

Assessment Report
Advanced Speech-Language Pathology Certificate Program
(Post-Masters)
2021-2022

The Advanced Speech-Language Pathology Certificate in the Communication Sciences and Disorders program provides professionals post-master's, advanced training in speech-language pathology with a focus in the school-age population. Program goals are based on the needs assessment completed as part of the program proposal, faculty feedback, and student feedback. Program goals and objectives include:

Program Goals:

1. Institute a nationally recognized premier program to provide deep training across specialty areas of speech-language pathology served in educational settings.
2. Provide a foundation of deep knowledge for communication disorders in educational settings that can be used to facilitate critical thinking and interdisciplinary collaboration.
3. Provide graduates with knowledge to facilitate leadership opportunities in workplace and community settings.

Program Objectives:

1. Provide students with advanced studies across key areas of service delivery so graduates can return to their professional careers with deep knowledge of functional content to make them experts on their campus.
2. Structure engaged learning across the domains of speech-language pathology in order to support student understanding of engagement, participation, and health as they pertain to the school-age population.
3. Bridge application of research to clinical practice as typified by evidence-based best practices in speech-language pathology.
4. Provide a foundation of resources and references to facilitate continuity of care within the school and home settings for school-age children who receive speech-language pathology services.

Final data for course evaluations and program feedback of this academic cohort are not available at the time of this report.

Academic Assessment

Student Learning Outcomes and Student Performance

The student will:

- Understand pre-literacy skills as well as literacy skill development in educational settings
- Exhibit high quality interdisciplinary communication, including academic/professional writing and implementation of interventions
- Demonstrate knowledge of theory and practice related to assessment and treatment of fluency disorders in educational settings
- Interpret research and assessment results to make data-based decisions
- Describe evidence-base for pediatric feeding/swallowing intervention
- Identify effective augmentative and alternative communication options and interventions in educational settings
- Describe and implement behavior management strategies to be used in educational settings

Student Outcomes:

2021-2022 Cohort:

*A total of 13 students initially enrolled in courses in the fall of 2021 (an increase from previous years). Two students decided to extend their program due to medical and life circumstances. 9 students are tentatively scheduled to graduate from the certificate program in the summer of 2022 (an increase of 2 students from 2021).

CDIS 6103 – 11 students completed the course. 100% passed the course with 80% or above.

CDIS 6203 – 10 students completed the course. 100% passed the course with 80% or above. (2 additional students started the course, but received Incompletes. They are working with the course instructor to complete course assignments.)

CDIS 6303 - 10 students completed the course. 100% passed the course with 80% or above.

CDIS 6403 - 9 students completed the course. 100% passed the course with 80% or above.

CDIS 6503 – Last course of the program. We had additional interest in this course this year from certificate students from other certificates on campus. We have enrolled 4 additional students in this course and currently have 15 students enrolled in this course which is ongoing in summer 2022.

Timeline for Data Collection and Analysis:

Students complete course evaluations at the end of each course that are reviewed by the Department Chair. Additionally, students complete an exit survey for the program providing them an opportunity to provide feedback on individual courses, professors, curriculum, and the overall program. The exit surveys are disseminated, collected and reviewed by the Program Coordinator each year. Key findings are discussed with program faculty and the Department Chair on an annual basis as well as published in the annual program assessment report.

Assessment Plan: Based on the current results, no changes in the assessment process are planned for the next academic year.

- (1) Prospective students reported concerns with funding for the program.
 - a. Plan: Program Coordinator created a scholarship webpage linked to the program website with scholarship opportunities and funding suggestions.
 - b. Program Coordinator met with Program Coordinator for the Ed.S. program in the CIED Department to inquire about the possibility of the certificate being added as a concentration to the Ed.S. program to allow students the opportunity to complete both programs and apply for federal financial aid while completing the certificate.