Communication Disorders, Master’s Assessment Report, 2012

Expected Outcomes: KASA Progress

Term by term student progress per course in the accreditation student learning outcomes known as Knowledge and Skills Assessment (KASA)

Assessment methods

**Method: KASA Progress**

Learning outcomes known as Knowledge and Skills Assessment (KASA) are prescribed by our accrediting agency. Faculty established which KASAs apply to each course. These are expected on each syllabus. Faculty remediates students not passing certain KASAs. At end of term faculty notifies the SLP coordinator of students passing/not passing each KASA.

Findings:

Program coordinator, Dr. Mike Moran, monitored each faculty member’s syllabus upgrades to include revised KASA accreditation expectations. Also, faculty checkoff students’ meeting (old/new) required KASA objectives via SLP Coordinator. SLP Coordinator reported 100% collection of this information (same accomplishment as last two years). This means 100% student passage by end of terms (any remediations done).

How did you use findings for improvement?

In anticipation of new KASA standards coming, the program revised its curriculum through university committees. New/altered courses migrated into student use beginning Summer 2012.

Additional comments:

None

Expected Outcomes: Comprehensive Exam Passage

Students will pass the program’s comprehensive examination (all sections) so that internship and graduation will not be delayed.

Assessment methods

**Method: Comprehensive Exam Passage**

M.C.D. student must pass comps in order to go on an internship. Six questions, developed by faculty committee of the whole are designed. Comps are written at the Haley computer lab and take all of one day. Two key faculty per question topic grade the response and must agree to pass verse re-writing topics 2 weeks later. If answer is still inadequate then an oral exam is scheduled. If oral is failed the second and final comps attempt is possible but delays internships and graduation.

Findings:

Results for AY2012 are from Fall ‘11 data. This is compared to earlier years. Initially 4 of 20 passed without needing re-writes; this 20% compares less well to previous year of 32% but
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How did you use findings for improvement?

No adjustments seem needed based on 3 years data but faculty will continue to infuse clinical problem solving questions into courses. (esp. Plexico's new clinical course).

Additional comments:

None

Expected Outcomes: PRAXIS Pass Rate

National exam, PRAXIS, pass rate in academic year satisfies accreditation agency (need 80% or higher rolling 3 year average).

Assessment methods

Method: PRAXIS Pass Rate

PRAXIS is a national exam. Students register and take it online. It must be passed as part of ASHA national certification. Scores are provided to the program by the New Jersey based National Testing Service.

Findings:

SLP PRAXIS results for three academic years averaged 100% (with accreditation expecting at least 80% passage). Data are: AY 2012 11 of 11 passed 100%  AY 2011 27 of 27 passed 100%  AY 2010 20 of 20 passed 100%  Rolling 3-year average = 100%

How did you use findings for improvement?

Pass rate this year 100% and the 3 year average of 100% also was excellent and acceptable to our accrediting agency. No changes seemed warranted.

Additional comments:

Encourage students to have PRAXIS scores reported to Auburn.

Expected Outcomes: Thesis Quality

For student electing the thesis option (M.S. degree) the final manuscript must fulfill departmental and Graduate School quality requirements. Peer-Reviews further represents quality.

Assessment methods

Method: Thesis Quality

The optional thesis is evaluated 3 ways. (1) The faculty and committee assess/correct the written and oral prospectus, and later written thesis and oral defense. (2) The Graduate School liason checks and approves the manuscript style. (3) Student and major professor submit a conference proposal and/or journal publication. Both of these are peer reviewed processes.

Findings:

In 2011/2012, one student is in process of writing a thesis. It is premature to report any outcome measures.

How did you use findings for improvement?
N/A

Additional comments:

None