

<b>PROGRAM INFORMATION</b>	<b>Program</b>	<b>Speech-Language Pathology Assistant</b>
	Submitted by:	Jennifer Schultz
	Year	2021-2022
	Date of Review	2022-01-06
	Form Key	58a852aa-3435-4ae2-90de-655bd40d4671
<b>PROGRAM OUTCOMES</b>	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	SLPA program faculty reviewed program outcomes and determined that no revisions were needed. Program outcomes align with ASHA standards for SLPA education. The SLPA advisory board met twice reviewing selected course syllabi which contain program outcomes. No changes were recommended by the board.
	Outcomes are up to date in WIDS and on the program's web page	Yes
<b>SYLLABI</b>	ADA Statement	Yes
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	Yes
	Office Hours/Contact Information	Yes
	Prerequisites	Yes
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any.	Syllabi for SLPA 101 and 102 were reviewed by practicing SLPs, the SLPA student representative to the program advisory board, and the advisory board members. Input indicated that the courses were well-organized and informative. The student representative suggested adding an observation assignment to SLPA 101. This assignment had been included prior to 2020, but was removed due to COVID issues and in-person observations. Faculty will consider adding the assignment again in 2022 based on COVID status at that time.	
<b>PROGRAM COMPETENCIES</b>	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Course syllabi, including competencies were reviewed by the advisory board in Fall 2021. No changes were recommended. SLPA faculty reviewed competencies for SLPA 235 Clinical Management & Procedures in January 2022. The competency addressing behavior management was removed as it is now addressed in detail in SLPA 115 Behavior Management. Competencies addressing understanding of treatment plans in health care settings, mandatory reporting requirements, and liability insurance.
	WIDS Up to Date	Yes
<b>COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST</b>	Capstone	Yes
	Class Participation	Yes
	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	Yes
	Journals	Yes
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	Yes
	Other Projects	Yes
	Peer Evaluations	Yes
	Portfolio Projects	Yes
	Quizzes	Yes
	Self Evaluations	Yes
	Simulations	Yes
	Videos of Student Mastery	Yes
Written Essays	Yes	
Written Reports	Yes	
<b>ALIGNED AND APPROPRIATE ASSESSMENTS</b>	Assessments used in the program are matched to the outcomes/competencies for the program.	Yes
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	Assessment projects that require students to create materials include a requirement to show materials to instructors and discuss how they are used in screening and treatment. This addresses the ability to apply coursework information to materials and proposed clinical situations. Exam questions linking course content to SLPA Scope of Practice and the ASHA Assistants Code of Conduct require students to analyze clinical situations and apply rules and regulations to those scenarios. SLPA 211 final assessment addresses ability to synthesize information regarding components of language, articulation, phonology, voice, and fluency disorders to guide them in development of screening tools. Competency demonstrations for screening and treatment tasks require students to analyze the client's age and disorder and apply coursework information to clinical scenarios

