Assessment Report
Advanced Speech-Language Pathology Certificate Program
(Post-Masters)
2023-2024

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. An exit survey will be deployed in July after students graduate.

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:

2023-2024 Cohort:

*A total of 8 students initially enrolled in courses in the fall of 2022 (a decrease from previous years). One student who began with a previous cohort completed the program in the fall. Two students withdrew from the program in the fall. 7 students are tentatively scheduled to graduate from the certificate program in the summer of 2024.

CDIS 6103 – 6 students completed the course. 100% passed the course with 80% or above.

CDIS 6203 – 8 students completed the course. 100% passed the course with 80% or above.

CDIS 6303 - 7 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. 3 CDISMS graduate students completed this course as an elective.

CDIS 6503 – Last course of the program and is offered in the summer. It is anticipated that 17 students will complete this course which is ongoing in summer 2024. 10 CDISMS graduate students completed this course as an elective.

Timeline for Data Collection and Analysis:

Students complete course evaluations at the end of each course that are reviewed by the Department Head. 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 Head 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.