be used next year in order to establish consistency of this measure across cohorts and time-points.
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