

# Assessment Plan

## Western Michigan University

### Speech Pathology and Audiology

**Mission Statement:** The basic mission of the Department of Speech Pathology and Audiology at Western Michigan University is to prepare professionals who will be maximally effective in providing clinical services to individuals with speech, language, and hearing impairments. The enhancement of knowledge and the development of a variety of skills and competencies -- including those related to evaluation, diagnosis, rehabilitation and prevention, as well as those related to research, education and administration - are subsumed by the basic mission.

As a corollary to this mission, the department is also committed to the furthering of a fuller understanding of human communication processes and of communication disorders through its instructional programs, through laboratory and clinical research, through information dissemination and through professional and community service activities.

Our foremost concern is assisting individuals who have communication handicaps, and we welcome students who share this point of view. The enhancement of personal as well as professional growth in our students is, in turn, a fundamental and ongoing commitment of our faculty.

**Vision Statement:** Recognized as a national leader for advancing knowledge in human hearing and communication through education, research, and service.

#### Outcome: Academic/Content Knowledge - SPPA

Candidates in all programs within the department will demonstrate mastery of the content necessary for professional performance.

The student must demonstrate knowledge of:

1. The principles of biological sciences, physical sciences, mathematics, and social/behavioral sciences.
2. Basic communications and swallowing processes, including their a) biological, b) neurological, c) acoustic, d) psychological, e) developmental, and f) linguistic/cultural bases.
3. The nature of speech, language, and hearing disorders and differences and swallowing disorders, including their etiologies, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
4. Specific knowledge must be demonstrated in the areas of Articulation, fluency, voice and resonance, receptive and expressive language, hearing, including the impact on speech and language, swallowing, cCognitive aspects of communication, social aspects of communication, and communication modalities.
5. The principles of prevention, assessment, and intervention for people with communication and swallowing disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of disorders of fluency, articulation, voice and resonance, receptive and expressive language hearing (including the impact on speech and language), cognitive aspects of communication, and social aspects of communication.

**Track:** Speech-Language grads

**Outcome Status:** Active

**Assessment Evaluation:** Programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the American Speech-Language-Hearing Association (ASHA). The assessment process is ongoing, and progress is evaluated annually as part of an annual report submitted on August 1 each year. The department Academic and Clinical Educational Committee (ACEC) meets bimonthly to address assessment progress and issues.

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
Departmental review of graduate student performance in graduate academic program sequence. Academic competency/knowledge in required coursework is satisfied in program sequence in accordance with the Knowledge and Skills Acquisition (KASA) rubrics developed by faculty based on the American Speech-Language and Hearing Association (ASHA) standards. The student will demonstrate appropriate knowledge as determined by completion of the 70 areas indicated on KASA worksheet.	80% of students enrolled in coursework successfully meet academic requirements indicated by the 70 KASA areas within expected program sequence (time frame).	Annually	Yes
<b>Assessment Method Category:</b> Departmental Committee Review			

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
Departmental review of student advisory committee (focus group) transcripts in order to analyze student feedback about departmental academic preparation. <b>Assessment Method Category:</b> Departmental Committee Review	Programatic modifications will be considered when 80% of the participants agree on themes for content areas.		Yes
Departmental review of graduate student performance on Praxis exam upon completion of all course and clinical content. <b>Assessment Method Category:</b> Exam-Licensure	80% of graduates in Speech-Language Pathology will pass Praxis exam on first attempt.	Annually	Yes

**Outcome: Clinical Competency/Knowledge - SPPA**

The student must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

Evaluation: conduct screening; collect case history information; select and administer appropriate evaluation procedures; adapt evaluation procedures to meet client/patient needs; interpret and integrate information to develop appropriate diagnoses and make recommendations for intervention; complete administrative and reporting functions to support evaluation; refer clients for appropriate services.

Intervention: Develop setting appropriate interventions plans with measurable and achievable goals; collaborate with clients/parents and relevant others; implement intervention plans and involve clients/parents in the process; select/develop/use appropriate materials and instrumentation for prevention and intervention; measure and assess client's performance and progress; complete administrative and reporting functions; refer clients to as appropriate.

**Track:** Speech-Language grads

**Outcome Status:** Active

**Assessment Evaluation:** Programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the American Speech-Language-Hearing Association (ASHA). The assessment process is ongoing, and progress is evaluated annually as part of an annual report submitted on August 1 each year. The department Academic and Clinical Educational Committee (ACEC) meets bimonthly to address assessment progress and issues.

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
Semester evaluations of clinical performance. Clinical supervisor meets with each student/clinician for a semester evaluation focused on performance outcomes. Objectives are discussed and evaluated. Twenty four outcome areas are evaluated relative to the student's Knowledge Base and Skills Development in the areas of Evaluation, Intervention and Interaction, and Personal Qualities. Clinical competencies are evaluated in each clinical assignment according to a 5 point scare of increasing levels of independence. A student is considered to be minimally competent with a score of 3 (out of 5) in all supervised clinical area [E.g., Compliance with the above indicates that a student is prepared for extern placement at the scheduled point in the program sequence; typically after 4 semesters of on campus clinical training]. <b>Assessment Method Category:</b> Departmental Committee Review	80% of students enrolled in clinical practicum obtain a score of 3 in all supervised clinical areas within expected program sequence (time frame).	Evaluated each semester	Yes
Departmental review of graduate student performance in graduate clinical program sequence. Academic competency/knowledge in required clinical practica is satisfied in program sequence in accordance with the Knowledge and Skills Acquisition (KASA) worksheet. The student will demonstrate appropriate knowledge as determined by completion of the 21 areas indicated on KASA rubric. Additionally, student clinical hour accumulation in each area will be monitored to ensure experience/competency.	80% of students enrolled in clinical practicum successfully meet mimimum competency identified by the 21 KASA clinical areas within expected program sequence (time frame).	Annually	Yes

