PROGRAM INFORMATION	Program	Speech-Language Pathology Assistant
	Submitted by:	Jennifer Schultz
	Year	2023-2024
	Date of Review	2024-01-05
	Form Key	792d1388-41c3-475b-8203-cf6a1985f5a7
PROGRAM OUTCOMES	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	The SLPA Advisory Board met twice reviewing program syllabi and outcomes. SLPA program faculty reviewed program outcomes and compared them to ASHA certification standards and Scope of Practice. No changes were made to the program outcomes.
	Outcomes are up to date in WIDS and on the program's web page	Yes
SYLLABI	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	No
	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.	In the Fall 2023 SLPA Advisory Board meeting, syllabi for SLPA 106 and SLPA 111 were reviewed. Prior to the meeting, practicing SLPs reviewed the syllabi and provided subject matter expert input, which was shared with the Advisory Board. Input on SLPA 106 indicated that course content is comprehensive and well done. Input on SLPA 111 indicated that information was well organized.The student representative to the SLPA advisory board also provided input regarding the courses. Reviews were favorable. No changes to these courses were made.
PROGRAM COMPETENCIES	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Program competencies were reviewed by SLPA faculty at the beginning of the Fall 2023 semester. The competencies for SLPA 106 and SLPA 111 were reviewed by SLP subject matter experts and the advisory board, including a student representative. All course competencies were reviewed by the faculty member teaching the course prior to the semester. No changes were made to program or course competencies.
	WIDS Up to Date	Yes
COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST	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
ALIGNED AND APPROPRIATE ASSESSMENTS	**Assessments used in the program are matched to the outcomes/competencies for the program.**	Yes
	Explain changes in the assessments used in your program since your last review (include input received and rationale).	SLPA 104: Course was updated to use an open-education resource text and VisibleBody interactive A&P tool. Weekly quizzes in VisibleBody were used to assess learning. Students in the Fall 2023 semester rated these quizzes at 3.8 on a 5 point scale in terms of their helpfulness. SLPA 235: The electronic medical records simulation was expanded to allow students to choose between education, outpatient healthcare, and inpatient healthcare records based on their fieldwork placement. This helps to individualize the assessment.
	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 require students to show materials to instructors and discsuss how they are used in screening and treatment. This addresses the ability to apply coursework information to materials in 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.
INDUSTRY CERTIFICATIONS	**Explain any changes made or planned in the program based on assessment of industry certifications used in the program.**	No changes were made or planned based on ASHA C-SLPA certification.
INTERNSHIPS/ CLINICALS	**How do you evaluate program competencies or learning objectives during internship/externship experiences?**	All SLPA II students complete SLPA 240 Clinical Fieldwork with an 8-week SLPA fieldwork experience under the direction of a licensed/certified SLP. Supervising SLPs complete midterm and final assessments of the SLPA student's clinical, interpersonal, and professional skills as demonstrated in the experience. At the end of the 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.
	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	Review of fieldwork evaluations indicated that students were successful with technical skills needed for entry-level positions as SLPAs. Faculty developed procedures to facilitate progress in fieldwork for high-risk students. These include weekly communication between the SLP supervisor and SLPA faculty member and weekly student/faculty meetings to address skill development needs. No curriculum changes based on internship evaluations were made.

ENROLLMENT	**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.**	In Fall 2023, SLPA 10-day count was was 75% meeting the benchmark.
RETENTION	**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.**	Fall 2023 retention rate was 71%. While this did not meet the benchmark, it is increased from 61% in Fall 2022. SLPA faculty are implementing the following strategies: 1) Review each new student's academic history and test scores and discuss this with the student during the initial registration meeting. 2)Inform students of program rigor and requirements during initial registration meetings and the program orientation meeting. 3) Begin coursework on day 1 of the semester to allow students to understand the effort required for successs prior to the 10-day count. 4) Encourage students to consider all commitments (work, school, family, etc.) and create a schedule for coursework that designates specific days/times devoted to coursework and to consider attending part-time if needed.
GRADUATION	**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.**	In Spring 2022 and Spring 2023, 69% of the exiting students completed the program with a diploma or degree. Most students who exit the program without a degree cite personal/family reasons for exiting the program. Strategies implemented include: 1) Encouraging students with course grades below 75% to utilize CSS tutoring and to meet with course instructors for assistance, and 2) Encouraging students to consider all commitments (work, school, family, etc.) and encouraging struggling students to move to a part-time course schedule to increase success in the program.
PLACEMENT	**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.**	100% of 2022 graduates obtained employment as an SLPA.
STUDENT SATISFACTION	**If this benchmark is not met, what strategy or strategies will be implemented to address this measure?**	Not addressed during this cycle.
ALUMNI SATISFACTION	**If this benchmark is not met, what strategy or strategies will be implemented to address this measure?**	Not addressed during this cycle.
EMPLOYER SATISFACTION	**If this benchmark is not met, what strategy or strategies will be implemented to address this measure?**	Not addressed during this cycle.

PROFESSIONAL DEVELOPMENT	**What professional development activities have instructors in this program completed in the last year?**	All faculty members complete a minimum of 10 hours of continuing education every year to maintain state licensure and ASHA certification. Faculty members attend and present continuing education programs for SLPs at state and national conferences.
	How were these activities used to improve this program?	Information about updates in the field are incorporated into coursework where appropriate. Attendance at state and national meetings provides faculty with opportunities to network with other program directors and ASHA staff.
PROFESSIONAL ORGANIZATIONS	**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
ADVISORY BOARD RECOMMEN-DATIONS	**What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?**	Based on Advisory Board input in Fall 2022, an SLP observation assignment was added to SLPA 101 in Fall 2023. (This was removed in 2020 due to COVID). Students reported that this assignment was helpful to their learning. In the Fall 2023 Advisory Board meeting, faculty were encouraged to provide instruction in classroom-based services. Coursework includes instruction on this model. In SLPA 220 and SLPA 230, a competency demonstration was added requiring the SLPA student to provide group therapy treatment to students with differing needs/goals.
	Implementation Date	2023-09-01
	Indicate the personnel responsible for implementing the change(s):	Jennifer Schultz & Deb Flynn
PROGRAM IMPROVEMENT PLANS AND BUDGET	**As you review this past year, what changes do you propose for the next school year that will affect the program's budget?**	No changes affecting the budget are proposed.
	Cost	0