

**Doisy College of Health Sciences
Saint Louis University
Academic Program Assessment Plan**

Academic Degree Program	Master of Arts
Academic Department	Communication Sciences and Disorders

PLO #	Program Learning Outcome (PLO)	Assessment Mapping/Tool(s)	Assessment Methods		Use of Assessment Data		
			**	Program Target	Assessment Data Collection & Initial Data ¹ Analysis/Person(s) Responsible	Data Analysis / Action Plan to address changes in pedagogy, curriculum design and/or assessment work ²	Timeline (any 12 month period is acceptable)
PLO #1	Demonstrate compassionate ethical behavior during clinical practice.	<u>CSDI 5050</u> Experimental Design -1-Completion of IRB Educational Module	D	-1- An average of 85% will demonstrate the ranking of "introduce" or above using the corresponding assessment rubric ³	Data Collection/ Designated Faculty member(s) Initial Data Analysis/ Graduate Program		Academic years ending in an EVEN number

DCHS-MA CSD_ProgAssessPln +Rubrics_egb
Reviewed combined document
Loaded to G-Drive and e-mailed to KT/SS-02/15/18

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			**	Program Target	Assessment Data Collection & Initial Data ¹ Analysis/Person(s) Responsible	Data Analysis / Action Plan to address changes in pedagogy, curriculum design and/or assessment work ²	Timeline (any 12 month period is acceptable)
		-2-Conducting an electronic literature search -3- CSDI ⁴ Clinical Practicum Evaluations	D	-2-An average of 85% will demonstrate the ranking of “reinforce” or above using the corresponding assessment rubric	Director		
			D	-3- An average of 85% will demonstrate the ranking of “mastery” using the corresponding assessment rubric			
PLO #2	Apply clinical reasoning to effectively address the communication needs across the lifespan.	-1- CSDI 5012 Practicum – Campus Clinic Campus Clinic Observations	D	-1- An average of 85% will demonstrate the ranking of “introduce” or above using the corresponding assessment rubric	Data Collection/ Designated Faculty member(s) Initial Data Analysis/ Graduate Program Director		Academic years ending in an ODD number
			D	-2- An average of 85% will demonstrate the ranking of			

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		-2- <u>CSDI 5015</u> Practicum-Offsite Clinic Clinical Practicum Evaluations -3- <u>CSDI 5770</u> Linguistic Contrastive Analysis Project (LCAP)	D	"reinforce" or above using the corresponding assessment rubric. -3- An average of 85% will demonstrate the ranking of "mastery" using the corresponding assessment rubric.			
PLO #3	Demonstrate effective interactions with others during academic discourse	-1- <u>CSDI 5530</u> In-class observations of discussions and group presentation	D	-1- An average of 85% will demonstrate the ranking of "reinforce" or above using corresponding assessment rubrics	Data Collection/ Designated Faculty member(s) Initial Data Analysis/		Academic Years ending in an EVEN number

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		Clinical Preceptor Evaluations					
PLO #5	Demonstrate the ability to evaluate appropriate information from various sources to effectively implement evidence-based practice	-1- <u>CSDI 5630</u> Dysphagia Literature Review Assignment -2- <u>CSDI 5510</u> Assessment/ Management of Social Sommun Comprehensive Course Project -3- <u>CSDI-5560</u>		-1- An average of 85% will demonstrate the ranking of "introduce" or above using the corresponding assessment rubric -2- An average of 85% will demonstrate the ranking of "reinforce" or above using the corresponding assessment rubric. -3- An average of 85% will demonstrate the ranking of "mastery" using the corresponding assessment rubric.	Data Collection/ Designated Faculty member(s) Initial Data Analysis/ Graduate Program Director		

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		Language II PICO Project					

**** D = Direct Measure | I = Indirect Measure**

Important Notes

¹ The sample size for conducting data collection and analysis will be determined and submitted with the assessment rubrics (see note 3 below).

² The program committee will discuss assessment data, determine action plan(s), and monitor implemented action plans during regularly scheduled dedicated meeting time(s).

³ The assessment rubric(s) are complete and attached to this document.

⁴ Select components of this assessment plan are still being determined. Revisions will be made as appropriate and the updated plan will be submitted once finalized.

MA-CSD Program Assessment Rubrics¹

****IMPORTANT NOTES:** The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right). Students who are able to function at the “**reinforce**” level must also be able to perform at the “**introduce**” level. Likewise, in order for students to propose solutions (the “**master**” rating), they must be able to perform at both the “**introduce**” and “**reinforce**” levels.

MA-CSD			
Program Learning Outcome (PLO #1): Demonstrate compassionate ethical behavior during clinical practice.			
Unacceptable	Introduce**	Reinforce**	Master**
<ul style="list-style-type: none"> Unable to identify examples of compassionate ethical behaviors 	<ul style="list-style-type: none"> Identifies examples of compassionate ethical behaviors. 	<ul style="list-style-type: none"> Explains compassionate ethical behaviors observed in the clinical setting. 	<ul style="list-style-type: none"> Integrates instructional knowledge of ethics by interpreting ethical behaviors in clinical practice.

Program Learning Outcome (PLO #2): Apply clinical reasoning to effectively address the communication needs across the lifespan.

Unacceptable	Introduce**	Reinforce**	Master**
<ul style="list-style-type: none"> Unable to identify the steps needed for clinical reasoning to effectively address the communication needs across the lifespan. 	<ul style="list-style-type: none"> Identifies the steps needed for clinical reasoning to effectively address the communication needs across the lifespan. 	<ul style="list-style-type: none"> Applies clinical reasoning to effectively address the communication needs across the lifespan in at least one setting. 	<ul style="list-style-type: none"> Applies clinical reasoning to effectively address the communication needs across the lifespan in two or more settings.

Program Learning Outcome (PLO #3): Demonstrate effective interactions with others during academic discourse

Unacceptable	Introduce**	Reinforce**	Master**
<ul style="list-style-type: none"> Unable identify characteristics of effective interactions with others during academic discourse. 	<ul style="list-style-type: none"> Identifies characteristics of effective interactions with others during academic discourse. 	<ul style="list-style-type: none"> Engages in effective interactions with others during academic discourse. 	<ul style="list-style-type: none"> Develops methods for fostering effective interactions with others when communication breakdowns occur.

Program Learning Outcome (PLO #4): Fulfill clinical responsibilities in a professional manner			
Unacceptable	Introduce**	Reinforce**	Master**
<ul style="list-style-type: none"> • Unable to identify appropriate clinical responsibilities needed for evidence-based practice. 	<ul style="list-style-type: none"> • Identifies appropriate clinical responsibilities needed for evidence-based practice. 	<ul style="list-style-type: none"> • Demonstrates clinical responsibilities of a speech-language pathologist in a professional manner. 	<ul style="list-style-type: none"> • Integrates professional behaviors into practice as a speech-language pathologist.

Program Learning Outcome (PLO #5): Demonstrate the ability to evaluate appropriate information from various sources to effectively implement evidence-based practice			
Unacceptable	Introduce**	Reinforce**	Master**
<ul style="list-style-type: none"> • Unable to identify characteristics of valid, reliable data. 	<ul style="list-style-type: none"> • Identifies characteristics of valid, reliable data. 	<ul style="list-style-type: none"> • Evaluates appropriate information from various sources to effectively plan evidence-based practice. 	<ul style="list-style-type: none"> • Evaluates appropriate information from various sources to effectively implement evidence-based practice.