Undergraduate Program-Specific Student Learning Outcome Assessment
Annual Report – *2020-2021 Academic Year*

I. Program Information

Program/Department: Speech-Language Pathology
Department Chair: Elaine M. Shuey   E-mail: eshuey@esu.edu   Phone: 3681
Department Assessment Coordinator: Elaine M. Shuey   E-mail: eshuey@esu.edu   Phone: 3681

II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During Last Academic Year
List ALL Program-Specific SLOs first, their direct alignment to University SLOs, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

Program SLO	UNIVERSITY SLO	TIMELINE for ASSESSMENT (annual, semester, bi-annual, etc.)
A1: Students will demonstrate knowledge of the anatomic and physiologic bases of communication	II. Utilize critical thinking skills.	**Annual**
A2: Students will demonstrate knowledge of the nature of language and speech.	II. Utilize critical thinking skills.	**Annual**
A3: Students will demonstrate knowledge of normal speech, language and auditory skills	VII. Understand various models for the healthy development of the whole person.	**Annual**
B1: Students will demonstrate an introductory knowledge of the behavioral, psychological, physiological, and social aspects of communication disorders.	V. Apply scientific reasoning to solve problems.	**Annual**

C1: Students will be familiar with general concepts involved in the treatment of communication disorders	II. Utilize critical thinking skills.	**Annual**
D1: Students will demonstrate the ability to communicate effectively in writing in terms of organization, semantics, syntax, spelling, and APA style.	III. Communicate orally, in writing, and through other formats.	**Annual**
E1: Students will demonstrate an ability to locate and use appropriate information sources.	IV. Demonstrate information literacy and technological skills.	**Annual**
E2: Students will display an introductory level of skill at using professional-related technology.	IV. Demonstrate information literacy and technological skills.	**Annual**
F1: Students will demonstrate maturity, dependability, and reliability	I. Demonstrate an understanding of their role as citizens of a diverse, global society.	**Annual**
F2: Students will demonstrate ethical behavior	I. Demonstrate an understanding of their role as citizens of a diverse, global society.	**Annual**
F3: Students will demonstrate the ability to work both independently and in groups.	III. Communicate orally, in writing, and through other formats.	**Annual**
F4: Students will demonstrate a desire for continuing professional growth.	I. Demonstrate an understanding of their role as citizens of a diverse, global society.	**Annual**

III. Direct Measures Used

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the cores set of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Direct Assessment Measure(s) Used	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	Assessment completed by (student, supervisor, faculty, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
A1	Neuro Final Exam	Comprehensive final exam covering neurological bases of communication	Faculty	4th year Spring	All
A2	Psycholinguistics Transcription Quiz	Quiz testing phonetic transcription of all American English sounds	Faculty	4th year Spring	All
A2	Psycholinguistics Final Exam	Comprehensive final exam covering the structure of language	Faculty	4th year Spring	All
A2	Psycholinguistics Final Grade	Comprehensive final psycholinguistics grade	Faculty	4th year Spring	All
A3	SLD Test 2	Course exam	Faculty	1st year Spring	All

B1	Intro to Audiology, Final Exam	Final Exam	Faculty	2nd or 3rd year Fall	All
C1	Intro to Clinic Applied Assignment, Treatment	Student produces SOAP note and therapy plan for hypothetical client	Faculty	4th year Spring	All
D1	Anatomy Disorder Topic Paper	Paper about an anatomic difference that leads to a communication disorder	Faculty	2nd or 3rd year Fall	All
E1	Intro to Audiology, Research Worksheet	Research Worksheet, including peer reviewed articles	Student	2nd or 3rd year	All
E2	Speech Science Assignments 4, 7	Lab Assignments	Faculty	2nd or 3rd year Spring	All
F1	SLD Attendance	Class attendance for semester	Faculty	1st year Spring	All
F2	Testing and Measurement	Course exams (all)	Faculty	2nd or 3rd year Spring	All
F3	Intro to Clinic Applied Assignment, Evaluation	Students will interact to complete a written evaluation report of a hypothetical client	Faculty	4th year Spring	All

IV. Indirect Measures Used

Using the table below, list and briefly describe the indirect methods used to collect information assessing whether students are learning the cores set of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Indirect Assessment Measure(s) Used	Assessment description (survey, alumni or employer survey, national standardized exam, non-graded assignments, student projects – non-standardized, journals, opinion polls, etc.)	Assessment completed by (student, supervisor, faculty, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
F 4	Membership in campus professional organizations	Membership count	Faculty advisors	All years Spring	All those who participated
F 4	Attendance at professional conferences	Counting those who attend	Faculty also attending the conference	All years, throughout the year	All those who attended
F 4	Application to and acceptance at graduate school	Graduate program applications; student self-reports	Faculty (graduate coordinator) and students	4th year Spring	All who are graduating

See charts attached at end with data collected over time.