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
<b>Assessment Method Category:</b> Departmental Committee Review			
Departmental review of student advisory committee (focus group) transcripts in order to analyze student feedback about the Department's plan for clinical preparation. <b>Assessment Method Category:</b> Departmental Committee Review	Programmatic modifications will be considered when 80% of the participants agree on themes for clinical areas.	Annually	Yes
Departmental review of graduate student performance on Praxis exam upon completion of all course and clinical content. <b>Assessment Method Category:</b> Exam-Licensure	80% of graduates in Speech-Language Pathology will pass Praxis exam on first attempt.	Annually	Yes

### Outcome: Academic/Content Knowledge - AuD

Candidates in all programs with the department must demonstrate mastery of the content necessary for professional performance.

The student must demonstrate knowledge of:

- 1.The principles of life sciences, physical sciences, behavioral sciences, and mathematics.
- 2.The foundations of practice
- 3.Prevention and identification
- 4.Evaluation
- 5.Treatment

**Track:** AuD grads

**Outcome Status:** Active

**Assessment Evaluation:** Programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the American Speech-Language-Hearing Association (ASHA). The assessment process is ongoing, and progress is evaluated annually as part of an annual report submitted on August 1 each year. The department Academic and Clinical Educational Committee (ACEC) meets bimonthly to address assessment progress and issues.

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
Each element on the Knowledge and Skills Acquisition form (KASA) is assigned to a particular course for assessment. Most course offerings have primary responsibility for two assessments with practicum/lab sessions having many. In addition there is overall program review of student performance in the academic program sequence. Practicum performance is evaluated according to a KASA based performance rubric. <b>Assessment Method Category:</b> Survey-Faculty	Expectations are established by the individual course instructor with a performance criterion of 60 % correct.  Over 80% of students enrolled in coursework successfully met academic requirements in the KASA areas within expected program sequence (time frame).	Annually	Yes
Department review of student input in order to analyze student feedback about departmental academic preparation. <b>Assessment Method Category:</b> Departmental Committee Review	Programmatic modifications will be considered when 80% of the participants agree on themes for content areas.	Annually	Yes
Department review of student performance on PRAXIS exam upon completion of all course and clinical content. <b>Assessment Method Category:</b> Exam-Licensure	At least 80% of graduates in audiology will pass PRAXIS exam on first attempt	Annual review/Bi-ennial action	Yes

**Outcome: Competency/Knowledge - AuD**

The student must complete a program of study that includes supervised clinical experience sufficient in breadth and depth to achieve the following skills outcomes:

Prevention and Identification: prevent and identify auditory and vestibular disorders.

Evaluation: Evaluate individuals with suspected disorders of auditory, balance, communication, and related systems.

Treatment: Treat individuals with auditory, balance, and related communication disorders.

**Track:** AuD grads

**Outcome Status:** Active

**Assessment Evaluation:** Programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the American Speech-Language-Hearing Association (ASHA). The assessment process is ongoing, and progress is evaluated annually as part of an annual report submitted on August 1 each year. The department Academic and Clinical Educational Committee (ACEC) meets bimonthly to address assessment progress and issues.

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
<p>Semester evaluations of clinical performance. The clinical supervisor meets with each student/clinician for a semester evaluation focused on performance outcomes. Objectives are discussed and performance is evaluated relative to the student's Knowledge Base and Skills Development in the areas of Prevention and Identification, Evaluation, and Treatment. Practicum performance is evaluated according to a KASA based performance rubric on evaluation skills, treatment skills, general clinical skills (modifications for special populations, interaction skills, information management, use of instrumentation), and professionalism.</p> <p>The approach described above is also used for semester evaluations in externships. In addition, segment evaluations are conducted using the Clinical Fellowship Skills Inventory.</p> <p><b>Assessment Method Category:</b> Departmental Committee Review</p>	<p>At least 80% of students enrolled in clinical practicum obtain a score of 3 or better in time/experience-appropriate clinical areas within the expected program sequence.</p>	<p>Evaluated each semester Evaluated at the end of each externship segment.</p>	Yes
<p>Program review of graduate student performance in graduate clinical program sequence. Academic competency/knowledge in required clinical practica is satisfied in program sequence in accordance with the KASA worksheet. The student will demonstrate appropriate knowledge and skills by achieving appropriate ratings based on the performance based practicum evaluation form.</p>	<p>At least 80% of students enrolled in clinical practicum obtain a score of 3 or better in time/experience-appropriate clinical areas within the expected program sequence.</p>	Annually	Yes
<p>Departmental review of graduate student performance on PRAXIS exam upon completion of all course and clinical content.</p>	<p>At least 80% of graduates will pass PRAXIS exam on first attempt.</p>	Biennially	Yes
<p>Department review of student/faculty input in order to analyze student feedback about departmental academic preparation.</p> <p><b>Assessment Method Category:</b> Departmental Committee Review</p>	<p>Programmatic modifications will be considered when 80% of the participants agree on themes for content areas.</p>	Annually	Yes
<p>Department review of student performance on PRAXIS exam upon completion of all course and clinical content.</p> <p><b>Assessment Method Category:</b> Exam-Licensure</p>	<p>At least 80% of graduates in audiology will pass PRAXIS exam on first attempt.</p>	Annual review/Bi-ennial action	Yes