

Bachelor of Science in Speech and Hearing Sciences (SPHS)

Department of Speech and Hearing Sciences at Lamar University

Annual Program Report

Year:	2022-2023
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 three 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 met. The related assessment course and assignment chosen was the SPHS 44350 Problems and Projects course with a Cultural and Linguistic Diversity focus. Students used critical thinking to apply course concepts to case studies of hypothetical clients from a variety of sociocultural backgrounds. Although this goal was met, based on overall performance on the case study assignment as judged via completion of the project rubric, a more valid assessment of critical thinking might be gleaned from the subcomponent of the rubric specifically dedicated to “application to professional practice.”
- Outcomes on **information literacy** were met. Although faculty determined that outcomes assessment for this information literacy goal should not be confined to a single course, one course, Speech Sound Disorders was chosen as a representative example. During the upcoming year (23-24), when the postponed curriculum review occurs, it will be determined if this course and assignment are the optimal metric for measuring this goal.
- **Reflective thinking** skill data were inconsistently reported in past assessment reports. The program could not determine what adjustments may need to be made based on the available data. For this reason and in the interest of focusing on the other two constructs (critical thinking and information literacy) a reflective thinking goal was deleted from this year assessment cycle.
- 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:

The Bachelor's degree in Speech 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) or to complete an assistant certificate in SLP or Audiology (SLP-A or Aud-A). Undergraduate students in the SPHS major will develop **critical thinking and information literacy** skills that support their future professional requirements to complete evidence-based clinical practice. The **reflective thinking** goal addressed in previous cycles was deleted in favor of focusing on critical thinking and information literacy. Faculty have designated, based on previous year's annual report that one of three possible courses within the curriculum (SPHS 4350 Aud Rehab/Aud II; SPHS 4336 Clinical Processes; SPHS 4350 Problems & Proj CLD course; SPHS 3324 Speech Sound Disorders) as writing-intensive, capstone courses for students pursuing an emphasis in audiology or speech-language pathology, respectively. Major writing assignments within these courses will be evaluated using rubrics reflective of the targeted constructs.

Tremendous changes in faculty leadership and composition have occurred since the last report. The open endowed professor position was filled by a new faculty member in September 2022. Of the four speech-language pathology faculty positions that were left open during the 21-22 reporting period, one was replaced in August 2022 with three more replaced during 22-23. The new Department Chair also joined in August 2022. Our staff audiologist is now fully back to their primary clinical duties and is no longer responsible for teaching. Relatedly, some faculty continue to work overload and solutions for additional faculty growth continue to be 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 was planned for 2022-23 but was postponed until 2023-24.

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. As a preliminary step toward the SLP-A Certificate Program, the SLP-A undergraduate track was rolled out and we welcomed our first admits this past year.

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	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 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.	70% of sampled students will successfully show critical thinking skill development by demonstrating competency at a level of 80% or better on a departmentally designed rubric during Spring of 2022.	Two different case study journals per student were completed in SPHS 4350 Problems and Projects CLD course in Spring of 2023. 88.8% of students completed case study 1 with a grade of B or higher and 88.8% completed case study 2 with a grade of B or higher.	Data results of our evaluation met goals of the BS benchmarks. The overall grade on the project was used at the metric for this goal. A better reflection of “critical thinking” may be the application to professional practice subsection of the rubric. This goal will be adjusted to reflect this change during the next reporting period.

<p>Department of Speech and Hearing Sciences provides interdisciplinary collaboration regionally and globally. The Bachelor's degree in Speech 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>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>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 in SPHS 3324.</p>	<p>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.</p>	<p>90% of students successfully identified at least five sources in SPHS 3324 as recorded through achievement on a final project related to application of speech-sound-disorders course material to a special population (grade of B or better) during Spring 2023.</p>	<p>Although this goal was determined to be assessed across multiple courses, a sample was taken from SPHS 3324. Curriculum review, originally planned for the 2022-2023 academic year (postponed 23-24 now that faculty hires have been completed) will be used to determine if this is the most appropriate course/assignment related to this goal for future assessment.</p>
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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 met. Faculty are working to determine how to improve this metric to focus more specifically on the construct of critical thinking.	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 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 more specific and easily measured than last cycle given the specific benchmark indicated. Although one course was used as the representative sample, there may be better focuses determined during the coming year's curriculum review.	P	Although faculty determined that outcomes assessment for this goal should not be confined to a single course but rather multiple courses in the degree plan, one course was used as a representative sample. During the postponed, planned curriculum review in the 2023-24 academic year the most appropriate courses and assignments related to this goal will be determined for future assessment.