V. Student Performance Outcomes
How did the student perform on each assessment, compared to the department/program goal?
What is the target/goal/score for each assessment? Then briefly summarize the results.

Assessment number/name	Target/Acceptable score	Number assessed in 2020-2021 (N)	Number & % meeting target/ Number and % not meeting target
A 1 Neuro Final Exam	80%	27	Met: 21 (78%) Not met: 6 (22%)
A 2 Psycholinguistics Transcription Quiz	70% target reduced because students are tested on information from freshman year	28	Met: 25 (89.28%) Not met: 3 (10.62%)
A 2 Psycholinguistics Final Exam	80%	28	Met: 26 (92.85%) Not met: 2 (7.14%)
A 2 Psycholinguistics Final Grade	80%	28	Met: 26 (92.85%) Not met: 2 (7.14%)
A 3 SLD Test 2	80%	35	Met: 25 (71%) Not met: 10 (29%)
B 1 Intro to Audiology Final Exam	80%	26	Met: 16 (61%) Not met: 10 (38%)

C 1 Intro to Clinic Applied Assignment, Treatment	80%	25	Met: 25 (100%) Not met: 0 (0%)
D 1 Anatomy Disorder Topic Paper	80%	23	Met: 19 (82.61%) Not met: 4 (17.39%)
E 1 Research Worksheet in Audiology	80%	26	Met: 20 (77%) Not met: 6 (23%)
E 2 Speech Science Assign. 4 (4, measuring Fo, 7, measuring formants)	80%	27	Assign 4, Met: 25 (92.59%) Not Met: 2 (7.4%) Assign 7, Met 27 (100%) Not Met: 0 (0%)
F 1 SLD Attendance	80%	35	Met: 29 (82.85%) Not met: 6 (17.14%)
F 2 Testing and Measurement	100% integrity while taking tests	32	Met: 32 (100%) Not met: 0 (0%)
F 3 Intro to Clinic Applied Assignment, Evaluation	80%	25	Met: 25 (100%) Not met: 0 (0%)
F 4 Membership F 4 Attendance F4 Acceptance	80 % of UG for NSSHLA 8 UG; 1G (any conference) 100 % of those applying	100 0 UG; 3 G 26 applied	Met: 70 (70%) Unmet: 30 (30%) 0 UG, 3 G conferences cancelled or held remotely due to pandemic Accepted: 25 (96.15%) Not accepted: 1 (4%)

See charts at end of report			

VI. Key Findings: Briefly summarize the results of the assessments and how do these compare to the goals you have set?

It should be noted that UG classes were held remotely during AY 2020-2021. However, the CSD classes were held in real time on Zoom. Classes were recorded and posted on D2L so that students could revisit them.

Most goals were met.

A1 Students found the comprehensive nature of the neuro final to be difficult.

A2   Student performance on objective A2 met the level of competence targeted as a department goal. Students maintained knowledge of phonetic transcription from a freshman year course to a senior course at 70% or better and demonstrated performance at 80% or better on other measures. Overall mean scores were above the departmental goal for transcription quiz, final and final grade.

A3 Performance in this class reflected a variety of issues, some related to the remote nature of the class.   Only 1/3 of the class were active learners. The other 2/3 had their cameras off and participated minimally.   Some students were at work during class.

B1 Performance on B1 is reflective of a greater number of underprepared students who are entering the major. That is reflected in their inability to expand their study skills and learn from earlier performance. They are resistant to using the tutor and writing lab. Similar issues are starting to be noted in other classes as well. The tutors have attended classes so students are familiar with them.

E1 Incoming students have much varied experiences with writing papers. Despite having included one class on finding resources in the library, students struggled with finding resources, using peer-reviewed sources, and writing papers. To address this, attendance for two library classes was required. Students had to turn in their list of references early, then complete the research worksheets, then turn in the summary of their disorders, and then the final copy.

F4 Membership – the lower number of NSSHLA members is reflective of both reduced SPPA enrollment and an increase in the number of students who work extensive hours to support themselves, not allowing for attendance at meetings   Meetings were held remotely during the pandemic, but activities were obviously limited by the lack of face to face opportunities.

