2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/15/2021

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Program(s) covered in this report: Speech Language Pathology PBCT

If you selected "Other" above, please identify. *(100 characters or less)*

College: College of Health

Campuses where the program(s) is delivered: ☒Anchorage ☐KOD ☐KPC ☐MSC ☐PWSC

Specialized accrediting agency (if applicable): N/A
   If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. **Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**

   o **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency?** *(500 characters or less)*

   During my program, I was supported to establish a strong professional foundation, engage with my peers and community, and to develop my personal passions within speech-language pathology. Across courses, students conduct actual oral motor assessments on adults and children, analyze speech and language samples of children with communication disorders, and write position papers and discussion boards about cultural and linguistic diversity and the impact on communication assessment and treatment.

   o **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** ☒Yes ☐No
   If yes, please briefly describe. *(500 characters or less)*

   In EDSL A403 our students are required to write a reflection on the impact of a sudden hearing loss on their stage in life. They must provide specific examples of impact on their own family, relationship, vocation and recreation. They explore the limitations they may face and research devices and profesional and community services that allow them to maintain independence and achieve their goals. This assignment is specifically designed to promote all three facets of this core competency.

   o **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** ☒Yes ☐No
   If yes, please briefly describe. *(500 characters or less)*

   Students in healthcare and social service programs would benefit from additional collaborative opportunities in assignments that require partnerships with students in another course/discipline. These assignments may target collaborative exploration of illness or disability on personal and vocational aspects of a person's life. Students could further design interprofessional toolkits for facilitating access to services and other supportive resources.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

   Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

   1. Identify anatomical structures and physiological processes that support the communication and swallowing processes - Met faculty expectations

   2. Describe the role of the systems of respiration, phonation, and articulation/resonance in the production of a spoken word - Met faculty expectations

   3. Identify milestones in normal speech and language development - Met faculty expectations

   4. Identify common disorders that affect the ability to communicate and/or swallow - Met faculty expectations

   5. Discuss the impact of culturally and linguistically diverse backgrounds on speech and language development and difference vs. disorder - Met faculty expectaions

3. **Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings.** *(750 characters or less)*

   Course-based key assessments which comprise the formative assessments are administered in the post-bac courses. Courses had between 11-12 students. Variations were due to 2 and 3-year programs of study and the inclusion of SLP minors in some courses. The assessments were established by two term faculty members in the most recent assessment plan. Students posted assignments on Blackboard and instructors of the courses scored the assessments and recorded the results. Program faculty reviewed and analyzed the formative key assessment results as part of an annual program assessment cycle. Criterion was that "90% of students will score 80% or better. "

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*

   Findings indicate that students are successfully completing the assignements that comprise the formative assessments and that the assessments are good indicators of learning the relevant information. The program is designed to prepare students for acceptance into and completion of an accredited Master's Degree in Speech-Language Pathology. The number of students from our program accepted into the distance learning graduate partnership program with East Carolina University has continued to increase over the last 3 years. This past year, 100% of UAA SLP applicants were accepted, with total number up more than 50% from 2020 and 80% from 2019, out pacing the growth of other distance learning and on-campus groups accepted in the 2021 cohort.

5. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. *(750 Characters or less)***

The Assessment Plan regarding standards and learning outcomes was adapted, or directly quoted, from the American Speech-Language-Hearing Association (ASHA) 2020 Certification Standards. The ASHA-mandated assessment plan was adapted to guide the development of learning outcomes for the SLP Post-Baccalaureate Program. Given the recency with which the key assessments were established/refined and the recent retirement of the two long-standing SLP faculty, no changes are recommended at this time. As a small program that is demonstrating increasing student success described in questions 4, 7, and 9, the newly hired program director and incoming faculty to be hired will adhere to the current established assessment plan for this year.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. **In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**

☒Course curriculum changes

☐Course prerequisite changes

☒Changes in teaching methods

☐Changes in advising

☐Degree requirement changes

☐Degree course sequencing

☐Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])

☐Changes in program policies/procedures

☐Changes to Program Student Learning Outcomes (PSLOs)

☐College-wide initiatives (e.g., High Impact Practices)

☐Faculty, staff, student development

☐Other

☐No changes were implemented in AY21.

If you checked "Other" above, please describe. *(100 characters or less)*

7. **Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. *(750 characters or less)***

Students met faculty expectations for key assessments, including the added case study assessment established in the 2020 program assessment plan. Previous assessments documented that in

graduate school, UAA SLP students often outperform students from other programs. The key assessments are aligned with 2020 AHSA certification standards so that students have tools that promote graduate school success. The more than 50% increase in ECU graduate school admissions for UAA SLP students compared to a decrease for the other ECU distance learning cohort provides evidence that our program offers a solid academic foundation that is valued by students and our partner graduate program.

8. **Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.**

9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field.** *(750 characters or less)*
Last year, 100% of all UAA SLP post-bac students who applied for admission to ECU's Master's degree program in speech-language pathology were admitted. One of our recent graduates who was accepted into ECU in 2020 is working as an early interventionist while earning her clinical clockhours with a practice that serves Alaskan children with developmental disabilities and their families.

DEAN SECTION (Due to the program on January 15)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on?** *(750 characters or less)*
Although the program is not externally accredited, it is commended for using the national AHSA certification standards as a basis for curriculum design and assessment. The focus on both achievement in course outcomes and acceptance into the master's level speech languange pathology program is valuable in assessing how the overall goals of this program are being met. I agree with the program that, at this time, continuing with the current assessment plan and strategies for evaluation is appropriate. The SLP program is encouraged to continue, as it has, in considering how the certifiate fits within the overall current, and potentially expanding, speech langague pathology program offerings at UAA and with partner institutions.

2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question.** *(750 characters or less)*
As noted above, it is commendable that the program is using national standards for various levels of speech language pathology education and practice to guide their development of student learning

activities and assessment process. Although this is not a requirement for their program, it benefits students as they move across a cotinuum of speech-language pathology education.

Dean's signature: _____ **Date:** 12/23/2021