

Program-Level Assessment: Annual Report

Program Name (no acronyms): **B.S. in Speech Language and Hearing Sciences**

Department: **Speech Language and Hearing Sciences**

Degree or Certificate Level: **B.S.**

College/School: **Doisy College of Health Sciences**

Date (Month/Year): **09/28/2023**

Assessment Contact: **Saneta Thurmon**

In what year was the data upon which this report is based collected? 0/14i/-9424.12 rtifact(e)-6 29 (a)-3 610.37. TJ0 Tc 11.804 0

was determined through student learning in the freshman or sophomore level SLHS 1000 by completing exams and quizzes throughout the term. Some quizzes and exam questions address students' knowledge and application of basic ethical principles in the profession.

PLO #2 was determined through student learning outcomes in the junior level course SLHS 4150 by completing projects involving common disorders seen within the field and a current trend project focusing on new and upcoming trends within the field. The artifacts are test #2 and test #3. The entire tests cover different speech-language disorders, and their treatment

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clinical lab experience, thus giving us a wide scope of how SLHS students grow from introductory to mastery level throughout the major. SLHS program results from this past academic year show us that we set appropriate target

C. What were the findings of the assessment?

Students achieved and met all criteria from projects and quizzes

D. How do you plan to (continue to) use this information moving forward?

Because students have been successful in the sequence of courses and have requested an accelerated option for SLHS majors like Occupational Therapy Students within DCHS a new accelerated track is proposed to move forward with growing the major. The SLHS Scholars track has existed in the department for 3 years, since fall 2020. A proposal will be introducing an accelerated Scholars track to UACC which would allow students to graduate with their B.S. and M.S. in speech-language pathology in 5 years as compared to 6 years starting in Fall 2024. There are no new courses needed for this track, but rather a re-sequencing of existing SLHS classes. This track will continue to be a direct admission available to potential freshmen applying to Saint Louis University. The Scholars track will only be offered at an accelerated freshman admit program. The SLHS Standard Track will remain the same, which is a 4 year B.S. and 2 year M.S. Program. Students in the SLHS Standard Track do have the option for Pre-Select Admission into the SLU SLHS M.S. program which occurs Junior year spring and will remain the same.

This proposal is for the Scholars track courses to be re-aligned to make it an accelerated track. This is supported by the desire from SLHS students voicing a need for this accelerated track and the fact that current SLHS Scholar and Standard track students graduate early in every cohort. The accelerated track will align the courses so that more students will have the option to graduate early and also recruit new students to SLU looking for this option. This accelerated track will be unique among the 3 other SLP programs in the STL area. Maryville, Fontbonne and SIUE all have strong SLP programs but have started to expand their programs via online learning, none have an accelerated 5 year option.

Additionally, this **accelerated** track allows the department and college to attract students who are looking to complete their degree a year early. There are 4 graduate SLP programs in the Saint Louis area, therefore this track would make SLU's program unique and stand out from the other programs. This accelerated scholar track will be a key recruitment tool for Doisy College. Furthermore, this track will attract students like the PT and OT accelerated programs which draw gifted students to the University looking to graduate early.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/append

PLO #2 Mock Exam Project Rubric
SLHS 4150

Name _____

	Exemplary	Emerging	Needs Improvement
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PLO #4 Evaluation Rubric

Case Study Rubric

	Absent 0-20%	Low Emerging 20-70%	High Emerging 70-90%	Exemplary 90-100%
<p>Case description (30%) or condition description evidence and support</p>	<p>Provides introduction that may describe the patient in relation to the pathology. Evidence cited is basic (text and web citations only)</p>	<p>Provides introduction that addresses above related to the pathology. Evidence is not current or of low quality. Journal articles cited and</p>	<p>Provides most relevant information to describe the pathology and mechanism of action. Consistently provides appropriate, current, and moderate to high levels of</p>	<p>Provides most relevant information that addresses and exceeds expectations. Consistently provides information about the pathology and mechanism of</p>