

Bachelor of Science in Speech and Hearing Sciences (SPHS)
Department of Speech and Hearing Sciences at Lamar University
Annual Program Report

Year:	2021-2022
Program:	Bachelor of Science (BS) in SPHS
Contact Person (include email & phone#)	Johanna Boulton (Department Chair) - (409) 880-8338 jweddleboulton@lamar.edu

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

The faculty of the Bachelor of Science (BS) program in SPHS work to continuously to use data reported here and institutional data to make improvements rooted in evidence. In the last two years, the program has experienced changes in faculty leadership and composition of members of faculty. For this reason, both data and required adjustments to change have led program improvement decisions. Examples of how assessment results have informed our changes include:

- Assessment results for critical thinking were not met. New faculty members that have been assigned to the related assessment assignments and courses have been briefed on this issue to make course-based changes as they work to newly develop the course. Faculty members are also evaluating undergraduate coursework to determine what other assignments and courses may help to meet the desired outcomes. Once courses and assignments are determined to be related to this goal, they will be added to upcoming assessments.
- Reflective thinking skill data was inconsistently reported. The program could not determine what adjustments may need to be made based on the available data. Program faculty are taking this inconsistency and using it to plan better procedures of documentation and have determined that this skill should be assessed across multiple undergraduate courses in the curriculum. Once courses and assignments are determined to be related to this goal, they will be added to upcoming assessments.
- Outcomes on information literacy were evaluated and appear to have been met, but the benchmarks were not appropriately set prior to measurement. Faculty who taught the associated course for assessment have left the program and new hires are being recruited for the course. The faculty determined that outcomes assessment for this information literacy goal should not be confined to a single course but rather multiple courses in the degree plan. Once courses and assignments are determined to be related to this goal, they will be added to upcoming assessments.
- Other examples of improvements can be provided upon request with documentation as needed.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

Changes in faculty leadership and composition have occurred since the last report. Our endowed professor of research left January 2022 and has been replaced with a new faculty member in September 2022. Four speech-language pathology faculty left with one replacement in August 2022 with three additional expected in Fall 2022 and Spring 2023. Our Department Chair was an interim for the 2021-2022 year. A new Department Chair is joining us in August 2022. Our staff audiologist had been temporarily working to assist in teaching requirements of the program due to other faculty being in overload. However, following shifts to our in-house working clinic during Covid pandemic increased our need for her to be back in her primary role to ensure that the patient load in-house was supporting student needs and requirements for clinical experiences. Our staff audiologist is no longer participating in a teaching role but is now back to her primary duties. This has, however, placed some faculty into overload and solutions for additional faculty growth are being pursued with College and University leadership.

Our program has a curriculum committee that uses the data presented here, among other data and factors (e.g., preparation for graduate school, program accreditations, etc.) to make curriculum decisions approximately every 3 years as deemed appropriate. The last major curriculum change occurred in 2017 with changes placed on hold in 2020 due to Covid pandemic considerations and then delayed again due to changing faculty composition. Major curriculum revision is scheduled to begin in 2023.

National and state data regarding the need for speech-language pathology assistants (SLP-A) and for vocologists has led to the development of an existing vocology certificate program and to an upcoming SLP-A certification program.

Other examples of improvements can be provided upon request with documentation as needed.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
The Department of Speech and Hearing Sciences engages and empowers a diverse student population in the acquisition of knowledge and skills through innovative and interactive curriculum design, faculty mentored research, exceptional clinical service delivery, and dedicated outreach to the community. Through these transformative activities the Department of Speech and Hearing Sciences provides interdisciplinary collaboration regionally and globally. The Bachelor's degree in Speech	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.	Problem-based learning scenario: Students will be required to complete a clinical application assignment using case studies that demonstrate critical thinking skills.	Students in SPHS 3324, a major elective and clinical disorder course, will complete a case study evaluation and identify potential directions of treatment.	75% of case study evaluations will be completed with a grade of B or higher during Spring 2022.	62.85% of students in SPHS 3324 completed the case study with a grade of B or higher during Spring 2022.	Data results of our evaluation did not meet goals of the BS benchmarks. For this reason, the course was assessed, and new faculty assigned to teach the course for future offerings with information shared to new faculty regarding the need for supporting this goal of critical thinking. Data are still being collected to evaluate the results of these changes.
	Students will develop reflective thinking skills that that undergird clinical decision making in speech and hearing sciences.	In-class exercise: Students will be required to complete reflection related to clinical scope of practice areas.	Students will be required to complete reflection papers in SPHS 1371, an introductory course that surveys clinical areas in speech and hearing.	Five of the required papers will be completed with a grade of B or better in Fall 2021.	While the assignments were completed by students in SPHS 1371, faculty teaching course did not utilize LU-based gradebook tracking with the learning management system, therefore	Due to inconsistencies in availability of data, the program could not determine definite needed adjustments on this metric. Faculty who were assigned to the course have left the program and new faculty are evaluating best ways to assess reflective thinking skill development for this goal. It was determined by program faculty that this skill should be assessed across multiple undergraduate courses in the curriculum.

