

BS in Speech Hearing Sciences - BS-SPHS

Academic Year 2025-2026

BS in Speech Hearing Sciences - BS-SPHS Learning OutcomesCritical Thinking Undergirding Scientific/Technical Writing **MET**

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.

MEASURES	RESULTS	ACTIONS
Demonstration of Critical Thinking Within Clinical Application/Case Study Assignment Students will be required to complete a clinical application assignment using case studies that demonstrate critical thinking skills via: Online discussion of problem-based learning scenario. 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: Online discussion of problem-based learning scenario with a score of 8/10 Direct - Assignment <i>Problems and Projects: SPHS 4350</i> Target 90% of sampled students will successfully show critical thinking skill development by demonstrating competency at a level of 80% or better in: An online discussion of problem-based learning scenario.	MET Analysis The established benchmark was met. The program's target was for 90% of sampled students to demonstrate critical thinking skill development by achieving a competency level of 80% or better in an online discussion of a problem-based learning scenario. Students enrolled in SPHS 4350, Problems and Projects CLD, a major elective and clinical disorders course, completed a clinical application assignment using case studies designed to assess critical thinking skills. Students were required to evaluate a case study, identify potential applications to clinical practice, and demonstrate their reasoning through an online discussion of the problem-based learning scenario. Competency was defined as achieving a score of at least 8 out of 10 (80%) on the assignment. Assessment results indicated that 90% of the sampled students achieved the expected competency level. These findings demonstrate that students are successfully developing and applying critical thinking skills by analyzing clinical cases, connecting course content to clinical practice, and communicating their clinical reasoning in an online discussion format. Therefore, the program met its established benchmark for this measure of critical thinking skill development.	<i>No actions have been added.</i>
Demonstration of Critical Thinking Within Clinical Application/Case Study Assignment Students will be required to complete a clinical application assignment using case studies that demonstrate critical thinking skills via: Face-to-face, final presentation of problem-based learning scenario 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: Face-to-face, final presentation of problem-based learning scenario with a score of 8/10 Direct - Assignment	MET Analysis The established benchmark was met. The program's target was for 90% of sampled students to demonstrate critical thinking skill development by achieving a competency level of 80% or better on a face-to-face final presentation of a problem-based learning scenario. Assessment results indicated that 90% of the sampled students successfully achieved the expected level of competency. These findings demonstrate that students are effectively developing and applying critical thinking skills when	<i>No actions have been added.</i>

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<i>Problems and Projects: SPHS 4350</i> Target 90% of sampled students will successfully show critical thinking skill development by demonstrating competency at a level of 80% or better in: A face-to-face, final presentation of problem-based learning scenario	analyzing problem-based scenarios, integrating relevant information, and presenting their conclusions in a face-to-face setting. Based on these results, the program met its established student learning outcome for critical thinking.	
Exit Interview Direct - Assignment <i>Problems and Projects: SPHS 4350</i> Target 80% of students who did not use a systems-based analysis in the online discussion post, will do so upon exit interview.	MET Analysis The established benchmark was met. The program's target was for 80% of students who did not initially demonstrate the use of a systems-based analysis in the online discussion post to successfully demonstrate this skill during the exit interview. Students enrolled in SPHS 4350, Problems and Projects, were assessed on their ability to apply critical thinking skills that support scientific and technical writing in the speech and hearing sciences. Students who did not demonstrate adequate systems-based analysis in the initial online discussion were provided an additional opportunity to demonstrate their understanding and application of this approach during the exit interview. Assessment results indicated that at least 80% of the students identified through the initial assessment successfully demonstrated the expected systems-based analysis during the exit interview. These results indicate improvement in students' ability to integrate information, consider relevant components of a problem, and apply critical thinking to scientific and clinical contexts. Therefore, the program met its established benchmark for this measure.	<i>No actions have been added.</i>

Information Literacy Undergirding Evidence-Based Practice **MET**

Students will develop information literacy skills that undergird evidence-based practice in speech and hearing sciences. Students will engage in information literacy orientation.

MEASURES	RESULTS	ACTIONS
Identification information sources with paper-writing assignment Students will identify sources of information related to two clinical scope of practice areas: Articulation and Aural Rehabilitation.	MET Analysis The established benchmark was met. The program's target was for 70% of sampled	<i>No actions have been added.</i>

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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. 1. SPHS 3324 Speech Sound Disorders and 2. SPHS 4350 Audiology Diagnostics and Rehab. Direct - Assignment <i>Speech Sound Dis in Children: SPHS 3324</i> Target 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 in: SPHS 3324 Speech Sound Disorders.	students to demonstrate information literacy skill development by achieving a competency level of 80% or better on a departmentally designed rubric associated with a paper or final project in SPHS 3324, Speech Sound Disorders in Children. Students completed a paper-writing assignment designed to assess their ability to identify, select, and appropriately use relevant sources of information related to a clinical scope of practice. The assignment provided students with an opportunity to demonstrate information literacy skills that support evidence-based practice in the speech and hearing sciences. Assessment results indicated that at least 70% of the sampled students achieved a score of 80% or better on the identified assignment. These findings demonstrate that students are developing the ability to locate and identify appropriate sources of information and incorporate relevant evidence into academic and clinically focused work. Therefore, the program met its established benchmark for this measure of information literacy and evidence-based practice.	
Identification information sources with paper-writing assignment Students will identify sources of information related to two clinical scope of practice areas: Articulation and Aural Rehabilitation. 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: 1. SPHS 3324 Speech Sound Disorders and 2. SPHS 4350 Audiology Diagnostics and Rehab. Direct - Assignment <i>Problems and Projects: SPHS 4350</i> Target 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: in SPHS 4350 Audiology Diagnostics and Rehab.	<i>No results have been added.</i>	<i>No actions have been added.</i>

Professional Report Writing **MET**

Students will develop professional report writing skills necessary for entry into graduate COMD programs.

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MEASURES	RESULTS	ACTIONS
Professional Report Writing Report assignment in SPHS 3316 demonstrating technical report writing skills. Students will earn 80% or higher on a report assignment according to a departmentally designed rubric. Direct - Assignment <i>Professional Report Writing: SPHS 3316</i> Target 80% of students will earn 80% or higher on a report-writing assignment according to a departmentally designed rubric.	MET Analysis The established benchmark was met. The program's target was for 80% of students to demonstrate professional report-writing competency by earning a score of 80% or higher on a report-writing assignment evaluated using a departmentally designed rubric. Students enrolled in SPHS 3316, Professional Report Writing, completed a report assignment designed to assess the technical and professional writing skills necessary for continued academic development and entry into graduate programs in communication disorders. The assignment assessed students' ability to organize and communicate information effectively using appropriate professional and technical writing conventions. Assessment results indicated that at least 80% of students earned a score of 80% or higher on the report-writing assignment. These results demonstrate that students are developing the professional and technical writing competencies expected at the undergraduate level and necessary for preparation for graduate study. Therefore, the program met its established benchmark for this measure of professional report-writing skills.	<i>No actions have been added.</i>