

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)**

Submission date: 1/27/2025

Assessment Plan covered in this report: Speech-Language Pathology Assistant AAS

College: College of Health

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

Submitted by: Alisa Konishi-Therkildsen, SLP Program Director, aktherkildsen@alaska.edu

After responding to the questions below, the program should email this report form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in the past academic year. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

For Example: 1. "Communicate effectively in a variety of contexts and formats" – Exceeded faculty expectations; 2. "Adopt critical perspectives for understanding the forces of globalization and diversity" – Met faculty expectations.

1. "Accurately select and administer screening instruments and calculations, taking cultural-linguistic factors into account, and report results to the Alaska licensed SLP" - Met faculty expectations; 2. "Effectively assist an Alaska licensed SLP with regard to establishing and sustaining a culturally responsive environment for intervention" - Met faculty expectations; 3. "Comply with the Code of Ethics of the American Speech-Language Hearing Association and the Statutes and Regulations of the State of Alaska professional license for SLPAs" - Met faculty expectations; 4. "Demonstrate intermediate to advance skills performing as a speech language pathology assistant by following documented treatment plans, assisting a speech language pathologist in service delivery, accurately documenting client performance, accurately recording data and preparing materials, demonstrating appropriate written and oral communication, interpersonal skills, ethical behaviors and health and safety precautions." - Met faculty expectations

- 2. Describe what your assessment process was last year 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. (1000 words or less)**

The Program Student Learning Outcomes were primarily assessed through coursework in CSD A104 Speech and Language Development, CSD A213 Clinical Methods, Documentation, and Professional Issues, and CSD A295 Practicum. Student Learning Outcome #1: Students were required to complete a language sample analysis and present on a speech or language screener. Over the past year, 94% of students completed at least one of the two screener assignments with a passing grade, and 88% completed both assignments with a passing grade. Student Learning Outcome #2: This outcome was assessed through the creation of treatment plans, the delivery of culturally appropriate treatment to clients, and accurate documentation. All students (100%) successfully completed these requirements with a passing grade in either CSD A213 or CSD A295. Student Learning Outcome #3: In CSD A213, students engaged in discussions about the Code of Ethics, while in CSD A295, students applied the Code of Ethics in their clinical practice. Student Learning Outcome #4: The successful completion of the practicum in CSD A295 served as the primary measure for this outcome. All students (100%) completed the course with a passing grade.

- 3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

The findings from the review of the Program Student Learning Outcomes demonstrate successful completion of the program and effective preparation for roles as speech-language pathology assistants. Students are acquiring the necessary skills to plan, implement, and document treatment sessions effectively. Additionally, they are developing the ability to screen for common speech and language disorders. The success of the program will continue to be evaluated in subsequent years using current assessment measures, along with passing rates for the national certification exam and/or employment outcomes as speech-language pathology assistants.

- 4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? No**

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

No changes were recommended at this time, as this is a relatively new program and the first annual assessment report. Additionally, the current outcomes indicate student success, which will continue to be monitored using the existing measures.

5. 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 last year. *(If no options above were selected)*

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

6. 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. (1000 words or less)

The program has not implemented any changes at this time, as this is a new program and is the first annual academic assessment report. However, the program plans to implement a more robust post-graduation questionnaire in the future to better track employment outcomes and passing rates for the national certification exam.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this report form to the program, and copy uaa_ooo@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

- 1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

The SLP-A program is commended on engaging in the outcomes assessment process within the first available assessment cycle. It is recommended that the program continue to evaluate methods of data gathering and metrics to ensure a robust evaluation plan. The COH is supportive of the utilization of a graduate survey as an additional metric to measure outcomes.

- 2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The SLP-A program was developed in response to student feedback and program evaluation efforts for the SLP Post Baccalaureate Certificate. The SLP-A offers a valuable degree path for a high workforce need career. The program has outlined a comprehensive assessment process with a commitment to ongoing monitoring and evaluation in successive years of the program. COH is appreciative of the program faculty and leadership in designing, implementing, and supporting this newer degree offering.

Dean's signature:

Cary C Moore

Date: 1/27/25

Cary Moore Associate Dean for Clinical Health Sciences