<p>and Hearing Science is a pre-professional program, but does not fully prepare a student to work independently as a Speech-Language Pathologist or Audiologist. It prepares students for graduate level work to obtain a higher, advanced degree (Master's or Doctorate).</p>					<p>individual student evaluations are not visible to current administrators. For this reason, this skill will be evaluated in an alternate course or within the same course under current faculty.</p>	<p>Curriculum review is planned for the 2022-2023 academic year (when we expect to have finalized additional faculty hires) to determine the most appropriate courses and assignments related to this goal for future assessment.</p>
	<p>Students will develop information literacy skills that undergird evidence-based practice in speech and hearing sciences. Students will engage in information literacy orientation.</p>	<p>In-class exercise: Students will identify sources of information related to the clinical scope of practice area.</p>	<p>Students will identify sources of information related to a clinical scope of practice areas in SPHS 4336.</p>	<p>Five sources will be identified in exercises in SPHS 4336 during Spring 2021.</p>	<p>96%, 96%, and 87% of students successfully identified five sources in SPHS 4336 as recorded through achievement on three evidence-based analyses assignments (grade of B or better) during Spring 2021.</p>	<p>While outcomes on this goal were high, there was not a specified benchmark for this goal (i.e., percentage of students, level to be reached) set by previous administrators in the Department. Faculty who taught the associated course for assessment have left the program and new hires are being recruited for the course. Faculty determined that outcomes assessment for this information literacy goal should not be confined to a single course but rather multiple courses in the degree plan. Curriculum review is planned for the 2022-2023 academic year (when we expect to have finalized additional faculty hires) to determine the most appropriate courses and</p>

						assignments related to this goal for future assessment.
--	--	--	--	--	--	--

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
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. This goal was not met. Faculty are working to determine how to improve this metric now that new faculty will be teaching this information in our curriculum.	P	Data results of our evaluation did not meet goals of the BS benchmarks. For this reason, the course was assessed, and new faculty assigned to teach the course for future offerings with information shared to new faculty regarding the need for supporting this goal of critical thinking. Data are still being collected to evaluate the results of these changes.
Students will develop critical thinking skills that undergird scientific and technical writing in speech and hearing sciences. Students will develop reflective thinking skills that that undergird clinical decision making in speech and hearing sciences. Data was inconsistently reported from faculty who are no longer part of the program. Faculty are working to determine how to improve this metric now that new faculty will be teaching this information in our curriculum.	P	Due to inconsistencies in availability of data, the program could not determine definite needed adjustments on this metric. Faculty who were assigned to the course have left the program and new faculty are evaluating best ways to assess reflective thinking skill development for this goal. It was determined by program faculty that this skill should be assessed across multiple undergraduate courses in the curriculum. Curriculum review is planned for the 2022-2023 academic year (when we expect to have finalized additional faculty hires) to determine the most appropriate courses and assignments related to this goal for future assessment.
Students will develop information literacy skills that undergird evidence-based practice in speech and hearing sciences. Students will engage in information literacy orientation. This goal was met, however, the goal was not specific or easily measured without benchmark. Faculty are working	P	While outcomes on this goal were high, there was not a specified benchmark for this goal (I.e., percentage of students, level to be reached) set by previous administrators in the Department. Faculty who taught the associated course for assessment have left the program and new hires are being

to determine best ways to evaluate this metric for more specific assessment.		recruited for the course. Faculty determined that outcomes assessment for this information literacy goal should not be confined to a single course but rather multiple courses in the degree plan. Curriculum review is planned for the 2022-2023 academic year (when we expect to have finalized additional faculty hires) to determine the most appropriate courses and assignments related to this goal for future assessment.
--	--	---