

Review of MFA Results and Report on Curricular Change
B.A. Speech-Language and Hearing
Department of Communication Sciences & Disorders

*Revised Aug
16, 2001*

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Results of the 2000-2001 MFA assessment activities indicate areas of strengths and weaknesses within the program.

The perceived areas of strengths include:

a) students' demonstration of competency in clinical skills.

One hundred percent of the students completed the clinical practicum, 97% of the students completed 100 clinical contact hours, 100% of the students completed the observation prior to SLH 300 course, 100% of the students achieved a grade of "C" or better on CBS Evaluation, and 97% of the students completed ASHA Clinical Summary Form.

b) students' preparation for entry into master's program in terms of percentage of students passing PRAXIS I exam.

One hundred percent of the students passed PPST and 100% of the students also passed C-S PPST.

c) students' positive pre-professional identity and life-long learning.

Approximately 88% of the students were "satisfied" to "very satisfied" with the experience outside of the classroom. Seventy-two percent of the program's courses contained pre-professional activities.

The perceived areas of weaknesses include:

a) the scores of students on positive opinion of the broad knowledge base provided by the program.

Fifty percent of the students were "satisfied" to "very satisfied" with the effectiveness of beginning courses and 62.5% of the students were "satisfied" to "very satisfied" with the quality of instruction in the advanced courses.

b) the scores of students on preparation of students for entry into master's program in terms of their GPA.

Fifty-three percent of the students had cumulative GPA of 3.0 or higher.

c) the scores of students on positive pre-professional identity and life-long learning in terms of satisfaction of the students with professional activities.

Approximately 38% of the students were "satisfied" to "very satisfied" with professional activities and associations.

At this time, it is believed that there are no sufficient data to warrant a change in the program. The number of respondents completing the surveys was minimal and their responses may not represent the majority of students' opinions. Methods to increase response rate and revision of survey questions are scheduled for 2001. Future results will be monitored. When more data become available, the outcome will be re-evaluated.

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Goal Attainment Framework

Expected Outcome

| 1. Positive opinion of the broad knowledge base | Very Dissatisfied | | | Very Satisfied | |
|---|---|------|----|----------------|------|
| | 1 | 2 | 3 | 4 | 5 |
| a.1. % effectiveness of beginning courses | 12.5 | 12.5 | 25 | 25 | 25 |
| a.2. % quality of instruction in advanced core courses | 12.5 | 0 | 25 | 50 | 12.5 |
| b. % preparedness for employment or graduate studies | 100% | | | | |
| 2. Demonstrate competency in clinical skills | | | | | |
| a. % complete clinical practicum (SLH 300 & 410) | 100% (N=34) | | | | |
| b. % complete 100 clinical contact hours | 97% (N=33) | | | | |
| c. % complete observation prior to SLH 300 | 100% (N=34) | | | | |
| d. % achieve "C" or better on CBS Evaluation | 100% (N=34) | | | | |
| e. % complete ASHA Clinical Summary Form | 97% (N=33) | | | | |
| 3. Preparation for entry into master's program | | | | | |
| a. % pass PRAXIS I | 100% | | | | |
| PPST | 100% | | | | |
| C-B PPST | 100% | | | | |
| b. % with cumulative GPA of 3.0 or higher | 53% (103) | | | | |
| 4. Positive pre-professional identity and life-long learning | | | | | |
| Very Dissatisfied | | | | | |
| 1 2 3 4 5 | | | | | |
| a.1. % satisfied with experiences outside of the classroom | 0 | 12.5 | 0 | 50 | 37.5 |
| a.2. % satisfied with professional activities & associations | 0 | 12.5 | 50 | 37.5 | 0 |
| b. % of courses with pre-professional activities | 68% (N=15/22-Fall) 76% (N=17/20-Spring) | | | | |