F4 Attendance – the attendance at professional meetings is clearly related to how far away the conference is (see chart). Students continue to be encouraged to attend conferences when they can afford it. All fall 2020 conferences were cancelled due to the pandemic. Some spring 2021 conferences were held, usually remotely. Students did not attend in that format, except those who were presenting papers.

F4 Acceptance – the acceptance rate has varied over time. Changes in advising, the encouragement of minors/concentrations (for alternate career paths), calculation of transfer GPA to include all sources, and the continuation of the structured GPA warning letters have resulted in a stable acceptance rate, with some students leaving the major earlier to be more successful in other majors. Early admittance to students with 3.7 and above was initiated in AY 2018-29 and resulted in many students with the highest GPAs staying at ESU. It should be noted that our accrediting agency has approved multiple new programs throughout the country. Pennsylvania has gone from 14 programs to approximately 27.   Existing programs have expressed frustration about the number of programs, the increased competition for quality students, and the drastic effect this has had on internship possibilities.

VII. Describe Process Used by Program Faculty to Discuss and Interpret Key Findings
Through what modes were assessment results shared with program faculty? What process was used by program faculty to discuss and interpret the key findings?   What hypotheses do program faculty have for why these are the results?

Goals and outcomes are discussed as needed at departmental meetings throughout the academic year, but are specifically targeted at the summer departmental meeting.

Current discussions are centering on under prepared students who struggle in classes and often leave the major or the university. Recommendations for help (tutoring, counseling, other support) are being made but often without follow through by the students. Strong midterm advising has been encouraged while the student can still improve their performance. This includes asking students to describe their plan for improving each low grade. Even with this, faculty often find themselves doing extensive remediation and explaining basic issues like: how to revise a paper/assignment that the faculty member has edited;

why students need to do more than take notes and memorize; and how performance is building an academic portfolio.   The pandemic only increased the issue.

VIII. Changes Made as a Result of the Key Findings / Actions Taken
What changes or actions were taken or are planned for 2021-2022 and in the future in response to your key findings?

A1 The instructor will prepare a study guide for the comprehensive final

A3 In-person learning will prevent some of the attendance and participation issues that occurred via Zoom.

B1 Increased use of the tutor and the establishment of additional review materials will be implemented

E1 Despite the fact that the instructional sessions with the librarian were required, attendance was poor. Therefore, in future classes, a reward/penalty will be established regarding attendance

F4 Membership – students who cannot attend meetings are being encouraged to attend NSSHLA activities which are held at varying times. That will give them the social, personal, and professional involvement that is the point of the organization. The return to in-person learning also increases the number of events possible, which should attract more students.

IX.   Adjustments to/Deviation from the Department Assessment Plan
Describe any disparity from submitted assessment plan and why it occurred.
None occurred.

Student Memberships and Conferences Attended

AY	ESU NSSHLA	Sign Language Club	ESU Autism Speaks	National NSSHLA	NESHAP	PSHA	ASHA	Other
2016-2017	111	64	30		5 UG Northeast Pennsylvania	32 UG 4 G Harrisburg	39 UG 27 G Philadelphia	39 UG Deaf and Hard of Hearing Expo Harrisburg
2017-2018	80	60	37		1 UG Northeast Pennsylvania	14 UG 3 G Pittsburgh	1 G Los Angeles	1 UG, 1 PR International Conf on Unilateral Hearing Loss, Philadelphia
2018-2019	90	101	48		None Northeast Pennsylvania	14 UG 9 G Lancaster	3 UG 4 G Boston	
2019-2020	70				Northeast Pennsylvania Fall none Spring cancelled	Pittsburgh cancelled	1 G Orlando	8 UG Event at Gallaudet University
2020-2021	50 Met regu-larly via Zoom	55 Met bi-weekly via Zoom; did Remote events like cooking classes	35 Met regularly via Zoom		None	Held remotely 1 G	Washington DC Multiple restrictions 0	1 G Educational Audiology Assoc. 1 G Asia Oceanic Rehab Conference

							Both remote

Graduate School Status

Academic Year	# of Students Graduating	# Accepted to SLP/Aud Grad Program	% Accepted to SLP/Aud Grad Program (of those who applied)	# Not Accepted to SLP/Aud Grad Program	% Not Accepted to SLP/Aud Grad Program (of those who applied)	# Who did not apply to Grad Program	# Who went into a different field
2016-2017	44	31	83.78%	6	16.22%	5	2
2017-2018	42	28	77.77%	8	22.22%	4	2
2018-2019	36	30	100.00%	0	0%	4	2
2019-2020	25	22	95.65%	1	4.34%	1	1
2020-2021	29	25	96.15	1	4.00%	2	1