	<p>Explain changes in the assessments used in your program since your last review (include input received and rationale)</p>	<p>SLPA 101 - Number of section exams was reduced from 4 to 3/semester. Rationale: Reduce student workload. SLPA 210 - Sign language assessment format was changed from a live meeting with the instructor to an online test format in MyTech. Rationale: Increase flexibility for students to complete the assessment on the day and at the time of day that works best for them. SLPA 200 - Simucase simulations were developed and are now used to verify competence in hearing screening, hearing aid, and FM system skills to increase student competence with these skills when they do not have access to equipment through SLPA lab activities and local resources. SLPA 211 - A Simucase simulation has been developed and will be implemented in Spring 2022 to increase student competence with developmental screening activities when they do not have access to screening materials through local resources. SLPA 235 - Roles and responsibilities assessment was modified to include information about treatment plans and documentation in health care settings. Rationale: The additional content and assessment will better prepare students for future work in health care settings as SLPA employment settings expand beyond early intervention and school settings. An online lab group was added with a new adjunct faculty member to provide lab experiences in a a group format for students outside of South Dakota. Previously these students completed lab competency demonstrations with individual SLPs in their region. This change was made to increase consistency in the information taught and competency expectations and grading across students.</p>
<p><b>INDUSTRY CERTIFICATIONS</b></p>	<p>Explain any changes made or planned in the program based on assessment of industry certifications used in the program.</p>	<p>No program changes are planned at this time. ASHA is currently revising SLPA Scope of Practice. Program changes will be considered in the future based on those updates.</p>
<p><b>INTERNSHIPS/ CLINICALS</b></p>	<p>How do you evaluate program competencies or learning objectives during internship/externship experiences?</p>	<p>All SLPA II students complete SLPA 240, clinical fieldwork, with an 8-week fieldwork experience as an SLPA under the direction of a licensed/certified SLP. Supervising SLPs complete mid-term and final assessments of the SLPA students' clinical, interpersonal, and professional skills as demonstrated in the fieldwork experience. At the end of the fieldwork placement, students submit a client case study that requires them to collect case history and treatment information, implement treatment and collect data, and to summarize that information in written and oral form.</p>
	<p>As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?</p>	<p>Review of fieldwork evaluations indicated that students are successful with technical skills needed for entry-level positions as SLPAs. No curriculum changes based on internship evaluations were made. Fieldwork supervisors reported that students were well-prepared for clinical fieldwork.</p>
<p><b>ENROLLMENT</b></p>	<p>Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.</p>	<p>Yes (2021 - 85%)</p>
<p><b>RETENTION</b></p>	<p>Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.</p>	<p>Yes (2021 - 92%)</p>
<p><b>GRADUATION</b></p>	<p>Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.</p>	<p>Yes (2021 - 82%)</p>
<p><b>PLACEMENT</b></p>	<p>Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.</p>	<p>Yes (2020 - 83%)</p>
<p><b>STUDENT SATISFACTION</b></p>	<p>If this benchmark is not met, what strategy or strategies will be implemented to address this measure?</p>	<p>The benchmark was met in the 2021 survey.</p>
<p><b>ALUMNI SATISFACTION</b></p>	<p>If this benchmark is not met, what strategy or strategies will be implemented to address this measure?</p>	<p>The benchmark was met. In the 2021 survey 100% of respondents indicated they were satisfied or very satisfied.</p>
<p><b>EMPLOYER SATISFACTION</b></p>	<p>If this benchmark is not met, what strategy or strategies will be implemented to address this measure?</p>	<p>The benchmark was met. In the 2021 survey 100% of respondents indicated they were satisfied or very satisfied.</p>

<b>PROFESSIONAL DEVELOPMENT</b>	What professional development activities have instructors in this program completed in the last year?	Both instructors attended the SD Speech-Language-Hearing Association Convention online professional development event and completed SDSLHA and Speechpathology.com online webinars. Jennifer Schultz attended the ASHA convention.
	How were these activities used to improve this program?	Information about neurodiversity, and changes in personal preferences surrounding the use of person-first vs. diagnosis-first language are being shared in SLPA 101, 115, and 230 coursework. Attendance at the ASHA convention included a meeting with ASHA staff and SLPA program directors to provide input regarding the C-SLPA certification program. Information about ACES (adverse childhood experiences) is incorporated into SLPA 101 and 112.
<b>PROFESSIONAL ORGANIZATIONS</b>	Do faculty members belong to professional organizations associated with this program?	Yes
	If no, explain why.	
	Are students made aware of the professional organizations for their career field?	Yes
<b>All</b>	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	Observation opportunities will be added to SLPA 101 again when the COVID pandemic numbers allow. No other changes to the program were discussed or recommended.
	Implementation Date	2022-08-15
	Indicate the personnel responsible for implementing the change(s):	Jennifer Schultz
<b>PROGRAM IMPROVEMENT PLANS AND BUDGET</b>	As you review this past year, what changes do you propose for the next school year that will affect the program's budget?	We do not anticipate any changes that will affect budget.
	Cost	